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# Perceptions of Teachers and Administrators Regarding the Teacher Evaluation Process

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PERCEPTIONS OF TEACHERS AND ADMINSTRATORS REGARDING THE  
TEACHER EVALUATION PROCESS

by

JOY DAVIS SHEPPARD

(Under the Direction of Teri Denlea Melton)

ABSTRACT

Teacher evaluations can be a tool for increasing teacher effectiveness and accountability if it is determined how evaluations can be best used. According to current literature, this is not the case. It is more pertinent than ever that administrators use evaluations to strengthen marginal teachers and further develop skills of teachers who are already proficient. However, few studies exist pertaining to teacher and administrator perceptions of teacher evaluation effectiveness and even fewer focus Georgia teacher evaluations.

The purpose of this descriptive study was to investigate perceptions of the teacher evaluation process held by teachers and administrators in southeast Georgia so that improvements to the teacher evaluation process could be considered. Survey data were collected (277 teachers and 12 administrators) representing three rural school districts in southeast Georgia. Data collection tools included the Teacher Evaluation Profile for Teachers and Administrators. Both included questions that participants rated based on a Likert-type scale. In addition to the Likert-types questions, one-open ended question was included that allowed teachers and administrators to reflect upon the current process for teacher evaluation used in their systems.

Findings from both the Likert-type response questions and the open-ended question were analyzed with comparative differences between the survey and the open-

ended response data. Data were analyzed by position (teacher and administrator). Responses on the survey questions were positive from both teachers and administrators. A large number of teachers (43.73%) indicated that the evaluation process in their system was average and that these evaluations had a strong impact on professional practices (20.15%). According to teachers, the strongest attribute of the evaluation process was that the feedback focused on the standards whereas administrators indicated that the timing of the feedback was the greatest attribute of the evaluation process. In addition, administrators believed that teacher evaluations have the greatest impact on student learning.

This study demonstrated that both teachers and administrators are reasonably satisfied with the teacher evaluation process. This study resulted in limited findings that would indicate a complete overhaul of the evaluation process, but it suggests that minor changes could be made to enhance the overall usefulness of teacher evaluations.

*INDEX WORDS:* Teacher Evaluations

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DOCTOR OF EDUCATION

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## DEDICATION

I would like to dedicate my education and this dissertation to my mother, Jewel Imogen Smith Davis. While you may not have ever realized it, I always wanted to be like you. I remember as a child, “grading” the papers you would bring home from school. Yes, I now know that I wasn’t really “grading” the typing papers that you brought home for me to play with, but with my sharpened red pencil in hand, I made a mess of many a student’s typing assignment!

In the initial orientation process for the doctoral program, we were told not to pursue a “doctorate” if we were doing so for anyone other than ourselves. I knew all along that this degree (my Ed.D.) was for you Mama so I ignored that advice and set out to become a “doctor” in hopes that I would make you proud.

I thank you today for helping me become the person I am. You almost single-handedly raised four children while working full-time as well as teaching school at night. After Daddy died, you continued to make sure Brett and I had everything we needed. While I know that you have not always been thrilled with the decisions I made, I know that you have always loved me and have always “had my back.” I love you Mama.

Yes, I am finished with my dissertation.

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## **CHAPTER I**

### **INTRODUCTION TO THE STUDY**

Teacher evaluations have long been a heavily researched topic. These evaluations take place annually in schools across the nation. Prior to Bush's No Child Left Behind (NCLB) Act of 2001, the evaluation process was largely left to the discretion of local boards of education. However, with the push for highly qualified teachers and increased accountability for student achievement, states have begun to play a larger part in evaluation policies and procedures (Anderson, 2012; Hazi & Rucinski, 2009).

Identifying and employing highly qualified teachers is a key component of NCLB. Documenting that quality instruction is being implemented in classrooms suggests that teacher evaluation processes will soon shift to a higher priority. As accountability for student learning becomes one determining factor for the evaluations teachers receive and the accreditation school districts are awarded, teacher evaluation practices will move to the forefront of school administrators' agendas.

Since perceptions, to human beings, are truly reality, it is important to survey the perceptions of persons involved in the teacher evaluation process. Crotty (2006) has stated, "the way things are shapes the way we perceive things and this gets expressed in the way we speak" (p. 88) and this becomes what is real. To use Anderson and Collins (2001) birdcage analysis: a person could look at one wire of the cage and deduce that the bird could just fly around the wire and be free, however, in looking at the whole birdcage, this same person would realize that the bird is indeed trapped with no way to escape. In order to begin the process of developing more effective evaluation instruments, the whole

process must be explored beginning with the current reasons for evaluation. Rebore (2004) suggested numerous reasons for evaluations:

1. to foster the self-development of employees
2. to help identify tasks that an employee is capable of doing
3. to help identify staff development needs
4. to help determine whether an employee should be retained
5. to help make decisions about placement, transfers or promotion. (p. 192)

Today, public school teachers are evaluated at least one time per year. Non-tenured teachers are evaluated more frequently. These evaluations will continue to be used by administrators as a method of increasing accountability due to the implementation of Bush's NCLB Act (Ellett & Teddlie, 2003; Noakes, 1999).

Perhaps due to the increase in accountability both on teachers and administrators, teacher evaluations have become unfavorable topics in many schools. Administrators, as well as teachers, often complain about the current system of teacher evaluations. Administrators complain because it is time-consuming; with the many other responsibilities an administrator has, spending so much time evaluating teachers may not be putting this limited time to good use. Hopkins (2001) found that many administrators believe that teacher evaluations are the worst part of their job. Teachers, on the other hand, complain because it is a "stressful" time for them—being under the scrutinizing eye of the administrator.

While teachers and administrators alike complain about the process of evaluations, research has also shown that methods of evaluation are often flawed. Noakes (2009) found that teacher evaluations are neither valid nor reliable, that short

observations in the classroom are not accurate reflections of a teacher's true ability, and that often result in those poorly performing teachers receiving satisfactory ratings.

Research has shown that a large number of teachers receive satisfactory (or higher) ratings on evaluations (e.g., Jacob & Lefgren, 2007; Thomas & Wingert, 2010), whether deserved or not.

Teacher evaluations have come to the forefront of discussions in legislative sessions across the nation as well as in local school systems. In many states, including Georgia, school systems are looking at ways to evaluate teachers that offer a somewhat more structured and more systematic approach to teacher evaluations. Teacher evaluations have the ability to greatly increase student achievement through professional development and growth recommendations (Papanastasiou, 1999; Toch, 2008).

However, current literature does not reflect that these evaluations are being used for this purpose; instead, they are perceived as a formality with little meaningful information obtained (Brandt, et al, 2007; Toch & Rothman, 2008), and that they are primarily being used for the purpose of either retaining quality teachers or dismissing those who performed below the par (Sutton, 2008). It is important to study teacher evaluations to determine the reasons for evaluating teachers and to determine teachers' and administrators' perceptions of current methods of teacher evaluations in rural school districts in southeast Georgia. The results from such a study could be used to develop methods of teacher evaluation that will not only serve as a means of increasing a teacher's abilities but also lead to an increase in student achievement.

## **Problem Statement**

Since the inception of NCLB in 2001, the push in education has been for increased teacher accountability and increased student achievement. Teacher evaluations are heavily relied upon as a method of measuring teacher effectiveness as it relates to student achievement; however, the reality of this remains undetermined in southeast Georgia. In addition, with the ever increasing discussion of using student achievement as a measure to determine whether or not a teacher should be awarded merit pay, there is an even bigger burden on administrators to effectively use teacher evaluations. While evaluations continue to be relied upon by administrators as a method of increasing accountability, little evidence exists as to which form of evaluation is helpful in meeting this goal.

There are obvious problems with current methods of teacher evaluations. These evaluations are often subjective and likely to be affected by the human deficiencies of the rater, in most cases principals and/or assistant principals. If the teacher and/or administrator is having a bad day, a negative evaluation may result. If the administrator has a preconceived negative opinion about the teacher, the results of the evaluation may be negatively skewed. Quick informal evaluations, using checklists of teacher behaviors and classroom characteristics, may not prove useful for either entity. This short observation is clearly not an accurate reflection of a teacher's effectiveness as an educator.

Teacher evaluations can be a strong tool for increasing teacher effectiveness and teacher accountability if it is determined how these evaluations can be best used; however, according to current literature, this is not the case. It is more pertinent than



ever before that administrators use these evaluations to strengthen--through professional development recommendations--those teachers who are weak and to further develop the skills of those teachers who are already proficient. However, few studies exist pertaining to teacher and administrator perceptions of the effectiveness of teacher evaluations and even fewer that focus on teacher evaluations in Georgia. Therefore, the purpose of this study was to examine the perceptions of administrators and teachers related to the effectiveness of teacher evaluations in Georgia.

### **Research Questions**

The study aimed to answer the following overarching research question: What are the perceptions of administrators and teachers in southeast Georgia regarding the teacher evaluation process? The following sub-questions guided the research:

1. What are the perceptions of teachers and administrators in southeast Georgia regarding the overall quality of the teacher evaluation process?
2. What are the perceptions of teachers and administrators in southeast Georgia regarding the attributes of the procedures used for teacher evaluation?
3. What are the perceptions of teachers and administrators in southeast Georgia regarding the attributes of the feedback provided in teacher evaluations?
4. What are the perceptions of teachers and administrators in southeast Georgia regarding the attributes of the evaluation context?

### **Importance of the Study**

While there are numerous studies pertaining to teacher evaluation methods and the importance of teacher evaluations, little research has been conducted on the perceptions of teachers and administrators as related to these evaluations in small rural

school districts in the southeast U.S. This study provides educational leaders in southeast Georgia with the evidence needed to better determine how to make teacher evaluations a more useful tool.

Determining what teachers and administrators perceive to be valuable portions of teacher evaluations and using these results to develop useful evaluations is of utmost importance in the field of education today as educators strive to increase student achievement as well as increase the accountability of teachers and administrators. If the evaluation process is not being used to further the professional development of teachers and, therefore, to further the academic achievement of students, then this process is doing little to meet the increasing demands of the students and society. While many report that they are not being used as effectively as possible, teacher evaluations can be useful, effective instruments to further develop teacher effectiveness while increasing student achievement.

### **Procedures**

The purpose of this descriptive study was to investigate the perceptions about the process of teacher evaluation held by teachers and administrators in southeast Georgia so that improvements to the teacher evaluation process could be considered. Administrators and teachers from three rural school districts in southeast Georgia participated in the study with a sample of 12 (50% of population) administrators and 277 (53% of population) teachers. In order to determine the strengths and weaknesses of the evaluation process currently used in southeast Georgia, the perceptions of these two groups were studied using an existing survey to gather data on current perceptions of teacher evaluation. A link to this survey, the Teacher Evaluation Profile (TEP) was

disseminated to administrators and teachers by email. The email contained a link to *SurveyMonkey*®, where, the survey could be completed. Demographics as well as one open-ended question were added to the study.

### **Definition of Key Terms**

*Accountability:* Accountability is defined as the delivering of results (Marzano, 2005).

Teacher evaluation is one method used to determine the accountability of teachers.

*Adequate Yearly Progress (AYP):* Adequate Yearly Progress (AYP) is an annual measurement of student participation and achievement in statewide assessments.

*School Administrator:* School administrator is the term that refers to the person responsible for the daily operations and leadership at a particular school site.

Included in this term are principals and assistant principals.

*Certified Personnel:* Certified personnel are the faculty and staff within a school district who hold a valid Georgia Teaching Certificate.

*Formative Evaluation:* Formative evaluation is a type of evaluation that has the purpose of improving programs. The primary focus of this type of evaluation is teaching and learning (Glickman, Gordon, & Ross-Gordon, 2005).

*Highly Qualified Teacher:* A highly qualified teacher (in Georgia) refers to a teacher who meets the following criteria: has a bachelor's degree from a GaPSC accepted, accredited institution of higher education; has a valid Georgia teaching certificate; has evidence of subject matter competence in the subjects they teach by: having an academic major OR the equivalent (minimum of 15 semester hours for middle grades; minimum of 21 semester hours for secondary); AND, having

obtained a passing score on the State approved, required content assessment for the area/subjects they teach; has a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate (The Georgia Implementation Guidelines, 2010).

*No Child Left Behind Act of 2001 (NCLB):* No Child Left Behind Act of 2001 (NCLB) is an act by Congress concerning the education of children in public schools. The premise of NCLB is that by increasing accountability, student achievement will be increased.

*Perception:* Perception is a person's "awareness, consciousness or view" (Collins English Dictionary, 2009) of a subject or topic.

*Summative Evaluation:* Summative evaluation is a type of outcome evaluation that assesses the results or outcomes of a program. This type of evaluation is concerned with whether or not a teacher has met minimum expectations (Glickman et al., 2005).

*Teacher Evaluation:* Teacher evaluation is the process of collecting data and making professional judgments about performance for the purpose of decision-making to include formal and informal observations (Danielson & McGreal, 2000).

*Tenured:* Tenured is a term which, in Georgia, refers to those teachers who have worked in the same district for a minimum of three years and have been offered a fourth contract.

### **Chapter Summary**

While the research on teacher evaluations is extensive, few studies have been conducted on the perceptions of teachers and administrators in the small, rural school

district in the southeastern portion of the United States. The purpose of this study was to assess the perceptions of administrators and teachers about the evaluation process used in their schools. This descriptive study surveyed certified administrators and teachers within three rural school districts in southeast Georgia. An online survey format was utilized to administer the Teacher Evaluation Profile (TEP). Study results will strengthen the existing body of literature and provide educational leaders in southeast Georgia with information that can be used to develop useful tools for the evaluation of teachers.

## CHAPTER II

### REVIEW OF LITERATURE

Teacher evaluations have long been a heavily researched topic. Before No Child Left Behind (NCLB), the evaluation process was largely left to the discretion of local boards of education. Policies of evaluating teachers can be traced back to at least as early as 1913 when Joseph Taylor created rating scales for teachers (Callahan, 1962) in order to measure a teacher's efficiency. Soon other systems were following Taylor's lead and using surveys to evaluate teachers on their influence upon students, teaching ability, enthusiasm, discipline, and energy (Callahan). Today, tenured public school teachers are evaluated at least one time per year; non-tenured public school teachers are evaluated more frequently. It is expected that these evaluations will continue to be used by administrators as a method of increasing accountability due to the implementation of Bush's No Child Left Behind Act (Ellett & Teddlie, 2003; Noakes, 1999). According to Danielson (2001), "The push for teacher quality has developed from the modern school reform movement" (p. 2) that began with the publication of *A Nation at Risk* in 1983.

Most systems of teacher evaluations include both formative evaluations as well as summative evaluations. The formative evaluation of teachers is intended to assist and support teachers in professional growth. Formative evaluation, designed to help teachers become better at what they do, is focused on the needs of the teachers rather than those of the school. Summative evaluations are used to determine if a teacher has met minimum requirements. Bravmann (2004) identified a summative evaluation as one that focuses on "endpoint measurement only and omits the very aspects of assessment that enable us to attain positive outcomes" (p. 56). Glickman, Gordon, and Ross-Gordon (2005) have

differentiated between formative and summative evaluations as follows: Formative evaluations are intended to be used as a way to “assist teachers in professional growth and the improvement of teaching” (p. 230); whereas, summative evaluations are referred to as a way to “determine if a teacher has met minimum expectations” (p. 231).

### **Purposes of Teacher Evaluation**

Teacher evaluations can be important tools when striving to improve instruction. According to Danielson and McGreal (2000), the purposes for teacher evaluations should be to:

- Screen out unsuitable candidates
- Dismiss incompetent teachers
- Provide constructive feedback
- Recognize and reinforce outstanding practice
- Provide direction for staff development
- Unify teachers and administrators around improved student learning. (p. 8)

Danielson and McGreal (2000) stated that quality evaluations should have sources of information that “document all evaluative criteria; that evaluators follow procedures, including due process; that procedures are equitable, the evaluators make consistent judgments based on evidence; and that there is interrater agreement” (p. 30).

Linking teacher evaluations to student achievement has moved to the forefront of discussions pertaining to teacher evaluations (Schochet & Chiang, 2010) with the thought being that this method will be a more fair way to evaluate the effectiveness of teachers because of the ability to monitor how much progress students make from year-to-year (Viadero, 2009). With the opportunity for states to apply for federal funding through the

*Race To The Top* fund, calls have begun for teacher evaluations to include data on student achievement (Barton, 2010), commonly referred to as *value-added measures*. Value-added is the amount of gain in a student's scores during a certain period of time such as a school term or a school year. Alicas (2005) contended that the value-added method of evaluation "appears flawed essentially because it assumes that the gain score of students (value-added) is attributable only to the teacher(s)" (p. 1). Jacob and Lefgren (2008) studied principals in a portion of the Midwest and found that when principals use value-added measures of teacher evaluations, the principals are able to determine the "best and worst teachers" (p. 129). By being able to measure a student's progress (or growth) from year-to-year, value-added measures are also good predictors of how a student will perform in the future (student achievement). While suggesting that policymakers use caution when using value-added assessments to determine a teacher's effectiveness, Schochet and Chiang (2010) stated that value added measures are "fairly strong predictors of subsequent-year academic outcomes" (p. 36) but also can incorrectly identify teachers needing assistance. Schochet and Chiang suggested that value-added measures are much more reliable predictors of teacher effectiveness when paired with evaluations by principals.

Alicas (2005) analyzed Sanders' value-added assessment model and found the following flaws:

It posits the untenable assumption that the gain score of students (value added) is attributable only to the teacher(s), ignoring other significant explanators of student achievement like IQ and socio-economic status.



Further, the use of the gain score (value-added) as a dependent variable appears hobbled with the validity threat called “statistical regression,” as well as the problem of isolating the conflated effects of two or more teachers. (p. 1)

Closely tied to value-added measures of teacher evaluation is the notion of linking merit pay and student achievement (Kimbal & Milanowski, 2009; Spooren & Mortelmans, 2006). The notion of merit pay has just recently begun to gain momentum across the nation (Moore, 2011; Viadero, 2009). As educational systems continue to struggle with financial burdens and limited funding, many politicians see merit pay as a way to ease these burdens (Wallis, 2008). In Georgia, this would mean throwing away increased pay for added degrees and only giving pay increases to teachers whose students show academic gains during the school year.

In Jacob and Lefgren’s (2008) study of 201 teachers and their administrators, the research showed that “one should not rely on principals for fine grained performance determinations as might be required under certain merit pay policies” (p. 129) as there are many factors that come into play in the evaluation process that may unjustly cause certain teachers to be excluded from a pay increase.

While teacher evaluations are intended to increase teaching and learning in the classroom (Marshall, 2005), teacher evaluations are not without criticism. Noakes (2009) has found, as have others, that teacher evaluations are neither valid nor reliable, and that short observations in the classroom are not accurate reflections of a teacher’s true ability. “Poor teachers receive inflated ratings and marginal teachers are left unidentified” (p. 85). According to Thomas and Winger (2010), 99% of teachers receive ratings of *satisfactory* on their evaluations.

Brandt et al. (2007) studied teacher evaluation policies in the midwest region of the United States. The researchers surveyed 216 school districts with a total of 140 participants to determine how the results from teacher evaluations were being used, as well as to determine how these results were reported. Brandt et al. presented the following findings: school districts in the midwest primarily use evaluations for summative reporting and not for professional growth; that these districts do not require evaluators to be trained; and, that the primary purpose of evaluating teachers is “in order to help decide whether to retain or release new teachers” (p. 2); however, teacher evaluation is rarely used for this purpose due to lengthy and costly legal battles (Pajak & Arrington, 2004).

### **Evaluation Instruments**

While the process of evaluating teachers is mandated in all school systems across the United States, the evaluation process takes on different forms depending on state and/or district policy. Common forms of teacher evaluation instruments include the following: surveys, checklists, and rating scales; evaluations by students, parents, and teachers; observations by principals; and, portfolios.

**Surveys/checklists/rating scales.** The concept of evaluating teacher performance is not a new one; in fact, it was first introduced as a component of school surveys in the early 1900s (Callahan, 1962; Spooen & Mortelmans, 2006). In this introductory stage, teacher evaluations, or school surveys, were directed more toward increasing the efficiency of school systems than student achievement. Different forms of surveys, checklists, or rating scales are implemented in school districts across the nation (Webb & Norton, 1999). Some states, such as California, gather evaluative data in survey form

from a number of sources including parents, students, peer teachers, and administrators (Watanabe, 2010). A typical rating scale contains list of items pertaining to the performance of a teacher. Hinchey (2010) has suggested that items contained in rating scales should include “teacher practices, holistic aspects of instruction and interactions between teachers and students” (p. 27).

While most school systems develop checklists that are relevant to their districts, Noakes (2009) presented a specific type of checklist: Patton’s Utilization-focused Evaluation (UFE) checklist. The author defined the UFE as: “evaluation done for and with specific intended primary uses” (p. 83). The UFE checklist includes 12 steps, with those most applicable to teacher evaluations being: teacher/school readiness assessment; evaluator readiness and capability assessment; identification of primary users; situational analysis, identification of primary intended uses and evaluation focused and evaluation design; data collection; and, analysis. Noakes contended that by using this type of checklist, there is a larger impact on “teaching practices and student learning” (p. 87) because a teacher and the person conducting that teacher’s evaluation are given more opportunities to interact, thereby developing a mentor/mentee relationship.

**360-degree evaluation.** 360-degree evaluation is an evaluation approach commonly used in the business world (Danielson & McGreal, 2000); in education, it includes student and parent surveys of teachers. While these types of surveys can provide meaningful information relating to a teacher’s performance, the information cannot always be considered “entirely reliable” (Danielson & McGreal, p. 51), but should be used in conjunction with other types of evaluative information obtained from a variety of sources. One 360-degree model identified in Barton (2010) consists of six data sources: a

20-question student survey (including questions about “teacher preparation, instructional delivery and student interest); a similar 20-question survey for teachers (peer review); an evaluation by a supervisor that includes observations, interviews and work samples; a five question “report card” (Barton, p. 36) for parents; a self-evaluation component; and, a review of student achievement.

**Team evaluations.** Glickman, Gordon, and Ross-Gordon (2005) have discussed team evaluations as an effective procedure. Information for this type of evaluation is obtained from teams of teachers and/or colleagues such as curriculum directors and instructional coaches that meet together to evaluate their teaching as well as to develop “group instructional improvement plans consistent with school goals” (Glickman, et al., p. 235).

**Evaluations by students.** Student evaluation has been most commonly used in higher education settings; however, it is becoming more prevalent in K-12 education. According to Ripley (2012), “if you ask kids the right questions, they can identify with uncanny accuracy their most and least effective teachers” (93). In this approach, students evaluate their teachers, usually in a survey-type instrument. According to Webb and Norton (1999), evaluation of teachers by students can provide feedback that is both more valuable and more effective in changing the behavior of the teacher than those evaluations that are done by a teacher’s supervisor. According to the Center for Excellence in Learning and Teaching at Iowa State University (2011), effective student evaluation instruments should do the following:

- include open- and close-ended questions

- include intentional measures of both general instructor attributes (e.g. enthusiasm or effectiveness) and specific instructor behaviors (e.g. listening, providing feedback)
- use consistent scales (e.g. five-point, same direction, 1=low, 5-high) and no-opinion option
- produce useful feedback to instructors that can inform their teaching
- can be completed within 10 to 15 minutes. (np)

Spoooren and Mortelmans (2006) studied responses from 566 students in three phases of research to determine factors that influence students' perceptions of teachers to determine if there is a relationship between grades in a course and evaluation scores and overall grades compared to student ratings. Spoooren and Mortelmans found that there is value in evaluation of teachers by their students because students do give good teachers high ratings. Centra (2005) found there to be little correlation between a student's grade in a course and a teacher's rating on the evaluation. Centra concluded by saying that "teachers will not likely improve their evaluations from students by giving higher grades and less course work" (p. 28).

According to Papanastasiou (1999), student evaluations do not lead to improved teaching or professional development opportunities. In addition, Scriven (1995) pointed out several errors commonly found in student evaluations:

- The use of instructors to collect forms rating their own instructional merit,
- Lack of control over pleas for sympathy or indulgence by the teacher before forms are distributed,
- Inadequate time to complete forms, and

- Failing to ensure an acceptable return rate.

The evaluation of teachers by students does help to eliminate the amount of time an administrator must commit to performing teacher evaluations. The student evaluation approach to teacher evaluation is probably the easiest and least time-consuming to administer and to complete, and, if developed and conducted properly, can yield useful data (Webb & Norton, 1999).

**Observations.** Another framework, or approach to evaluating teachers widely used is the method of observations where school administrators drop into classrooms, observe teachers, and then complete a formal rating scale. Typically, these evaluations are conducted by an administrator visiting a classroom at some point during the school year usually for a thirty minute period of time and then completing an observation instrument. Webb and Norton (1999) contended that in order for an observation to yield useful information, “the person being observed should be aware of the requirements and purposes of the observation and that good communication be maintained throughout the process” (p. 388).

According to Georgia’s Regional Educational Service Agency (RESA), most systems in Georgia use the Georgia Teacher Evaluation Program (GTEP) including the Georgia Teacher Observation Instrument (GTOI) and the Georgia Teacher Duties and Responsibilities Instrument (GTDRI) as components of their teacher evaluations. At a minimum, all tenured teachers receive at least one formative evaluation and one summative evaluation per year. Non-tenured teachers receive three formative evaluations per year with a summative evaluation at the end of the year.

The GTOI portion of GTEP consists of three areas referred to as “teaching tasks.”

- A. Instructional Level: “Is the content age/ability appropriate?”
- B. Content Development: “Does the teacher develop the content through appropriate activities that are teacher as well as student focused?”
- C. Building for Transfer: “Has the teacher presented the information in a way that provides for transfer?” (RESA, 2003, p. 29)

The second component in GTEP, the GTDRI, was designed to “describe the expectations for teachers in addition to the teaching tasks outlined in the GTOI” (RESA, 2003, p. 66). The information obtained for the GTDRI should be gathered through year-long observations of the teachers, which differs from the one classroom observation required for the GTOI. On the GTDRI, teachers can either be rated as *satisfactory* or *unsatisfactory*.

Recently, some school districts in Georgia have begun using an evaluation system based on *Georgia Keys to Quality*. The evaluation method uses a rubric to assess five areas of teaching: standards/curriculum and planning; standards-based instruction; assessment/student learning; student achievement; and, professionalism (from Georgia Department of Education Teacher Evaluation System as cited in Arrington, 2010).

**Portfolios.** Teacher portfolios are collections of artifacts that document what the teacher is doing in the classroom. Barton (2010) contended that the portfolio is more “authentic, reflective, and interactive between the evaluator and evaluatee” (p. 33) when compared to more traditional forms of evaluations such as observations or surveys.

Hinchey (2010) made the following conclusions about portfolios:

- Portfolios are time-consuming on the part of teachers and scorers

- The stability of scores may not be high enough to use for high-stakes assessment
- Portfolios are difficult to standardize (compare across teachers or schools)
- Portfolios represent teachers' exemplary work but may not reflect everyday classroom activities (p. 28)

According to the National Comprehensive Center for Teacher Quality (NCCTQ) (2009), the portfolio method of teacher evaluation is not useful in the improvement of teacher effectiveness, giving little evidence to use for professional development. In addition, it was found that the rating of portfolios was inconsistent and unreliable due to differences in those scoring the portfolios. Because of the time required for portfolio assessment, NCCTQ also suggests that teachers be given additional time to complete the portfolios (p. 11).

Marcoux, Brown, Irby, and Lara-Alecio (2003) examined the use of portfolios when evaluating teachers to determine if the portfolio method of evaluation has an “impact on leadership effectiveness, student achievement, professional development of teachers, and the reflective practice of the school principal” (p. 6).

The researchers used four questions to guide this study:

1. How has the principal portfolio evaluation process impacted leadership effectiveness?
2. How has the principal portfolio evaluation process impacted student achievement?
3. How has the principal portfolio evaluation process impacted teacher professional development?



4. How has the principal portfolio evaluation process impacted reflective practice? (Marcoux et al., 2003, pp. 6-7)

The research sample for this study was taken from a school district in New York and included a superintendent, two assistant superintendents, five principals, and ten teachers. The researchers used four types of instruments: “structured interview questions for one superintendent and two assistant principals, interview questions for five principals, two focus groups for a total of ten teachers and The Reflective Performance Scale” (Marcoux et al., 2003, p. 8). In addition to the interview, the researchers analyzed assessment data and evaluation documents for principals.

Marcoux et al. (2003) found that using portfolios to evaluate teachers did indeed have an impact on the effectiveness of those principals, student achievement, the professional development of teachers, and the reflective practice of those principals. They concluded that evaluations should: be a collaborative process; be ongoing (formative and summative); aid in reflection in order to change behaviors; allow for setting and focusing on goals; and, be personalized and individualized. In California, Palazuelos and Conley (2008) surveyed 200 teachers and found that some teachers favored this method of evaluation as it allows them to provide documentation of the numerous activities and lessons that are being used in their classrooms throughout the year, not just during a brief visit that may occur only once as with many evaluative observations.

### **Principal Perceptions of Evaluations**

While evaluation is one of the most important tools an administrator can use in “dealing with teachers” (Acheson & Gall, 1997, p. 236), administrators believe that

evaluations may possibly be one of the most difficult jobs in any school system (Education World, 2003). Administrators as well as teachers often complain about the current system of teacher evaluations. Administrators complain because it is time-consuming, among other things. Hopkins (2001) found that many administrators believe that teacher evaluations are the worst part of their job.

Doherty (2009) surveyed 14 administrators in a suburban school district in Massachusetts using the Teacher Evaluation Profile (TEP) as well as interviews from small focus groups. These administrators believed that improvements could be made to the current evaluation system by “differentiating the teacher evaluation system, reducing the amount of paperwork in the process, increasing the number of informal observations and walkthroughs, developing differentiated rubrics for different teaching positions, and using multiple sources of data” (Doherty, p. 4). In addition, the administrators did not believe that the evaluations improved instruction.

In a study conducted in the midwestern portion of the United States, Jacob and Lefgren (2008) surveyed principals from all the elementary schools in the school district as well as 201 teachers in 2<sup>nd</sup> through 6<sup>th</sup> grades excluding kindergarten and first grade as this study requires information on how well a student performed in the previous year(s). In the principals’ survey, Jacob and Lefgren asked the principals to evaluate teachers in several areas using a rating scale from 1 to 10, with 1 being inadequate and 10 being exceptional. The principals were asked to rate teachers on effectiveness, “dedication, work ethic, classroom management, parent satisfaction, positive relationship with administrators, and ability to raise math and reading achievement” (Jacob & Lefgren, p. 106). In addition to the principal surveys, the authors examined student achievement data

as well as teacher data that included “a variety of teacher characteristics such as age, experience, educational attainment, undergraduate and graduate institution attended, and license and certification information” (Jacob & Lefgren, p. 106).

Using this sample of 201 teachers and their principals in a school district in the midwestern United States, Jacob and Lefgren (2008) sought to determine if administrators were able to identify those teachers who were effective at increasing student achievement. The researchers found that teacher evaluations by principals is an effective method to determine the “best and worst teachers” (p. 129), and are also good predictors of how a student will perform in the future (student achievement). The results showed that while principals could identify those teachers at each end of the achievement spectrum (low and high), they were “not able to distinguish teachers in the middle of the achievement distribution” (p. 129).

Amendt (2004) surveyed principals and superintendents in Iowa’s school districts. A total of 333 surveys were mailed electronically to selected participants with 228 surveys being completed. The study sought to determine if administrators perceived a difference in the effectiveness of evaluations that had been used in the past compared to the current system of evaluation: The Iowa Teacher Quality Evaluation Standards and Criteria (ITS). The findings showed that the administrators found several components of the ITS evaluation process to be more effective, with 68% of the respondents indicating the new system of evaluation had improved. In addition, data showed that 66% of the administrators believed that “classroom instruction of beginning teachers will improve as a result” of the new evaluation process (Amendt, p. 117). While administrators saw many positive components in the evaluation method, they still found it to be too time

consuming and believed, as well, that teachers need more training on the new evaluation process.

In a qualitative research study in a small rural school district in the mid-Atlantic region, Sutton (2008) surveyed a sample population that included five teachers and five principals. The participants were interviewed individually using open-ended questions pertaining to their district's current teacher evaluation system. According to Sutton, administrators believed that implementing the following changes in teacher evaluations would further enhance the process:

Assisting master teachers to grow professionally and become staff developers working with less experienced or skillful teachers; utilizing professional development plans as a part of evaluation for tenured people who are not master teachers to help them stretch and grow; utilizing portfolios with informal walkthroughs to provide checks and balances as an alternative system for evaluation of master teachers; offering the option of action research for master teachers. (p. 109)

Xu and Sinclair (2002) surveyed teachers and principals to determine what, if any, changes should be made in the evaluation methods currently used in elementary schools in the Commonwealth of Massachusetts. The objectives of this study were:

- To determine similarities and differences in principals' and teachers' perceptions regarding the major purposes of evaluating instruction.
- To elicit changes teachers and principals suggest for making evaluation of instruction in their local schools more meaningful.

- To analyze degrees to which evaluation of instruction is intended to provide information that teachers may use to increase student learning.
- To identify similarities and differences in principals' and teachers' perceptions regarding the current effectiveness of evaluation in helping teachers improve student learning. (p. 3).

Xu and Sinclair (2002) looked at 34 schools that they called “general schools” and five additional schools referred to as “target schools.” The general schools were selected at random from all elementary schools in the commonwealth of Massachusetts and the target schools, also elementary schools, were chosen from the Massachusetts Coalition for the Advancement of Learning. The study consisted of surveying teachers and principals as well as looking at teacher contracts and evaluation instruments. The sample included 39 principals and 42 teachers. In addition to the survey instruments, the researchers conducted approximately 30 hours of interviews with principals and teachers from the “target schools.”

Xu and Sinclair (2002) used data collected to determine the “differences between what teachers perceived and what principals perceived as the major purposes of teacher evaluation and the current effectiveness of evaluation of instruction as a means for increasing student learning” (p. 4). While many of those surveyed felt that evaluations should be used to improve instruction, findings indicated that only 20.59% of principals surveyed believed that the purpose of teacher evaluations was to improve student achievement.

Barton (2010) investigated principals' perceptions of teacher evaluations. This

study was conducted in an urban California school district where 52 principals completed and returned the survey. Barton found that principals believed that both formative and summative evaluations of teachers were more effective for those teachers without tenure than for those who are tenured. On the other hand, the researcher found that principals believed formative evaluations were more effective for those teachers with tenure. As with other research, Barton found that the principals believed the evaluation process is too time consuming and very rarely has a clear purpose.

### **Teacher Perceptions of Evaluations**

Teachers complain because the evaluation process (i.e. classroom observation) is a “stressful” time for them—being under the scrutinizing eye of the administrator. In addition, bias may be a factor when teachers are only observed by a single rater. In studying the evaluation systems of teachers in intensive English programs, Rindler (1994) surveyed 435 teachers from programs belonging to University and College Intensive English Programs (UCIEP). He found that teachers believed there are several factors that have an impact on their professional growth: usefulness of suggestions and persuasiveness of rationale provided by evaluator; credibility and level of trust of the evaluator; evaluator’s capacity to model suggestions; quality of the ideas and specificity of information presented in feedback; amount of information contained in the feedback; time spent on the evaluation; whether or not the evaluation was focused on standards that were clear and endorsed by the teacher; the role of the evaluation; and, the teacher’s prior evaluation experience.

In Xu and Sinclair’s (2002) study, teachers and principals were surveyed regarding current evaluation methods. In regard to perceptions of the reasons for teacher

evaluations, principals and teachers believed that the reasons for the evaluations were accountability, teacher growth, and improving curriculum and instruction. The most effective aspects of teacher evaluations were goal setting, pre- and post-conferences, and peer coaching; whereas, the least effective component of teacher evaluations were time restraint, feedback only from one administrator, and the infrequent length of the classroom observations.

Breedlove (2011) analyzed data collected from the 2008 and 2010 North Carolina Teacher Working Conditions Survey (TWC) in order to determine if the perceptions of teachers regarding the teacher evaluation process had changed with the revision of North Carolina's evaluation process. Some of the revisions included establishing clear standards for the evaluation process and using a rubric to assess those standards. Self-assessment by teachers was added to the evaluation process as was the collection of artifacts. Responses to the survey totaled 10,400 in 2008 and increased in 2010 to 105,600. After analyzing the responses, Breedlove concluded that the majority of teachers felt positively about the revision to the evaluation process, many still felt that improvement were needed including consistent implementation, further guidance on goal setting and the development of professional development plans, additional observations and a focus on student performance and outcomes instead of primarily focusing on "teacher actions" (p. 145).

Wilson and Natriello (1989) surveyed teachers from 102 schools using the School Assessment Survey (SAS) instrument. The researchers analyzed the data and found that when teachers know what is expected of them they often find the evaluation process to be a positive one. In addition, the more feedback that teachers receive, as well as the extent

to which they are treated in a professional manner, the more they believe in the “soundness” of the process.

Sutton (2008) conducted qualitative research in a small rural school district in the mid-Atlantic region. The sample included five teachers and five principals who she interviewed using open-ended questions. According to Sutton, when teachers were asked for their understanding of the evaluation systems, teachers reported the following: that building relationships is important; that evaluations are stressful for teachers; that it is important to clearly communicate the objectives of the evaluations; that professional development could be a powerful component in the evaluation process; and, that evaluations should be differentiated, not just based on systematic observations but rather a collection of data and multiple observations where teachers are actually an active part of the evaluation, not merely a subject in the evaluation process.

Kyriakides, Demetriou, and Charlambous (2006) used a questionnaire to survey 355 teachers in Nicosia, Cyprus, with 237 teachers completing and returning the survey. Using a five-point Likert scale, teachers were asked to determine the appropriateness of each of the 42 identified criteria of teacher evaluation, specifically the extent the criteria was used in formative and/or summative evaluations. The criteria selected, which were based on the main models of teacher effectiveness research (TER), related to goals and tasks, resource utilization, working processes, absence of problems, continuous learning and accountability. Teachers rated those criteria related to working processes as most important in the evaluation process. These items included: differentiation, classroom organization, cooperative learning, providing feedback, discovery learning, teacher reflection, etc. Kyriakides et al. found that when teachers are given input into the



development of the criteria for teacher evaluations, they are more accepting of the evaluation process and its importance. In addition, the researchers found that while the Cypriot teachers did not feel favorably toward current evaluation methods, they were not eager for changes to be made.

In a study in a midwestern school district, Jacob and Lefgren (2008) surveyed the evaluations of teachers from all the elementary schools in the school district. In conducting the study, Jacob and Lefgren asked principals to evaluate the teachers in several areas using a rating scale from 1 to 10, with 1 being *inadequate* and 10 being *exceptional*. The areas included effectiveness, “dedication, work ethic, classroom management, parent satisfaction, positive relationship with administrators, and ability to raise math and reading achievement” (p. 108). In addition to the principal surveys, the authors examined student achievement data as well as teacher data that included “a variety of teacher characteristics such as age, experience, educational attainment, undergraduate and graduate institution attended, and license and certification information” (p. 106). From this sample of 201 teachers, Jacob and Lefgren found that “favoritism toward teachers by school administrators long has been a concern among teachers” (p. 130).

In his study on teacher evaluation, Doherty (2009) surveyed 170 teachers in a suburban school district in Massachusetts using the Teacher Evaluation Profile (TEP) as well as interviews from several small focus groups. The teachers surveyed believed that improvements could be made to the current evaluation system by “differentiating the teacher evaluation system, reducing the amount of paperwork in the process, increasing the number of informal observations and walkthroughs, developing differentiated rubrics

for different teaching positions, and using multiple sources of data” (p. 4). Teachers did feel that the current system of evaluation had an impact on their growth professionally, and that these evaluations positively impacted school improvement.

### **Chapter Summary**

While there are a wide range of evaluation methods, there are several reasons why the current methods of teacher evaluations are subject to criticism by both the evaluator and the evaluatee. The spectrum of criticism runs from the fact that teachers are rarely deemed to perform unsatisfactorily when their classroom teaching is evaluated, to the fact that principals have been known to give a teacher an undeserved negative evaluation to show reason why this teacher should not be retained.

Teachers, as well as administrators, should be able to use the information in an evaluation to develop and strengthen those skills that will make all students achieve to their fullest potential. To be used effectively, teacher evaluations must be connected to student achievement and aligned with professional development activities for teachers and staff in order to promote school improvement. The effective use of teacher evaluations can only happen if all persons involved use the information gathered from these evaluations for what they were designed: to improve instruction by improving both those teachers who are low performing as well as those teachers who are high performing. However, it has yet to be determined as to which means of evaluation is most effective in southeast rural Georgia.

## **CHAPTER III**

### **METHODS**

While much has been researched regarding teacher evaluations, few, if any studies have examined teacher evaluations in rural southeast Georgia. Therefore, the purpose of this descriptive study was to investigate the perceptions about the process of teacher evaluation held by teachers and administrators in rural southeast Georgia. Administrators and teachers in three school districts in southeast Georgia completed the Teacher Evaluation Profile (TEP). Descriptive analysis of the survey data was conducted as well as qualitative analysis of the open-ended responses using content analysis and frequency counts.

This chapter includes both the procedures that were used to gather the data for the study as well the methods used to analyze the data that was collected. The chapter describes the following: (a) the research questions, (b) the research design used in this study, (c) selection of the sample for the study, (d) the instrument used in the study, and (e) the data collection and data analysis procedures.

#### **Research Questions**

The study aims to answer the following overarching research question: What are the perceptions of administrators and teachers in southeast Georgia regarding the teacher evaluation process? The following sub-questions guided the research:

1. What are the perceptions of teachers and administrators in southeast Georgia regarding the overall quality of the teacher evaluation process?
2. What are the perceptions of teachers and administrators in southeast Georgia regarding the attributes of the procedures used for teacher evaluation?

3. What are the perceptions of teachers and administrators in southeast Georgia regarding the attributes of the feedback provided in teacher evaluations?
4. What are the perceptions of teachers and administrators in southeast Georgia regarding the attributes of the evaluation context?

### **Research Design**

The purpose of this descriptive study was to investigate the perceptions about the process of teacher evaluation held by teachers and administrators in southeast Georgia so that improvements to the teacher evaluation process could be considered. In order to determine the strengths and weaknesses of the evaluation process currently used in southeast Georgia, the perceptions of these two groups were studied using an existent survey to gather data on current perceptions of the teacher evaluation process.

### **Population and Sample**

This research study took place in three small, rural school systems in southeast Georgia. Two Systems (System A and System B) have three schools: an elementary school, a middle school, and a high school. The third system (System C) is comprised of a primary school, two elementary schools, a middle school, and a high school. There are a total of 24 administrators and 522 teachers.

The student population of System A is approximately 1800 including students enrolled in Pre K through 12<sup>th</sup> grade. The population consists of a variety of ethnic backgrounds including White (41%), Black (38%), Hispanic (18%), Asian (1%) and Multi-racial (2%). Almost 12% of the student population is students with disabilities (SWDs). All of the schools in System A are Title 1 schools, meaning that a large percentage of its students come from families that are economically disadvantaged.

System A has a high school graduation rate of 67.7% with all teachers being highly qualified.

System B serves around 2400 students with student ethnic makeup of 45% White, 52% Black, 1% Hispanic and 1% Multi-racial. SWDs comprise 17.4% of the total student population. While all of the school in System B are Title 1 schools, all of the teachers are highly qualified, contributing to the system's graduation rate of 81.94%.

Over 2800 students are served in programs Pre K-12 in System C with diverse ethnic backgrounds including White (55%), Black (19%), Hispanic (23%), Multi-racial (3%) and Native American/Alaskan Native (1%). Almost 14% of the students are SWDs. System C has a graduation rate of 74.5% with 100% of the teachers being highly qualified.

This sample was considered a convenience sample as these are all systems to which the researcher has access. For a descriptive study of this nature, a response rate of at least 50% was needed from each group when the size of the population is under 500 (12 administrators and 261 teachers) (Leedy & Ormrod, 2010).

### **Instrumentation**

The researcher used a modification of the Teacher Evaluation Profile (TEP) survey instrument developed by Stiggins and Duke (1988), revised by Rindler (1994), and further revised by Doherty (2009) in order to gather data about teacher and administrator perceptions of current methods of teacher evaluation. Rindler's revision of Stiggins and Duke's original instrument includes elements related to teacher evaluation, such as artifacts, student performance, self-evaluation and evaluations from students and peers (Hughes, 2006). Administrators were given a similar version of the TEP revised by

Doherty (2009). The researcher was given permission by Education Northwest to use the TEP instrument in this research (see Appendix A). In addition, the researcher added one open-ended question that queried respondents regarding anything about the teacher evaluation process that has not been asked on the survey instrument.

The TEP (see Appendix B) consists of basic demographic information as well as 46 items presented in a five-point Likert response scale with 1 being the lowest/least favorable and 5 the highest/most favorable. It is expected that completion of the survey will take approximately fifteen minutes. The TEP allows researchers and participants to document the nature of the teacher evaluation environment in a particular school or school district. Stiggins and Duke (as cited in Doherty, 2009) originally developed the TEP and established its validity over a three-year period involving three separate studies in which the questionnaire was administered to different sets of teachers. According to Doherty (2009):

the internal consistency reliability of the questionnaire was .93 suggesting that the questionnaire asks a highly cohesive set of questions about the evaluation process. Therefore, the reported internal consistency reliability coefficient of .93 is in line with Cronbach (1951) who indicated that reliability coefficients above 0.6 are desirable and values above 0.8 were required for a developed scale. In addition, the high estimate of internal consistency of the total instrument suggests that the scales of each attribute are both internally consistent and highly correlated. (p. 51)

## **Data Collection**

Before any research began, the researcher requested and obtained permission from the Institutional Review Board (IRB) of Georgia Southern University. Data were collected anonymously through an electronically-mailed survey instrument.

Permission was obtained from the superintendents of the counties where the study took place. An introduction cover letter was mailed to the school administrators informing them of the study and providing a link to the survey website (see Appendix E). In addition, administrators were provided with a cover letter requesting teacher participation (with survey link for teachers), which they forwarded to the teachers in their respective schools (see Appendix F).

After two weeks, a follow-up email reminder to complete the survey questionnaire was sent to all administrators (and forwarded to teachers as well) who had not responded to the survey. The survey website was active for one month. Each respondent's consent to participate in the study was assumed as voluntary by the respondent going to the web site's http address, logging on, and completing the survey instrument. Each respondent may receive a copy of the study's results upon request.

## **Data Analysis**

Data analysis began with the final return of all survey responses. Detailed data were downloaded from the web site (*SurveyMonkey*©). Descriptive analysis of the survey data was conducted as well as qualitative analysis of the open-ended responses using content analysis and frequency counts. As this was a descriptive study, findings are presented as frequencies and means.

Results are presented as they correspond to the overarching research question and sub-questions.

### **Chapter Summary**

Teacher evaluation can be a vital process in the improvement of instruction in order to improve academic achievement of students. By collecting and interpreting the perceptions of teachers and administrators vis-à-vis the TEP, the researcher was able to determine which elements of the current methods of teacher evaluation are deemed effective. A purposive sample of a 12 administrator and 277 teachers completed the instrument online through *SurveyMonkey*®, and findings are presented as descriptive statistics. In addition to the Likert-types questions, one open-ended response question was included that allowed teachers and administrators to reflect upon the current process for teacher evaluation used in their systems. Qualitative analysis of the open-ended responses using content analysis and frequency counts was conducted. It is intended that study results will allow school districts to examine their current practices and procedures in order to improve on their systems of evaluation.



**CHAPTER IV**  
**REPORT OF DATA AND DATA ANALYSIS**

**Research Questions**

The purpose of this descriptive study was to investigate the perceptions about the process of teacher evaluation held by teachers and administrators in southeast Georgia. The research was guided by the following overarching research question: What are the perceptions of administrators and teachers in southeast Georgia regarding the teacher evaluation process? Additionally, the study addressed the following sub-questions:

1. What are the perceptions of teachers and administrators in southeast Georgia regarding the overall quality of the teacher evaluation process?
2. What are the perceptions of teachers and administrators in southeast Georgia regarding the attributes of the procedures used for teacher evaluation?
3. What are the perceptions of teachers and administrators in southeast Georgia regarding the attributes of the feedback provided in teacher evaluations?
4. What are the perceptions of teachers and administrators in southeast Georgia regarding the attributes of the evaluation context?

Participants included teachers and administrators in three rural school systems in southeast Georgia. Participants were asked to complete the Teacher Evaluation Profile (TEP), a survey administered online via *SurveyMonkey*©. A total of 12 administrators responded to the online survey and 277 teachers.

**Research Findings**

Respondents were asked to use a five-point scale to rate 36/40 items (teachers/administrators) as well as answer basic demographic information and one open-

ended question. The Likert scale responses ranged from 1-5 with 1 being the lowest/least favorable and 5 the highest/most favorable. The alignment of individual survey questions with research questions are presented in Appendix I.

Of the two subgroups that were surveyed, the smallest group, the administrators, had 12 participants yielding a 50% response rate. The second subgroup, teachers, had a total of 277 survey responses (53% response rate). Table 1 shows the breakdown of participants, including the total number of potential participants, the actual number of response and the percentage of the total responses.

Table 1

*Subgroup Participation on Questionnaire*

Subgroup	Number of Potential Participants	Number of Responses	Percentage of Responses
Administrators	24	12	50%
Teachers	528	277	53%

As Table 2 shows, the administrators' years of experience ranged from 1-2 years to 13 or more. Those administrators with 1-3 years and those with 4-7 years were the largest group of respondents with 33.3% for each. Table 3 shows the number of years of experience for the teachers that responded to the survey. The largest group of teachers responding to the survey (33.21%) were those with 16+ years of experience.

Table 2

*Respondents' Total Years in Administrations*

	Frequency	Percent
1-3 years	4	33.3
4-7 years	4	33.3
8-12 years	3	25.0
13+ years	1	8.3
Total	12	100.0

Table 3

*Respondents' Total Years Teaching*

	Frequency	Percent
1 year	27	9.75
2-5 years	39	14.08
6-10 years	65	23.47
11-15 years	54	19.49
16+ years	92	33.21
Total	277	100.0

Table 4 shows that the largest number of respondents was those teaching in grades 5-8 (31.09%) closely followed by those teaching in grades 1-4 which represents 27.34% of survey responses. Pre-K through K teachers had the smallest number of respondents with only 16.1 %.

Table 4

*Respondents' Level of Teaching*

	Frequency	Percent
Pre-K through K	43	16.10
Grades 1-4	73	27.34
Grades 5-8	83	31.09
Grades 9-12	61	22.85
K-12	7	2.62
Total	267	100.00

As shown in Table 5, the majority of the respondents, 255 teachers (95.51%), were evaluated during the current school year, 2012-2013. A small percentage of teachers (3.75%) received evaluations in the previous year, and two teachers (.75%) had not been evaluated in the past two years.

Table 5

*Respondents' Last Year Evaluated*

	Frequency	Percent
2012-2013	255	95.51
2011-2012	10	3.75
2010-2011	2	.75
Prior 2010	0	0
Total	267	100.00

Table 6  
*Gender of Respondents*

Gender	Level	N	Percentage
Male	Teacher	31	11.61
	Administrator	6	50.00
Female	Teacher	236	88.39
	Administrator	6	50.00

The final question in Section 1 of the TEP (Demographic Information) asked the respondents to report their gender as shown in Table 6. Of the 277 teachers, 236 (88.39%) were female and only 31 (11.61%) were male. The administrator data showed that 50% (6) of the respondents were male and 50% (6) of the respondents were female.

### **Overall Rating of Quality of Evaluation**

In Section 2 of the TEP, teachers and administrators were asked to rate the quality of the evaluation process used in their system. A rating of 1 on the Likert scale indicated that the evaluation process was very poor quality whereas a rating of 5 indicated that the evaluation process was very high quality. Table 7 shows that 1.52% (4 teachers) rated the quality of the evaluation process in their system to be very poor while 98 teachers (37.26%) rated the evaluation process in their system to be very high in quality. The largest number of respondents, 115 teachers (43.73%), indicated that the evaluation process used in their system was above average quality. Seven administrators (58.33%) gave a rating of average and five administrators (41.67%) rated the quality of evaluations as above average.

Table 7

*Teachers' and Administrators' Perception of Quality of Evaluation Process Professional Practice*

	Level	Frequency	Percent
Very Poor Quality (1)	Teacher	4	1.52
	Administrator	0	0.00
Below Average Quality (2)	Teacher	6	2.28
	Administrator	0	0.00
Average Quality (3)	Teacher	40	15.21
	Administrator	7	58.33
Above Average Quality (4)	Teacher	115	43.73
	Administrator	5	41.67
Very High Quality (5)	Teacher	98	37.26
	Administrator	0	0.00
Total	Teacher	277	100.00
	Administrator	12	100.00

Teachers and administrators were asked to rate the overall impact of the teacher evaluation process on their practices in the classroom. A rating of 1 indicated that teacher evaluation had no impact on a teacher's professional practice nor did it change a teacher's practices, attitude and/or understanding. A rating of 5 indicated that the teacher evaluation process had a strong impact on professional practice that led to significant changes in a teacher's practices and attitude about teaching. Table 8 shows over 80% of

teachers (213) felt that the teacher evaluation process had an average to above average impact on professional practices and 53 teachers (20.15%) felt that the evaluations had a strong impact on professional practices. The largest percentage of administrators (41.67% indicated that evaluations had an above average impact on professional practice with one administrator (8.33%) indicated the evaluation process had no impact on a teacher's professional practices.

Table 8

*Teachers' and Administrators' Perceptions of the Overall Impact of the Evaluation on Professional Practice*

	Level	Frequency	Percent
No Impact (1)	Teacher	14	5.32
	Administrator	1	8.33
2	Teacher	32	12.17
	Administrator	2	16.67
3	Teacher	70	26.62
	Administrator	4	33.33
4	Teacher	94	35.74
	Administrator	5	41.67
Strong Impact (5)	Teacher	53	20.15
	Administrator	0	0.00
Total	Teacher	263	100.00
	Administrator	12	100.00

Next, teachers and administrators had to identify the number of formal and informal evaluations conducted per year. Respondents chose from 0-4 observations. Administrators were also surveyed on the length of these evaluations, both formal and informal. Response choices for these items ranged from brief (0) to extended (40 minutes or more). As seen in Table 9, the teacher mean scores ranged from 1.60 to 2.50, with the lowest mean being for number of formal observations per year and the highest mean being for the number of informal observations. The mean scores for administrators ranged from 1.42 to 3.80. Administrators rated the number of formal observations the lowest and the average length of formal observations the highest. Data indicate that the number of formal observations per year is between one and two observations. Similarly, teachers and administrators both report the number of informal observations to be between two and three observations per year. Administrators indicated that the average length of formal observations is around 30 minutes and the length of informal observations average between 10-30 minutes.

Table 9

*Mean Scores of the Attributes of the Extent of the Observations of the Classroom Used*

Attribute on TEP (Question Number)	Teacher Mean Score	Administrator Mean Score/minutes
Number of formal observations per year (19/21)	1.60	1.42
Frequency of informal observations (20/23)	2.50	2.75
Average length of formal observation (25)	--	20-30 minutes



Average length of informal  
observation (26)

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20 minutes

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### **Attributes of Evaluation Context**

Section 3, part E of the TEP asked respondents to rate the attributes of the evaluation context. The questions included amount of time spent on the evaluation process, the amount of time allotted during the school year for professional development (pd) aligned to the standards, the availability of training programs and models of good practices, the clarity of policy statements regarding the purpose of evaluation, and the intended role of evaluation. Table 10 shows the mean score for teachers ranged from 3.49 to 3.95 with teachers rating clarity of policy statements regarding models of good practices as the highest attribute and intended role of the evaluation as the lowest attribute. Administrator's means ranged from 2.67 to 4.00 with the lowest mean score being the availability of training programs and models of good practices and the highest mean being time spent on the evaluation process. In reference to amount of time spent on evaluation process, a '1' indicated "none" (time) whereas a '5' was indicative of a "great deal" of time. The same measure applied to time allotted during the school year for professional development.

Table 10

*Mean Scores of the Attributes of the Evaluation Context*

Attribute on TEP (Question Number)	Level	N	Mean
Amount of time spent on the evaluation (30/35)	Teacher	256	3.53
	Administrator	12	4.00
Time allotted during the school year for pd aligned with standards (31/36)	Teacher	257	3.76
	Administrator	12	3.67
Availability of training programs and models of good practices (32/38)	Teacher	257	3.49
	Administrator	12	2.67
Clarity of policy statements regarding the purpose of evaluation (34/40)	Teacher	257	3.95
	Administrator	11	3.73
Intended role of evaluation (34/40)	Teacher	256	3.36
	Administrator	11	3.45

**Overall Rating of the Evaluation Process**

In section 2 of the survey, administrators were asked to reflect on the evaluation process in their school and what impact the evaluation process has on a teacher's professional practices, a teacher's professional growth, the positive impact on student learning, student achievement, school climate and culture, the quality of teachers and the impact on goal development with teachers. Administrators' responses (Table 11) indicate that they perceive teacher evaluations to have the least impact on school climate and professional growth with means of 3.00 for each attribute. Administrators perceive

teacher evaluations to have the most impact on student learning with a mean score of 3.5 for that attribute.

Table 11

*Administrator Perception of the Overall Rating of the Teacher Evaluation Process*

Attribute on TEP (Question Number)	N	Mean
Impact on Professional Practice (6)	12	3.08
Impact on Professional Growth (7)	12	3.00
Impact on Student Learning (8)	12	3.50
Impact on Student Achievement (9)	12	3.33
Impact on School Improvement (10)	12	3.42
Impact on School Climate (11)	12	3.00
Quality of Teachers (12)	12	3.42
Impact of Goals Developed (13)	12	3.08

**Attributes of Evaluation Procedures**

Section 3 of the TEP asked teachers to rate the attributes of the standards used. These questions asked about the effective communication of the standards, the clarity of the standards, and the appropriateness of needs. As seen in Table 12, the teacher mean score ranged from 2.59 to 4.05 with the lowest mean score being standards tailored to unique needs and the highest mean score being the effective communication of the standards.

Table 12

*Mean Scores of the Attributes of the Standards Used –Teachers*

Attribute on TEP (Question Number)	N	Mean
Standards communicated effectively (8)	264	4.05
Standards Clear (9)	262	4.12
Standards appropriate for teaching assignment (10)	261	3.91
Standards tailored for unique needs (11)	263	2.59

Table 13 shows the mean scores of teachers and administrators regarding their perceptions of the sources of information used in the evaluation process. These sources were: observation of classroom performance, meetings with evaluator, examination of artifacts (lesson plans, materials, home/school communication, etc.), examination of student performance, student evaluations, peer evaluations, and self-evaluations. The mean scores for teachers ranged from 2.14 to 4.37 with observation rated the highest and student evaluations receiving the lowest rating. Administrators' mean scores ranged from 1.83 to 4.25 with the highest score for observations and the lowest score for student evaluations.

Table 13

*Teacher and Administrator Perceptions of the Sources of Information Used*

Attribute on TEP (Question Number) (Teacher/Administrator)	Level	N	Mean
Observation used as part of evaluation (12/14)	Teacher	260	4.37
	Administrator	12	4.25
Meetings with evaluators used as part of the evaluations (13/15)	Teacher	261	3.24
	Administrator	12	3.42
Examination of artifacts used as part of the evaluations (14/16)	Teacher	260	3.54
	Administrator	12	3.92
Examination of student performance used for part of the evaluation (15/17)	Teacher	259	3.55
	Administrator	12	3.83
Students evaluations used for part of the evaluation (16/18)	Teacher	256	2.14
	Administrator	12	1.83
Peer evaluations used for part of the evaluation (17/19)	Teacher	258	1.87
	Administrator	12	1.50
Self-evaluations used for part of the evaluation (18/20)	Teacher	259	2.20
		12	2.08

Teacher and administrator perceptions of the attributes of the feedback received in the evaluation process were examined in Section 3, part D. The information obtained in this section included amount of information received in the evaluation process, frequency of formal feedback in the evaluation process, frequency of information feedback in the evaluation process, depth of information provided in the evaluation process, quality of ideas and suggestions contained in the feedback, specificity of information provided, nature of information provided, timing of feedback, and whether or not the feedback was

focused on the evaluation standards. As shown in Table 14, the mean score for teachers ranged from 3.24 to 4.11 with the highest mean score for feedback focused on the standards and the lowest mean score being for frequency of informal feedback in the evaluation process. Administrators' mean scores ranged from 3.5 to 4.02. Administrators' highest mean score was for timing of feedback in the evaluation process and frequency of both formal and informal feedback in the evaluation process receiving the lowest mean score.

Table 14

*Mean Scores of the Attributes of the Feedback Received During the Evaluation Process*

Attribute TEP (Question Number)	Level	N	Mean
Amount of information (21/27)	Teacher	258	3.86
	Administrator	12	3.33
Frequency of formal (22/28)	Teacher	256	3.54
	Administrator	12	3.25
Frequency of informal feedback (23/29)	Teacher	255	3.24
	Administrator	12	3.25
Depth of information provided (24/30)	Teacher	257	3.56
	Administrator	12	3.25
Quality of ideas and suggestions (25/31)	Teacher	258	3.44
	Administrator	12	3.33
Specificity of information provided (26/32)	Teacher	254	3.54
	Administrator	12	3.33
Nature of information provided (27/33)	Teacher	256	3.90
	Administrator	12	3.58
Timing of feedback (28/34)	Teacher	258	4.02
	Administrator	12	3.50
Feedback focused on standards (29)	Teacher	256	4.11
	Administrator	--	--

## **Summary of Findings**

The following presents a summary of the overall responses as they address the research questions of this study as they related to the teacher evaluation process currently in use in southeast Georgia.

### **Perceptions Regarding Teacher Evaluation Quality**

This research question was linked to TEP questions 6 and 7 for teachers and questions 5-12 for administrators and pertained to the overall quality of the evaluation process in their school and what impact the evaluation process has on a teacher's professional practices, a teacher's professional growth, on student learning, student achievement, school climate and culture, the quality of teachers, and on goal development with teachers. A large number of teachers (43.73%) rated the overall quality of the evaluation process as being above average in quality with 37.26% of teachers indicating that the process was very high in quality. More than half of the teachers (55.89%) rated the impact of the evaluation on professional practices as having an above average to strong impact. The majority of administrators (58.33%) rated the overall quality of the teacher evaluation process as being average in quality. Administrators did not feel as strongly as teachers about the impact of the evaluation process with only 41.67% reporting that the process had more than an average impact that would lead to changes in teaching practices and attitudes about teaching. In addition, administrators believed that the teacher evaluation process had the greatest impact on improving teacher quality.



### **Perceptions Regarding Teacher Evaluation Procedures**

The perceptions of teachers and administrators regarding the procedures used in the teacher evaluation process were addressed in questions 8-18 for teachers and questions 4-10 for administrators. Teachers and administrators were asked to rate the perceptions of the sources of information used in the evaluation process. These sources were: observation of classroom performance, meetings with evaluator, examination of artifacts (lesson plans, materials, home/school communication, etc.), examination of student performance, student evaluations, peer evaluations and self-evaluations. The majority of teachers (50.38%) reported that observations played a large part in the evaluation process in their system while reporting that student evaluations (8.59%) and peer evaluations (60.75%) were not considered as part of the evaluation process. As with teachers, administrators gave observations the highest rating with 33.33% reporting that observations were used extensively in the teacher evaluation process. Administrators gave the lowest rating to peer evaluations (50.0%) and student evaluations (41.67%).

### **Perceptions Regarding Teacher Evaluation Feedback**

Teachers and administrators were asked to rate their perceptions of the feedback from the teacher evaluation process in TEP questions 21-29 for teachers and questions 27-34 for administrators. The information obtained in this section included amount of information received in the evaluation process, frequency of formal feedback in the evaluation process, frequency of information feedback in the evaluation process, depth of information provided in the evaluation process, quality of ideas and suggestions contained in the feedback, specificity of information provided, nature of information provided, timing of feedback and if the feedback was focused on the evaluation

standards. Teachers reported that they received an adequate amount of feedback with frequent formal and informal feedback, while a slightly smaller number of administrators (41.67%) felt similarly. The majority of teachers (54.86%) reported that the information had depth and that the ideas and suggestions were of above average quality (51.94%). Administrators also rated the depth of information as adequate (41.67%) and only average in specificity and quality. Furthermore, a large number of teachers as well as administrators believed that the timing of the feedback was appropriate and the information was descriptive.

### **Perceptions Regarding Teacher Evaluation Context**

This research question was linked to teacher TEP questions 30-32 and administrator questions 35-38. The TEP questions included amount of time spent on the evaluation process, the amount of time allotted during the school year for professional development (pd) aligned to the standards, the availability of training programs and models of good practices, the clarity of policy statements regarding the purpose of evaluation, and the intended role of evaluation. A small percentage of teachers (17.9%) indicated that a great deal of time is spent on the evaluation process while a larger percentage of administrators (33.33%) believed that a great deal of time is spent on the evaluation process. Most teachers indicated that more than average amount of time is allotted during the year for professional development with similar ratings from administrators. Teachers and administrators alike believed that programs and models of good practices are readily available. More teachers (23.83%) believed that the purpose of teacher evaluations is for teacher growth as opposed to teacher accountability (11.72%).

Administrators rated this attribute more towards teacher growth (54.54%) while none of them believed that the purpose of teacher evaluations is for teacher accountability.

### **Open-Ended Responses Regarding Teacher Evaluation**

On the final question of the survey, teachers and administrators were asked to describe what they think about the teacher evaluation process in the school systems in which they are employed. There were 155 comments by teachers and 9 comments from administrators. Qualitative analysis of the open-ended responses was conducted using content analysis and frequency counts.

As with the responses to the Likert-type questions, overall, comments from administrators were positive (Table 14) in regard to the teacher evaluation process indicating that the teacher evaluation process in their systems were adequate and appropriate. Several administrators did indicate that improvements could be made and that, hopefully, these improvements will be reflected in the teacher evaluation process (Teacher Keys Evaluation System) that will be fully implemented in Georgia during the school year 2014-2015. For example, Administrator A stated: “I am lookin forward to TKES. I feel it will give a better overall evaluation.”

Table 15

#### *Administrator’s Perceptions of the Evaluation Process*

Responses	Frequency	Percentage
Negative	3	33.33
Positive	6	66.67

Neutral	0	0
Total	9	100.00

While most of the responses to the survey questions by teachers (Table 15) were mostly positive, many of the responses from teachers to the open-ended question contained negative connotations.

Table 16

*Teacher's Perceptions of the Evaluation Process*

Responses	Frequency	Percentage
Negative	50	32.26
Positive	75	48.39
Neutral	29	18.71
Total	155	100.00

Teachers reported that the teacher evaluation process is vague, subjective, and impersonal. For example, Teacher O stated: “The process is somewhat impersonal” and Teacher T stated: “The teacher evaluation process in my system can be described as vague on information relayed to teachers about what the criteria is for the evaluation.” Teachers commented that more observations would yield more reliable information and that a short 20-minute observation may not be an accurate reflection of what is actually taking place in the classroom on a day-to-day basis.

## Chapter Summary

This study was designed to investigate the perceptions of teachers and administrators regarding the process of teacher evaluations in southeast Georgia. To this end, the researcher collected and analyzed surveys. The survey used was the Teacher Evaluation Profile for Teachers and the Teacher Evaluation Profile for Administrators, and results were analyzed across three school systems in the study.

Overall findings from the responses collected were favorable. Data were analyzed by position (teacher and administrator). For the most part, responses on the survey questions were positive from both teachers and administrators. A number of teachers (43.73%) believed that the evaluation process in their system was average and that these evaluations had a strong impact on professional practices (20.15%). According to teachers, the strongest attribute of the evaluation process was that the feedback focused on the standards, whereas administrators indicated that the timing of the feedback was the greatest attribute of the evaluation process. In addition, administrators believed that teacher evaluations have the greatest impact on student learning. Further discussion regarding the findings, conclusions, and recommendations will be discussed in Chapter V.

## **CHAPTER V**

### **SUMMARY, CONCLUSIONS, AND IMPLICATIONS**

#### **Summary**

Chapter V contains a summary of the findings of the study as well as the conclusions, implications, recommendations for future research, and dissemination of information. The purpose of this descriptive study was to investigate the perceptions about the process of teacher evaluation held by teachers and administrators in southeast Georgia. 277 teachers and 12 administrators in three rural school systems in southeast Georgia participated in this study. Overall findings from the responses collected were favorable. Data were analyzed by position (teacher and administrator). For the most part, responses on the survey questions were positive from both teachers and administrators. A large number of teachers (43.73%) believed that the evaluation process in their system was average and that these evaluations had a strong impact on professional practices (20.15%). According to teachers, the strongest attribute of the evaluation process was that the feedback focused on the standards, whereas administrators indicated that the timing of the feedback was the greatest attribute of the evaluation process. In addition, administrators believed that teacher evaluations have the greatest impact on student learning. An overarching research question and four subquestions guided the research. This research will help inform leaders in educational reform as well as school administrators as they work to develop and implement an effective teacher evaluation process.

### **Limitations, Delimitations, and Assumptions**

The researcher recognizes that the results of this study may not generalize due to the limited selection of participants as well as the geographical location of the school systems participating in the study; however, the researcher has provided detailed descriptions of the context and participants so that readers can make their own judgments regarding generalizability of the findings. In addition, the researcher assumed that all participants were open and honest in their responses to the survey questions, and that the survey instrument did indeed measure what it was intended to measure. Limiting the geographical location of the participants (southeast Georgia) may lessen the generalizability of this research. Moreover, a small sample size may also limit the findings of the study.

### **Analysis of Research Findings**

Quantitative data from 277 teachers and 12 administrators in three small, rural school systems in southeast Georgia was collected via online administration of the Teacher Evaluation Profile plus an open-ended question. Undoubtedly, studies will be needed to determine what is being done with information provided via teacher evaluations. In addition, data are needed to determine which components of current teacher evaluation practices are perceived as effective in increasing student achievement.

The following overarching research question guided the research: What are the perceptions of administrators and teachers in southeast Georgia regarding the teacher evaluation process? While, previous research indicated that both administrators and teachers felt that improvements needed to be made to make teacher evaluations more effective (e.g., Barton, 2010; Hopkins, 2001; Toch & Rothman, 2008), the results of this

study did not substantiate that line of thinking. Instead, the quantitative results from this research showed that teachers and administrators alike believed that the current teacher evaluation process in place in their systems is adequate. Qualitative responses indicated a somewhat different perspective as many of the responses were negative.

Four research subquestions further explored the perceptions of teachers and administrators regarding the teacher evaluation process. Research subquestion 1 stated: What are the perceptions of teachers and administrators in southeast Georgia regarding the overall quality of the teacher evaluation process? A large number of teachers rated the overall quality of the evaluation process as being above average in quality with approximately one-third of teachers indicating that the process was very high in quality. More than half of the teachers rated the impact of the evaluation on professional practices as having an above average to strong impact. Similar to teacher ratings, the majority of administrators rated the overall quality of the teacher evaluation process as being average in quality. Administrators did not feel as strongly as teachers about the impact of the evaluation process leading to changes in teaching practices and attitudes about teaching. Administrators did indicate that the teacher evaluation process had the greatest impact on improving teacher quality. Research subquestion 2 asked: What are the perceptions of teachers and administrators in southeast Georgia regarding the attributes of the procedures used for teacher evaluation? The majority of teachers reported that observations played a large part in the evaluation process in their systems while reporting that student evaluations and peer evaluations were not considered as part of the evaluation process. As with teachers, administrators gave observations the highest rating, reporting that observations were used extensively in the teacher evaluation process. As



indicated in the open-ended responses, these observations are often not long enough and need to be conducted more frequently, not just once or twice per year. Administrators gave the lowest rating to peer evaluations and student evaluations meaning these were least likely to be used as part of the teacher evaluation process. Some open-ended responses did indicate that additional information, such as peer observations and student evaluations, should be used in the evaluation process.

In research subquestion 3 teachers and administrators were asked: What are the perceptions of teachers and administrators in southeast Georgia regarding the attributes of the feedback provided in teacher evaluations? Teachers reported that they received an adequate amount of feedback with frequent formal and informal feedback while a slightly smaller number of administrators believed similarly. The majority of teachers reported that the information had depth and that the ideas and suggestions were of above average quality. Administrators also rated the depth of information as adequate and only average in specificity and quality. Furthermore, a large number of teachers as well as administrators indicated that the timing of the feedback was appropriate and the information was descriptive. Qualitative responses indicated that there is not uniformity in quality or quantity of feedback.

Research subquestion 4: What are the perceptions of teachers and administrators in southeast Georgia regarding the attributes of the evaluation context? A small percentage of teachers felt that a great deal of time is spent on the evaluation process while a larger percentage of administrators felt that a great deal of time is spent on the evaluation process. Most teachers felt that more than average amount of time is allotted during the year for professional development with similar ratings from administrators.

Teachers and administrators alike felt that programs and models of good practices are readily available. More teachers believed that the purpose of teacher evaluations is for teacher growth as opposed to teacher accountability. Administrators rated this attribute more towards teacher growth while none of them believed that the purpose of teacher evaluations is for teacher accountability.

### **Discussion of Research Findings**

From being in a public school setting for 22 years, the researcher has been a part of many conversations and discussions surrounding teacher evaluations. Many of the comments heard from others in the teaching profession were negative in nature, leading the researcher to believe that those with experience with the teacher evaluation process believed that changes needed to be made so that the process would be more effective. According to the survey responses, the research did not indicate that teachers and administrators have an overwhelming negative perception of the teacher evaluation process, contrary to previous research (e.g. Brandt et al., 2007; Kyriakides, Demtriou, & Charlambous, 2006) with only one administrator indicating that the evaluation process was ineffective. However, the open-ended responses reflected otherwise. As with previous research (RESA, n.d.), teachers and administrators indicated that classroom observations are the most commonly used method of teacher evaluation. Analyzing the open-ended responses yielded similar results to Noakes (2009) study which indicated that observations are not adequate reflections of the teaching that goes on daily in classroom and that more informal evaluations should be conducted. Teacher 152 stated “I do not feel that a 30 minute evaluation twice a year is sufficient to truly evaluate a person on

their teaching ability. IN addition, teacher 137 indicated that there needs to be more evaluations by administrators.

While both administrators and teachers indicated that the feedback from evaluations were adequate and timely, teachers responses indicated that more feedback is needed and that administrators need to offer suggestions for improvement and growth furthermore stating, that when given a “low” score, an administrator should tell them why. In the open-ended responses, teachers reported that feedback is vague, short and generic and that more specific information is needed as to what changes could be made to make a teacher more effective. Teacher 43 also commented that gotten any verbal feedback from the administrator, only “basic feedback” that is not thorough enough o promote growth. In addition, teacher 69 responded that it would be beneficial to sit down and talk to an administrator about what was observed during the evaluation process.

Astonishingly, no administrators indicated that teacher evaluations are used to assess teacher accountability while research clearly shows that teacher evaluations should be used for this (e.g. Ellett & Teddlie, 2003; Noakes, 1999). Teachers, on the other hand, did indicate that the process of teacher evaluation was a tool used to promote both growth and accountability. Teachers and administrators agree that the process is too time consuming, just as previous research has shown (Amendt, 2004; Barton, 2010). Interestingly, in the open-ended responses, there was little attention paid to the role of teacher evaluation in accountability. Only Teacher VV stated: “the evaluation is to hold teachers accountable for their individual performance meeting student needs.” In addition, Teacher WW stated: “Our evaluations do hold teacher’s accountable” while

teacher 26 reported that evaluation has possibly become nothing more than a vehicle for removing ineffective teachers instead of increasing teacher accountability.

### **Conclusions**

The process of teacher evaluations has come to the forefront of discussions in legislative sessions across the nation as well as in local school systems. In many states, including Georgia, school systems are looking at ways to evaluate teachers that offer a somewhat more structured and more systematic approach to teacher evaluations, which indicates that current processes are inadequate. Teacher evaluations have the ability to greatly increase student achievement through professional development and growth recommendations (Papanastasiou, 1999; Toch, 2008); however, that does not seem to be the way in which evaluations are being used in most systems. In order to uncover the seeming dissatisfaction with the process of teacher evaluation in southeast Georgia, this research focused on examining perceptions of teachers and administrators regarding the teacher evaluation process in order to determine the effectiveness of the evaluation process currently used in southeast Georgia.

The small sample size of the study may have limited the findings of this research. Additionally, a low survey response rate for the participants may have produced results that were not representative of all teachers and administrators in southeast Georgia. Specifically, 9 of the 12 administrators who responded were from the same school system. Moreover, the majority of the survey responses were favorable of the teacher evaluation process. This leads the researcher to speculate that participants who had concerns, or negative perceptions, regarding the teacher evaluation process may have chosen not to participate in the study. Furthermore, while responses were generally

favorable on the survey, the responses in the open-ended questions were not as positive: in fact, some of the comments on the open-ended response question led the researcher to believe that participants may have not believed that their responses would be anonymous.

For the most part, this study demonstrated that both teachers and administrators are reasonably satisfied with the teacher evaluation process. While the study resulted in limited findings that would indicate a complete overhaul of the evaluation process, it may suggest that minor changes could be made to enhance the overall usefulness of teacher evaluations.

### **Implications**

As accountability for student learning becomes one determining factor for the evaluations teachers receive and the accreditation school districts are awarded, teacher evaluation practices will move to the forefront of school administrators' agendas. It is expected that these evaluations will continue to be used by administrators as a method of increasing accountability due to the implementation of Bush's No Child Left Behind Act (Ellett & Teddlie, 2003; Noakes, 1999). According to Danielson (2001), "The push for teacher quality has developed from the modern school reform movement" (p. 2) that began with the publication of *A Nation at Risk* in 1983.

The purpose of this study was to investigate the perceptions about the process of teacher evaluation held by teachers and administrators in southeast Georgia so that improvements to the teacher evaluation process could be considered. This research contributes to the existing body of literature focused on effective teacher evaluations. This data can be used to make improvements in current teacher evaluation processes. Some of the results from this study did indicate that improvements could be made in the

current teacher evaluation processes. Teachers and administrators both indicated that the majority of the evaluative information is obtained through classroom observations, while research has shown that there is value in other types of evaluations (e.g. peer evaluations and student evaluations, reviewing artifacts).

### **Recommendations**

The researcher would like to make the following recommendations for the interpretation and utilization of the data included in this study:

1. Since the research included only three school systems for analysis, further research should be conducted with a larger, more diverse sample to improve the generalizability of the results.
2. Analysis of response data only identified the mean scores and percentages of the teacher and administrators responses. Additional research may include an analysis of the statistical differences between teacher and administrator perceptions.
3. As the qualitative data seemed to generate a different view, a similar study with primarily qualitative data should be conducted.
4. This study should be replicated after the new evaluation system (TKES) has been implemented in Georgia for several years.
5. Replicate this same study during a different time period during the school year.

### **Dissemination**

Several groups may be interested in the results of this study. System superintendents as well as principals of participating schools would be interested in the

findings of this study as it would provide information about the perceptions of the teacher evaluation process used in their district/school. Further, it would what improvements may be needed in order to increase the effectiveness of the teacher evaluation process. The study will be placed in the Georgia Southern Library and disseminated through online databases in Galileo. Finally, the researcher plans to share the literature review of this study through professional publications.

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## Appendix A

Georgia Southern University Office of Research Services & Sponsored Programs <b>Institutional Review Board (IRB)</b>		
Phone: 912-478-0843		Veazey Hall 2021 P.O. Box 8005 Statesboro, GA 30460
Fax: 912-478-0719	IRB@GeorgiaSouthern.edu	

**To:** Joy Davis Sheppard  
Dr. Teri Melton

**cc:** Charles E. Patterson  
Vice President for Research and Dean of the Graduate College

**From:** Office of Research Services and Sponsored Programs  
Administrative Support Office for Research Oversight Committees  
(IACUC/IBC/IRB)

**Date:** 03/25/13

**Initial Approval Date:** 03/25/13

**Expiration Date:** 06/30/13

**Subject:** Status of Application for Approval to Utilize Human Subjects in Research

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After a review of your proposed research project numbered **H13368** and titled **“Perceptions of Teachers and Administrators Regarding the Teacher Evaluation Process,”** it appears that your research involves activities that do not require full approval by the Institutional Review Board according to federal guidelines.

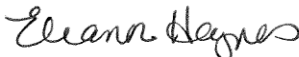
According to the Code of Federal Regulations Title 45 Part 46, your research protocol is determined to be exempt from full review under the following exemption category(s):

B2 Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (I) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (II) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

*Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that your research is exempt from IRB approval. You may proceed with the proposed research.*

**Please notify the IRB when you have completed the project by emailing [irb@georgiasouthern.edu](mailto:irb@georgiasouthern.edu). Include the date of completion, the number of subjects (records) utilized and if there were any unexpected events related to the subjects during the project. (If none, state no unexpected or adverse events occurred during the conduct of the research.)**

Sincerely,



Eleanor Haynes  
Compliance Officer



## Appendix B

From: Caridan Craig [Caridan.Craig@educationnorthwest.org]  
Sent: Wednesday, March 30, 2011 1:21 PM  
To: Joy D. Sheppard  
Subject: RE: Category: General Information - Subject: permission to use TEP

Hello Joy,

I am more than happy to extend permission to use the resource you have requested for your dissertation. Good luck and please let me know if I can be of further assistance.

Caridan Craig  
Marketing Director  
Education Northwest  
101 SW Main Street, Suite 500  
Portland, OR 97204  
503.275.9185 or 800.547.6339  
Caridan.Craig@educationnorthwest.org  
<http://educationnorthwest.org>

-----Original Message-----

From: website@educationnorthwest.org  
[mailto:website@educationnorthwest.org] On Behalf Of Joy Sheppard  
Sent: Wednesday, March 30, 2011 7:11 AM  
To: Jennifer Klump  
Subject: Category: General Information - Subject: permission to use TEP

The following was submitted via our website's contact form.

Name: Joy Sheppard  
Email: jdsheppard@screven.k12.ga.us  
Subject: permission to use TEP  
Category: General Information  
Message: I am currently working on my dissertation and am interested in using the "Teacher Evaluation Profile (TEP) for Administrators and the TEP for Teachers as instruments in my study. Could you please tell me who to contact? Thanks!

## Appendix C

### TEACHER EVALUATION PROFILE FOR TEACHERS

#### The Definition of Teacher Evaluation

Teacher evaluation takes different forms in different programs. For the purpose of this study, teacher evaluation procedures may include all or some of the following:

- Classroom observations
- Student evaluation of teachers
- Meetings with teacher evaluators
- Peer evaluation
- Examination of lesson plans, materials or other artifacts
- Self-evaluation
- Student achievement

When reference is made in this questionnaire to teacher evaluation, it should be understood to encompass any of these procedures that are followed in the evaluation program within your school district.

#### Overview

This form has been designed to allow you to describe in some detail your most recent experience with teacher evaluation in your school district. Your responses will be combined with those of other teachers to yield a picture of the key components in the teacher evaluation experience in your school district. The goal of this survey is to determine how the evaluation process can be revised to help it serve relevant and useful purposes. Your frank and honest responses are important to reach this goal and will remain anonymous.

While this questionnaire is designed to be comprehensive in scope, it will take only a short time to complete. Please follow the instructions carefully and set aside about 10 uninterrupted minutes to provide thoughtful responses.

#### Instructions

Please use the scales provided on the following pages to describe yourself and the nature of your most recent teacher evaluation experience in your school district. Do this by:

- Considering each of the items carefully,
- Studying the scale to be used to describe each,
- Circling the number of the scale that best represents your response.

Thank you for your participation.

## Section 1: Demographic Information

1. Including the current year, how many years have you taught in your current district?
  1. 1 year
  2. 2 to 5 years
  3. 6 to 10 years
  4. 11 to 15 years
  5. 16 or more years
  
2. If you have taught in multiple districts, including the current year, how many total years have you taught?
  1. 1 year
  2. 2 to 5 years
  3. 6 to 10 years
  4. 11 to 15 years
  5. 16 or more years
  
3. Your current teaching assignment grade level (select the answer that best describes your current position)
  1. Pre-K through K
  2. Grades 1 through 4
  3. Grades 5 through 8
  4. Grades 9 through 12
  5. K-12
  
4. Your gender
  1. Female
  2. Male
  
5. Date of most recent evaluation 2012
  1. During the academic year 2011-
  2. During the academic year 2010-2011
  3. Between 2009-2010
  4. Prior to 2009

## Section 2: Overall Rating

**Please reflect on your most recent experience with the evaluation process in your school district. Consider the entire evaluation process including planning for evaluation, observations, or other procedures and feedback.**

### A. Rate the overall quality of the evaluation:

Very poor quality    1    2    3    4    5    Very high quality

### B. Rate the overall impact of the evaluation on your professional practices. (Note: A rating of 5 would reflect a strong impact leading to profound changes in your teaching practices, attitudes about teaching, and /or understanding of the teaching profession. A rating of 1 would reflect no impact at all and not changes in your practices, attitudes, and/or understanding.)

No impact    1    2    3    4    5    Strong impact

## Section 3: Rating Attributes of Evaluation

### A. Describe the attributes of the procedures used during your most recent evaluation:

**Standards are the criteria used to evaluate your teaching. Describe the procedures related to standards in the items below:**

- |   |                            |   |   |   |   |   |                                 |
|---|----------------------------|---|---|---|---|---|---------------------------------|
| 8. Were standards communicated to you?  | Not at all                 | 1 | 2 | 3 | 4 | 5 | In great detail                 |
| 9. Were the standards clear to you?   | Vague                      | 1 | 2 | 3 | 4 | 5 | Very clear                      |
| 10. Were standards endorsed by you as appropriate for your teaching assignment? | Not endorsed               | 1 | 2 | 3 | 4 | 5 | Highly endorsed                 |
| 11. Were the standards...   | The same for all teachers? | 1 | 2 | 3 | 4 | 5 | Tailored for your unique needs? |

**B. To what extent were the following sources of performance information considered as part of the evaluation?**

- |   |                |   |   |   |   |   |                  |
|---|----------------|---|---|---|---|---|------------------|
| 12. Observation of your classroom performance                                     | Not considered | 1 | 2 | 3 | 4 | 5 | Used extensively |
| 13. Meetings with evaluator   | Not considered | 1 | 2 | 3 | 4 | 5 | Used extensively |
| 14. Examination of artifacts (lesson plans, materials, home/school communication) | Not considered | 1 | 2 | 3 | 4 | 5 | Used extensively |
| 15. Examination of student performance  | Not considered | 1 | 2 | 3 | 4 | 5 | Used extensively |
| 16. Students evaluations  | Not considered | 1 | 2 | 3 | 4 | 5 | Used extensively |
| 17. Peer evaluations  | Not considered | 1 | 2 | 3 | 4 | 5 | Used extensively |
| 18. Self-evaluations  | Not considered | 1 | 2 | 3 | 4 | 5 | Used extensively |

**C. Describe the extent of the observations of your classroom, based on your most recent evaluation experience in your school district. (Note: In these items, formal refers to observations that were pre-announced and/or were accompanied by a pre- or post-conference with the evaluator; informal refers to unannounced drop-in visits.)**

- |  |                   |
|--|-------------------|
| 19. Number of formal observations per year | 1. 0 Observations |
|  | 2. 1 Observation  |
|  | 3. 2 Observations |
|  | 4. 3 Observations |
|  | 5. 4 Observations |

20. Approximate frequency of informational observations
1. 0 Observations
  2. 1 Observation
  3. 2 Observations
  4. 3 Observations
  5. 4 Observations

**D. Please describe the attributes of the feedback you received during your last evaluation experience:**

21. Amount of information received            None    1   2   3   4   5    Great deal

22. Frequency of formal feedback            Infrequent    1   2   3   4   5    Frequent

23. Frequency of informal feedback            Infrequent    1   2   3   4   5    Frequent

24. Depth of information provided            Shallow    1   2   3   4   5    In-depth

25. Quality of the ideas and suggestions contained in the feedback            Low    1   2   3   4   5    High

26. Specificity of information provided            General    1   2   3   4   5    Specific

27. Nature of information provided            Judgmental    1   2   3   4   5    Descriptive

28. Timing of feedback            Delayed    1   2   3   4   5    Immediate

29. Feedback focused on standards    Ignored the standards    1   2   3   4   5    Reflected the standards

**E. Please describe these attributes of the evaluation context:**

**Resources available for evaluation:**

- |   |      |   |   |   |   |   |            |
|---|------|---|---|---|---|---|------------|
| 30. Amount of time spent on the evaluation process, including your time and that of all other participants. | None | 1 | 2 | 3 | 4 | 5 | Great deal |
| 31. Time allotted during the semester for professional development  | None | 1 | 2 | 3 | 4 | 5 | Great deal |
| 32. Availability of training programs and models of good practices  | None | 1 | 2 | 3 | 4 | 5 | Great deal |

**District values and policies in evaluation:**

- |  |                        |   |   |   |   |   |                |
|--|------------------------|---|---|---|---|---|----------------|
| 33. Clarity of policy statements regarding purpose of evaluation | Vague                  | 1 | 2 | 3 | 4 | 5 | Very clear     |
| 34. Intended role of evaluation                                  | Teacher accountability | 1 | 2 | 3 | 4 | 5 | Teacher growth |

**Section 4: Additional Information**

**Is there anything about the teacher evaluation process that has not been asked that you would like to add?**

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**\*\*\*\*THANK YOU\*\*\*\***

## Appendix D

### TEACHER EVALUATION PROFILE FOR ADMINISTRATORS

#### Overview

This form has been designed to allow you to describe in some detail your most recent experience with teacher evaluation in this school district. Your responses will be combined with those of other administrators to yield a picture of the key components in the teacher evaluation experience in this school district. The goal of this survey is to determine how the evaluation process can be revised to help it serve relevant and useful purposes. Your frank and honest responses are important to reach this goal and will remain anonymous.

While this questionnaire is designed to be comprehensive in scope, it will take only a short time to complete. Please follow the instructions carefully and set aside about 15 uninterrupted minutes to provide thoughtful responses.

#### The Definition of Teacher Evaluation

Teacher evaluation takes different forms in different school districts. For the purpose of this study, teacher evaluation procedures may include all or some of the following:

- Goal Setting
- Formal and informal classroom observations
- Pre/Post observation meetings with Teacher Evaluator
- Examination of lesson plans, materials or other artifacts
- Self-Evaluation
- Final Written Summative Evaluation

When reference is made in this questionnaire to teacher evaluation, it should be understood to encompass any of these procedures that are followed in the evaluation program with this school district.

#### Instructions

Please use the scales provided on the following pages to describe yourself and the nature of your teacher evaluation experience this year in this school district. Do this by:

- Considering each of the items carefully,
- Studying the scale to be used to describe each,
- Circling the number on the scale that best represents your response.

**Thank you for your participation.**



## Section 1: Demographic Information

1. Including the current year, how many years have you been an administrator in this school district?
  - a. 1-3 years
  - b. 4-7 years
  - c. 8-12 years
  - d. 13 or more years
  
2. If you have been an administrator in multiple school districts, including the current year, how many total years have you been an administrator?
  - a. 1-3 years
  - b. 4-7 years
  - c. 8-12 years
  - d. 13 or more years
  - e. I have only been an administrator in the district
  
3. Your current assignment grade level (select the answer that best describes your current position).
  - a. Grades PreK-5
  - b. Grades 6-8
  - c. Grades 9-12
  
4. Your gender
  - a. Female
  - b. Male

## Section 2: Overall Rating

**Please reflect on the evaluation process in your school for this current school year. Consider the entire evaluation process including goal setting, self-assessment, meetings with individual teachers, planning for evaluation, formal and informal observations, or other procedures and feedback.**

- 5. Rate the overall quality of the evaluation process:**

Very poor quality    1    2    3    4    5    Very high quality

- 6. Rate the overall impact of the evaluation process on a teacher's professional practices. (Note: A rating of 5 would reflect a strong impact leading to profound changes in teaching practices, attitudes about teaching, and/or understanding of the teaching profession. A rating of 1 would reflect no impact at and no changes in practices, attitudes, and/or understanding.)**

No impact    1    2    3    4    5    Strong impact

**7. Rate the overall impact of the evaluation process on *teacher professional growth*. (Note: A rating of 5 would reflect a strong impact on teacher professional growth. A rating of 1 would reflect no impact at all in teacher professional growth.)**

No impact      1      2      3      4      5      Strong impact

Next, please rate your perception of the impact of the teacher evaluation process on the school, district, and state goals. Use the scales provided to indicate impact, from 1 meaning *no impact* to 5 meaning *strong impact*.

**8. Rate the positive impact on *student learning*: A strong impact rating (5) would indicate that the evaluation system improves the quality of student learning.**

No impact      1      2      3      4      5      Strong impact

**9. Rate the positive impact on *student achievement*: A strong impact rating (5) would indicate that the evaluation system improves student performance on standardized tests.**

No impact      1      2      3      4      5      Strong impact

**10. Rate the positive impact on *school improvement* goals: A strong impact rating (5) would indicate that the evaluation system helps the faculty achieve school improvement goals.**

No impact      1      2      3      4      5      Strong impact

**11. Rate the positive impact on *school climate and culture*: A strong impact rating (5) would indicate that the evaluation system supports and helps foster a positive school culture and climate that supports learning.**

No impact      1      2      3      4      5      Strong impact

**12. Rate the positive impact on *quality of teachers*: A strong impact rating (5) would indicate that the evaluation system improves teaching quality.**

No impact      1      2      3      4      5      Strong impact

**13. Rate the positive impact on the *goals* that you develop with teachers each year. A strong impact rating (5) would indicate that the evaluation system supports and links to the development of teacher goals.**

No impact      1      2      3      4      5      Strong impact

### Section 3: Rating Attributes of Evaluation

Please use the scales provided below (1 through 5) to describe yourself and the nature of your implementation of the teacher evaluation method used by your system.

- Considering the attribute to be described
- Studying the scale to be used to describe it
- Selecting the number that represents the point you select on each continuum
- Marking the answer sheet accordingly

**Part A- Describe the attributes of the procedures that you use with teachers during the evaluation process.**

**To what extent were the following sources of performance information considered as part of the evaluation process?**

**14. Observation of a teacher’s classroom performance**

Not considered    1    2    3    4    5    Used extensively

**15. Meetings with you**

Not considered    1    2    3    4    5    Used extensively

**16. Examination of artifacts (lesson plans, materials, home/school communication, etc.)**

Not considered    1    2    3    4    5    Used extensively

**17. Examination of student performance**

Not considered    1    2    3    4    5    Used extensively

**18. Student evaluations**

Not considered    1    2    3    4    5    Used extensively

**19. Peer evaluations**

Not considered    1    2    3    4    5    Used extensively

**20. Self-evaluations**

Not considered      1      2      3      4      5      Used extensively

**Describe the extent of the observations that you have done for tenured and non-tenured status teachers for the 2012-2013 school year. (Note: In these items, formal refers to observations that were pre-announced and/or were accompanied by a pre- or post- conference with the evaluator; informal refers to unannounced drop-in visits.)**

**21. Number of formal observations for a tenured teacher being evaluated**

- a. 0 observations
- b. 1 observation
- c. 2 observations
- d. 3 observations
- e. 4 or more observations

**22. Number of formal observations for a non-tenured teacher being evaluated**

- a. 0 observations
- b. 1 observation
- c. 2 observations
- d. 3 observations
- e. 4 or more observations

**23. Approximate frequency of informal observations for all tenured teachers**

- a. 0 observations
- b. 1 observation
- c. 2 observations
- d. 3 observations
- e. 4 or more observations

**24. Approximate frequency of informal observations for all non-tenured teachers**

- a. 0 observations
- b. 1 observation
- c. 2 observations
- d. 3 observations
- e. 4 or more observations

**25. Average length of FORMAL observations**

Brief (few minutes)      1      2      3      4      5      Extended (40 minutes or more)

**26. Average length of INFORMAL observations**

Brief (few minutes)	1	2	3	4	5	Extended (40 minutes or more)
---------------------	---	---	---	---	---	-------------------------------

**Part B- Please describe the attributes of the feedback you typically gave to teachers during evaluation process throughout the 2012-13 school year:**

**27. Amount of information given**

None	1	2	3	4	5	Great Deal
------	---	---	---	---	---	------------

**28. Frequency of formal feedback**

Infrequent	1	2	3	4	5	Frequent
------------	---	---	---	---	---	----------

**29. Frequency of informal feedback**

Infrequent	1	2	3	4	5	Frequent
------------	---	---	---	---	---	----------

**30. Depth of information provided**

Shallow	1	2	3	4	5	In depth
---------	---	---	---	---	---	----------

**31. Quality of the ideas and suggestions contained in the feedback**

Low	1	2	3	4	5	High
-----	---	---	---	---	---	------

**32. Specificity of information provided**

General	1	2	3	4	5	Specific
---------	---	---	---	---	---	----------

**33. Nature of information provided**

Judgmental	1	2	3	4	5	Descriptive
------------	---	---	---	---	---	-------------

**34. Timing of feedback**

Delayed	1	2	3	4	5	Immediate
---------	---	---	---	---	---	-----------

**Part C- Please describe these attributes of the evaluation context:**

**Resources available for evaluation**

**35. Amount of time spent on the evaluation process, including your time and that of all other participants.**

None            1            2            3            4            5            Great Deal

**36. Time allotted during the school year for professional development for teachers aligned with standards.**

None            1            2            3            4            5            Great Deal

**37. Time allotted during the school year for professional development for administrators aligned with the implementation of the evaluation process.**

None            1            2            3            4            5            Great Deal

**38. Availability of training programs and models of good practices**

None            1            2            3            4            5            Great Deal

**District values and policies in evaluation**

**39. Clarity of policy statements regarding the purpose of evaluation**

Vague            1            2            3            4            5            Very clear

**40. Intended role of evaluation**

Teacher accountability            1            2            3            4            5            Teacher growth

**Section 4: Additional Information**

**In your own words, please describe what you think about the teacher evaluation process in your system.**

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**\*\*\*\*THANK YOU\*\*\*\***

## Appendix E

### Cover Letter to Administrators

#### PERCEPTIONS OF TEACHERS AND ADMINISTRATORS REGARDING TEACHER EVALUATIONS

My name is Joy Sheppard and I am a student enrolled in Georgia Southern University's Educational Administration Doctoral Program. You and your certified staff members are invited to participate in a research study which will analyze the perceptions of administrators and teachers in regard to current methods of teacher evaluation. You were selected as a possible participant in this study because of your role in this district. This study has been approved by the Institutional Review Board at Georgia Southern IRB under tracking number H13368.

By participating in this research you will be assisting in the completion of my dissertation requirement. The process will be limited to your anonymous completion of one survey. Your participation in this study is approximately 15 minutes and participation is entirely voluntary.

In order to access the administrators' survey, please go to <https://www.surveymonkey.com/s/8WWK9WR>.

Attached to this email is a cover letter for teachers that contains the survey link for the teachers' survey. Please forward this attached cover letter to your teachers.

Please contact me at [sheppard@planters.net](mailto:sheppard@planters.net) and or my advisor Dr. Teri Melton at [tamelton@georgiasouthern.edu](mailto:tamelton@georgiasouthern.edu) if you have any questions regarding the research. If you have questions about your rights as a participant in a research project, please email [IRB@georgiasouthern.edu](mailto:IRB@georgiasouthern.edu) or call (912) 478-0843.

Your survey completion indicates that you have read and understand the information provided above, that you willingly agree to participate, that you are aware of your right to withdraw your consent at any time and discontinue participation at any time.

Sincerely,

Joy Sheppard



## Appendix F

### Cover Letter to Teachers

#### PERCEPTIONS OF TEACHERS AND ADMINISTRATORS REGARDING TEACHER EVALUATIONS

My name is Joy Sheppard and I am a student enrolled in Georgia Southern University's Educational Administration Doctoral Program. You are invited to participate in a research study which will analyze the perceptions of administrators and teachers in regards to current methods of teacher evaluation. You were selected as a possible participant in this study because of your role in this district. This study has been approved by the Institutional Review Board at Georgia Southern IRB under tracking number H13368.

By participating in this research you will be assisting in the completion of my dissertation requirement. The process will be limited to your anonymous completion of one survey. Your participation in this study is approximately 15 minutes and participation is entirely voluntary.

In order to access the teachers' survey, please go to <https://www.surveymonkey.com/s/8Y8T7JW>.

Please contact me at [sheppard@planters.net](mailto:sheppard@planters.net) and or my advisor Dr. Teri Melton at [tamelton@georgiasouthern.edu](mailto:tamelton@georgiasouthern.edu) if you have any questions regarding the research. If you have questions about your rights as a participant in a research project, please email [IRB@georgiasouthern.edu](mailto:IRB@georgiasouthern.edu) or call (912) 478-0843.

Your survey completion indicates that you have read and understand the information provided above, that you willingly agree to participate, that you are aware of your right to withdraw your consent at any time and discontinue participation at any time.

Sincerely,

Joy Sheppard

## Appendix G

### Follow-Up Letter to Administrators

#### PERCEPTIONS OF TEACHERS AND ADMINISTRATORS REGARDING TEACHER EVALUATIONS

I just wanted to thank you and your staff for your willingness to participate in my research study. If you have not had the opportunity to complete the survey, it will remain open for approximately two more weeks. Your participation in this study is approximately 15 minutes and participation is entirely voluntary. This study has been approved by the Institutional Review Board at Georgia Southern IRB under tracking number H13368.

In order to access the administrators' survey, please go to <https://www.surveymonkey.com/s/8WWK9WR>. An additional email will follow this email that I would like to request you send to your teachers.

Please contact me at [sheppard@planters.net](mailto:sheppard@planters.net) and or my advisor Dr. Teri Melton at [tamelton@georgiasouthern.edu](mailto:tamelton@georgiasouthern.edu) if you have any questions regarding the research. If you have questions about your rights as a participant in a research project, please email [IRB@georgiasouthern.edu](mailto:IRB@georgiasouthern.edu) or call (912) 478-0843.

Your survey completion indicates that you have read and understand the information provided above, that you willingly agree to participate, that you are aware of your right to withdraw your consent at any time and discontinue participation at any time.

I sincerely appreciate you assisting in the completion of my dissertation requirement.

Sincerely,

Joy Sheppard

## Appendix H

### Follow-Up Letter to Teachers

#### PERCEPTIONS OF TEACHERS AND ADMINISTRATORS REGARDING TEACHER EVALUATIONS

I just wanted to thank you for your willingness to participate in my research study. If you have not had the opportunity to complete the survey, it will remain open for approximately two more weeks. Your participation in this study is approximately 15 minutes and participation is entirely voluntary. This study has been approved by the Institutional Review Board at Georgia Southern IRB under tracking number H13368.

In order to access the teachers' survey, please go to <https://www.surveymonkey.com/s/8Y8T7JW>.

Please contact me at [sheppard@planters.net](mailto:sheppard@planters.net) and or my advisor Dr. Teri Melton at [tamelton@georgiasouthern.edu](mailto:tamelton@georgiasouthern.edu) if you have any questions regarding the research. If you have questions about your rights as a participant in a research project, please email [IRB@georgiasouthern.edu](mailto:IRB@georgiasouthern.edu) or call (912) 478-0843.

Your survey completion indicates that you have read and understand the information provided above, that you willingly agree to participate, that you are aware of your right to withdraw your consent at any time and discontinue participation at any time.

I sincerely appreciate you assisting in the completion of my dissertation requirement.

Sincerely,

Joy Sheppard

## Appendix I

### *Alignment of Research Questions with Administrator and Teacher TEP Questionnaire*

Guiding Question	Teacher TEP	Administrator TEP
1. What are the perceptions of teachers and administrators in southeast Georgia regarding the overall quality of the teacher evaluation process?	6-7	5-12
2. What are the perceptions of teachers and administrators in southeast Georgia regarding the attributes of the procedures used for teacher evaluation?	8-18	4-20
3. What are the perceptions of teachers and administrators in southeast Georgia regarding the attributes of the feedback provided in teacher evaluations?	21-29	27-34
4. What are the perceptions of teachers and administrators in southeast Georgia regarding the attributes of the evaluation context?	30-32	35-38