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No Teacher Left Behind: An Exploration of the Current Teacher Performance Evaluation System in Florida

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NO TEACHER LEFT BEHIND: AN EXPLORATION OF THE CURRENT TEACHER
PERFORMANCE EVALUATION SYSTEM IN FLORIDA

by

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Dedication

I dedicate this dissertation to my husband, Dan. Thank you for your love, support, and patience with me through all of the ups and nervous breakdowns over the past four years. I would not be where I am today if you had not believed in me, held my hand, and left me little notes of encouragement in my office every step of the way.

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I would like to thank Dr. Mona Vosoughi for being there with me throughout this whole program with support, encouragement, and late night study and writing sessions. We set a goal for ourselves in the very beginning and accomplished it together!

I would like to dedicate this dissertation to my family. Thank you to my parents, James and Maureen Burkitt; my brother, Daniel Burkitt; my aunt and uncle, Linda and David Shook; and my Gram for always being there for me when I needed you the most. Celebrating this accomplishment with all of you right next to me, as you've been with every other great event of my life, is a milestone I will never forget.

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TABLE OF CONTENTS

List of Tables

List of Figures

Abstract

The use of standardized test scores to hold schools, students, and teachers accountable for their performance has been at the heart of education reform efforts throughout the United States for years. Recent reform efforts have been especially focused on including the standardized testing performance of students into the overall evaluation of teacher effectiveness. In several states throughout the country, including Florida, results from teacher performance evaluations are being used to inform professional development, tenure, retention, termination, and compensation decisions.

The purpose of this study was to explore the teacher performance evaluation system initiated in Florida in 2011 as perceived by the individuals who created the system, the influencers, as well as by those it most directly impacted, the implementers. This mixed-methodological study provides valuable information on the perceptions of the overall effectiveness of the current teacher performance evaluation system and its potential to improve teacher, student, and school performance. Qualitative data were collected through the use of interviews with Florida Department of Education personnel and open-ended survey questions sent to teachers and principals in six Florida districts. A survey instrument was administered in an effort to further obtain quantifiable results from the 1,022 participants. Given the current federally-funded teacher evaluation system has been in a progressive implementation process for the past three years, minimal research exists on the system other than promotional and informational material that has been produced by state policymakers. As a result, it was important to review how this process to date has impacted the state of Florida and its stakeholders. The results of this study can provide insight to policymakers as well as to the general public to best inform current and future educational policies and practices.

Chapter One: Introduction and Background

Determining an individual's level of performance is an important concept in any profession. Although it is easy to see why people need to perform well in what they do, measuring that level of performance is often times more difficult. The effectiveness of teachers has long been a public concern with effective evaluation of teachers proving to be an elusive task (Engvall, 1997; Lee, 2011). As a result, evaluating teacher performance has been the main focus of educational policy reform over the past several years. The U. S. Department of Education Blueprint for Reform (2010) called on states and districts "to develop and implement systems of teacher and principal evaluation and support, and to identify effective and highly effective teachers and principals on the basis of student growth" (p. 4). Accordingly, new models for evaluating teachers are quickly moving into state education regulations across the country, greatly impacting both schools and teachers alike (Amrein-Beardsley, Collins, Polasky, & Sloat, 2013; Paige, 2012).

In order to determine the level of student and teacher success, states and local schools have adopted teacher evaluation and accountability systems based on the use of student test scores (Hill et al., 2011; Lee, 2011; Pullin, 2013). One statistical method that has been used in such systems is the value-added model (VAM). Developed by statistician, William Sanders, value-added models (VAMs) have been designed to calculate the extent to which teachers contribute to their students' gains from year to year by way of overall student performance ratios (Darling-Hammond, Amrein-Beardsley, Haertel, & Rothstein, 2012; Hill et al., 2011; Ravitch, 2010; Springer & Gardner, 2010). VAMs "make use of current and historical test scores to estimate a teacher's effect on student achievement growth" (Hill et al., 2011). Research has shown that VAMs have proven to be valuable for looking at factors influencing achievement and

measuring the effects of school programs and interventions (Darling-Hammond et al., 2012). As

a result, states are increasingly incorporating VAMs into their teacher accountability policies

(Amrein-Beardsley et al., 2013). Although VAMs and other methods for evaluating teacher

effectiveness have contributed to stronger analyses of overall school program and student and

teacher performance, they have also been used in high stakes decision-making (Baker et al,

2010). Specifically, the VAM approach and student test scores are being used to determine

teacher tenure and termination, merit pay bonuses, professional development needs, and are also

having an impact on teachers' professional reputations (Amrein-Beardsley et al., 2013; Paige,

2012; Pullin, 2013). In some states, legislators have met in special sessions in an effort to

"remove institutional barriers to judging teacher performance, retaining and rewarding their most

effective practitioners, and counseling out the lowest performers" (Springer & Gardner, 2010, p.

8). With the federal government leading the charge towards changing teacher evaluation

systems, states have no other choice than to do their best to comply.

The significant and growing interest in teacher evaluation reform has been encouraged by

federal programs such as the Teacher Incentive Fund and the Race to the Top initiatives (Hill et

al., 2011; Paige, 2012; Pullin, 2013). In 2006, President Bush awarded 34 Teacher Incentive

Fund grants to states, districts, and other public educational entities agreeing to link teachers'

compensation to evaluations of their ability to raise student performance (Steele, Hamilton, &

Stecher, 2010). In 2010, under the Obama administration, the number of Teacher Incentive Fund

grants awarded was raised to 62 with the total amount of federal spending also being increased

from $99 million to $437 million (Steele et al., 2010). President Obama's Race to the Top

program also increased the use of value-added modeling (VAM) in teacher evaluations

(Guilfoyle, 2013; Pullin, 2013). States wanting to compete for the $4.35 billion in funding had

to agree to tie teacher evaluations and overall performance ratios to student performance (Springer & Gardner, 2010). In 2009, the Obama administration went so far as to require Race to the Top applicants to use VAMs to measure student achievement (Shober, 2012). In fact, states that also included performance-based pay measures into their evaluation systems were at an advantage as pay for performance composed the largest portion of the 500-point Race to the Top rubric for grading state applications (Shober, 2012; U.S. Department of Education, 2009). To date, 21 states and the District of Columbia have been awarded grants through the Race to the Top program (U.S. Department of Education, 2011). According to the National Council on Teacher Quality (2012), a total of 37 states have updated their teacher evaluation policies between the years 2009-2012.

     In 2010, Florida was one of 12 states awarded federal education funding through Race to the Top (U.S. Department of Education, 2012). The three-year grant was used to support districts as they revised teacher and principal evaluations. As part of the Great Teachers and Leaders goals under the Race to the Top grant, Florida dedicated half of the $700 million in federal funding received to designing, implementing, and funding the first three years of the pay for performance system spanning from 2011 to 2014 (U.S. Department of Education, 2012). In further aligning state and federal goals, Governor Rick Scott signed into law the Student Success Act in 2011. The Act required districts to establish evaluation systems for teachers based primarily on student growth. Specifically, the Act mandated that at least 50% of a teacher's performance evaluation be based upon student performance as assessed by the statewide Florida Comprehensive Assessment Test (FCAT) (Florida Department of Education, 2011). The legislation further outlined that teacher compensation will be tied to evaluation results by way of performance pay scales beginning in 2014. According to the Department of Education (2011), a

value-added model is being used as the formula to calculate student learning growth. In addition

to the methods for calculating student growth, the state also designated three pre-approved

frameworks that districts could choose from for their teacher evaluation instructional practice

models. Once a district chose the preferred evaluation model, the Department of Education

reviewed and approved the evaluation system and monitored the district's implementation of its

system for compliance with the law (Florida Department of Education, 2011). In 2011, all

districts implemented a revised teacher evaluation based on the pre-approved models.

   According to the 2010 United States Census figures, Florida has the fourth largest

population with more than 2.6 million public school students and 190,000 teachers learning and

working in over 4,200 schools (Florida Department of Education, 2013). When any new

legislation is passed impacting the education system in Florida, millions are affected from

students to teachers to administrators. In the case of the new teacher evaluation system, the

impact was so severe that the Florida Education Association has filed a lawsuit against the state

challenging the constitutionality of the 2011 teacher evaluation law (O'Connor, 2013). The 2013

case of *Cook et al. v. Pam Stewart, Florida Commissioner of Education, et al.* specifically called

into question the equal protection rights of teachers who were currently evaluated based on the

performance of students whom they did not teach and on subjects in which they did not instruct.

Thus, as the third year of implementation of the federally-funded teacher evaluation system drew

to a close, it was important to review the current teacher performance evaluation system (see

Table 1) and explore how it impacted the state of Florida and its stakeholders since its

implementation in 2011. In the case of the current evaluation system, teacher evaluations were

influencing high stakes personnel decisions such as teacher tenure and termination, merit pay

bonuses, professional development needs, and not to mention teachers' professional reputations

(Amrein-Beardsley et al., 2013; Paige, 2012; Pullin, 2013, Springer & Gardner, 2010). As a result, teachers' livelihoods had the possibility of being either positively or adversely affected. It was vital that policymakers and the general public understand the experiences of the teachers, administrators, and other personnel in order to best inform current practices and future policies.

Figure 1. Florida Teacher Performance Evaluation System
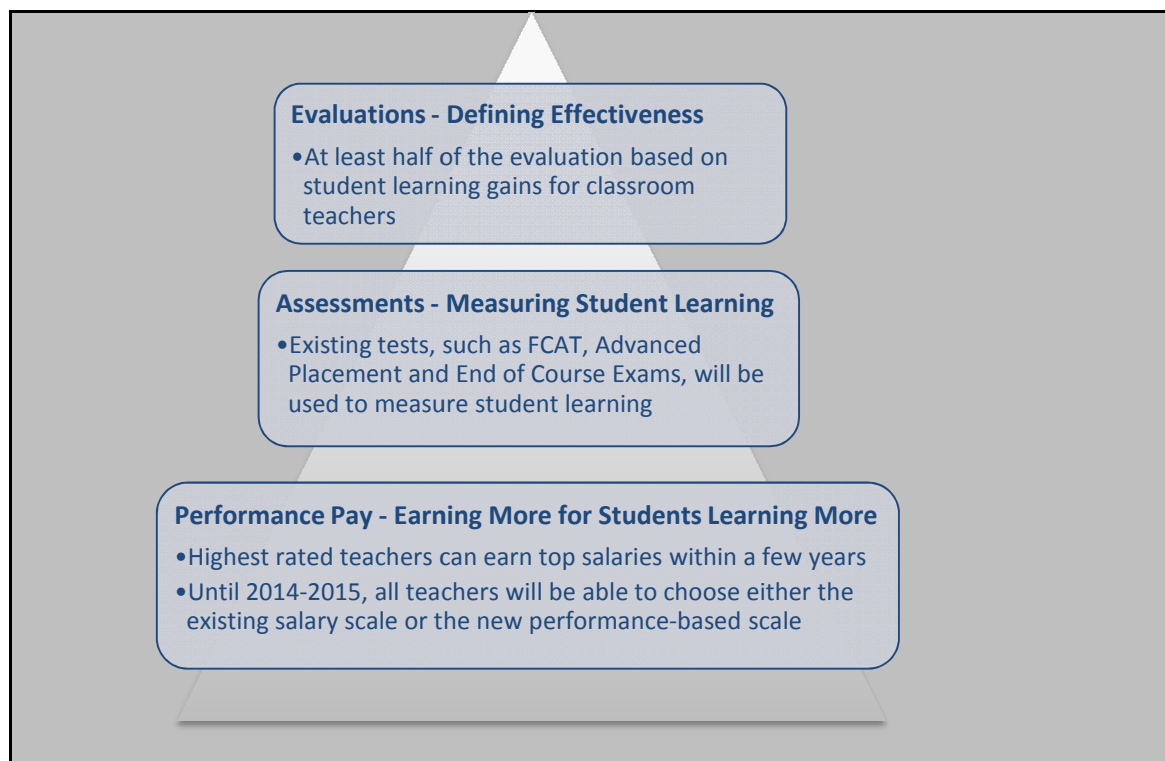
Note. Information gathered from the Florida Governor's Office of Policy and Budget (2011)

Purpose of the Study

The purpose of this mixed methodological study was to explore the teacher evaluation system initiated in Florida in 2011 as experienced by the key stakeholders charged with implementing the system (teachers and local school-level administrators) as well as the state-level personnel who provided the direction and oversight of the new teacher performance

evaluation system (hereon referred to as the "influencers"). The study served as a review of the current state of the teacher evaluation system created in Florida in compliance with the state's receipt of the 2010 Race to the Top federal funding. The goal of the study was to explore the expectations, challenges, and accomplishments of the evaluation system as perceived by the individuals who are most directly impacted to date. In order for the statewide evaluation system to work for everyone, it must first work for the turnkey stakeholders. As the new system was created for the greater good of the state education system in Florida, the impact as well as the costs would be far-reaching regardless of its degree of success or failure. The ultimate goal of the study was to glean the best feedback from local implementers and state-level influencers alike for decision-makers to use in evaluating the system as the end of the three-year implementation period of the new teacher evaluation system in Florida rapidly approached in 2014.

Significance of the Study

Although linking teacher evaluation to student performance and classroom observation is not a recent phenomenon, the proposed monetary and occupational implications of the teacher evaluation system in Florida were new for this state's teachers. Given the current teacher performance evaluation system has been in a progressive implementation process for the past three years, minimal research existed on the system other than promotional and informational material that had been produced by state policymakers. There was a need for additional research to be done not only on the overall effectiveness of the evaluation system, but also on the impact the system had on those most directly and immediately affected by it. In addition, the study held immediate significance given the recent lawsuits filed against the State of Florida by the Florida

Education Association citing the unconstitutionality of the current teacher evaluation system

(O'Connor, 2013).

This study was conducted to provide a better understanding of the impact of the value-

added teacher performance evaluation system in place in Florida. The implementation of the

new teacher evaluation system was examined ranging from its initiation in 2011 to the

expectations, ensuing challenges and accomplishments, and perceived level of effectiveness over

the course of the three year process of implementation. The findings of the study have the

potential to provide Florida's legislators and education officials with valuable information

regarding the participants' perspectives by allowing for the voices of those most directly

impacted to be heard. The results also include feedback from local implementers for changes

that can be made to improve the system for the future.

Research Questions

The purpose of this study was to explore the current teacher performance evaluation

system as perceived by the individuals creating the system as well as by those it most directly

impacted, the local implementers. As teachers and school administrators were most directly

affected by the evaluation system in terms of their performance ratings and possibly their salaries

and current employment status, it was vital that their voices be heard. In addition, it was

important to gather insight from state personnel regarding the perceived successes and

limitations of the various teacher evaluation models and the current teacher performance

evaluation system as a whole. In order for the teacher performance evaluation system to succeed

in improving teacher effectiveness and student performance, it must be perceived as such both in

policy and practice for all stakeholders involved.

The central question for the study was: After the three year process of implementation, what is the state of the current teacher performance evaluation system in Florida as perceived by the implementers - teachers and principals, and influencers – Florida Department of Education personnel?

In addition to the primary research question, three ancillary questions were addressed:

1. What are the overall perceptions of the implementers and influencers regarding Florida's new teacher performance evaluation system?

2. How do the perceptions vary among implementers and influencers?

3. What variables are associated with their perceptions?

Definition of Terms

- *Implementers* refer to the teachers and school-level administrators (principals) who are responsible for executing the teacher evaluation system in the actual school environment.

- *Influencers* refer to the state-level personnel who provide the direction and oversight of the new teacher performance evaluation system in Florida.

- *Merit pay* refers to the salary system that ties teacher pay bonuses to student achievement, as measured by standardized test scores (Ramirez, 2010).

- *Value-added models (VAMs)* are statistical methods that have been designed to calculate the extent to which teachers contribute to their students' gains from year to year by way of overall student performance ratios (Darling-Hammond, Amrein-Beardsley, Haertel, & Rothstein, 2012; Hill et al., 2011; Ravitch, 2010; Springer & Gardner, 2010).

Methodology

The study was designed as a mixed methodological approach. Mixed methods of collecting data were chosen in an effort to provide the most comprehensive understanding of the current teacher evaluation system in Florida as experienced by the implementers and influencers. The quantitative method of the study produced and analyzed descriptive statistics of the attitudes and beliefs of the participants. A survey instrument was used in an effort to obtain information from implementers throughout Florida on their thoughts, feelings, attitudes, beliefs, and dispositions. Teachers and principals from K-12 public schools in six districts were invited to take part in the survey. An additional five districts were identified to take part in the survey. However, after completing the necessary applications to conduct research for each district, access was denied.

The qualitative method of the study included the results of three open-ended survey questions and content analysis of in-depth interview feedback from selected Florida Department of Education personnel. The purpose of conducting the interviews and survey was to gain a deeper understanding of the teacher evaluation system in Florida. Through a combination of quantitative and qualitative data collection and analyses, I sought to provide insight into the teacher evaluation system in Florida as experienced and perceived by the implementers and influencers in order to best inform future educational policies and practice.

A more detailed description of the research methods is presented in Chapter Three.

Organization of the Study

The purpose of this study was to explore the teacher performance evaluation system initiated in Florida in 2011 as experienced by the key stakeholders charged with implementing and influencing the system. The study was an exploration of the current state of the teacher

performance evaluation system created in Florida in compliance with the state's receipt of the 2010 Race to the Top federal funding. The study is organized into six chapters, a references section, and appendices in the following manner. Each chapter concludes with a brief summary. Chapter One includes the introduction and background of the study, purpose and significance of the study, research questions, and definition of terms. Chapter Two presents a review of related literatures supporting the study as well as a description of the conceptual framework. Chapter Three contains the research design and methodology of the study. It includes a description of the population and sampling strategy, development of the interview protocol and survey instrument, data collection and management procedures, organization and analysis of the data, researcher as a tool, ethical consideration, and limitations. Chapter Four includes presentation of the data analysis in table and narrative format. Chapter Five presents a detailed discussion of the findings. As a result of having a rich data set, it was deemed appropriate to separate the description and analysis of the data from the conclusions and recommendations. Therefore, a sixth chapter was added to highlight the conclusions, implications and recommendations. Chapter Six contains the summary, conclusions, recommendations of the study, and implications for policy, practice, and future study. The study concludes with a list of references and appendices.

Chapter Two: Review of Literature

The background, purpose, significance and overview of the study as well as information regarding the context in which it was conducted were presented in the first chapter. This chapter contains a review of the relevant theoretical and research literature supporting the study. The review of relevant literature begins with a historical background of the federal policies influencing the design and implementation of teacher evaluation systems across the United States over the past ten years. Following a description of the current teacher performance evaluation system in place in Florida, this chapter also contains information on the use of value-added models (VAMs) for measuring teacher performance. Relevant empirical research on the concepts of teacher morale and motivation theory as well as related theories and models of adult learning and professional development are also presented. The review of literature is completed with research findings on collaborative leadership practices in educational settings. After reviewing the extant research, this chapter concludes with a conceptual framework illustrating the relationships among the multiple theories and concepts undergirding this study.

History and Background of Teacher Performance Evaluation

Although determining teacher quality has been a major goal of school administrators for years, it has increasingly become the main focus of state and federal policymakers, philanthropists, and business leaders as well (Darling-Hammond, 2010; Ravitch, 2010; von Frank, 2011). When President Bush signed the Elementary and Secondary Education Act, commonly referred to as the No Child Left Behind Act (NCLB), in 2001, he introduced a multitude of new measures and mandates designed to improve academic achievement (Weiss, 2011). In fact, the NCLB Act included more than 1,000 pages of major provisions regarding testing, teacher, failing schools, funding, and flexibility (Cross, 2010; Ravitch, 2010). Among

the mandates was the requirement that every classroom have a qualified teacher by the year 2014 (Darling-Hammond, 2010: Lee, 2011; Weiss, 2011). As defined in NCLB, a qualified teacher was an individual with full certification who demonstrated competence in the subject matter he or she taught (Darling-Hammond, 2010). Although wide variation emerged among states on how to measure such competence, the federal government narrowed their focus on how effective teachers were in improving student achievement (Cross, 2010; Ravitch, 2010; Weiss, 2011). With pressure from the government, elected officials called for schools to measure whether student test scores were increasing and to assign rewards or punishment for those directly responsible (Ravitch, 2010). The mounting political pressure placed on schools to measure teacher effectiveness in improving student achievement was intensified by the creation of federal incentive programs. In 2006, President Bush awarded $99 million in Teacher Incentive Fund grants to states, districts, and other public educational entities agreeing to link teachers' compensation to evaluations of their ability to raise student performance (Steele, Hamilton, & Stecher, 2010). In 2010, under the Obama administration, the number of Teacher Incentive Fund grants awarded was raised from 34 to 62 with the total amount of federal spending also being increased to $437 million (Steele et al., 2010). President Obama's 2011 budget request designated an additional $950 million for the Teacher and Leader Innovation Fund designed to support the development and implementation of recruiting, retaining, and rewarding highly-effective teachers (Springer & Gardner, 2010).

Accountability was a central focus of NCLB (Ravitch, 2010). The use of standardized test scores to hold schools, teachers, and students accountable for performance was the cornerstone of the NCLB regulations (McCaffrey, Lockwood, Koretz, & Hamilton, 2003). In order to measure performance, federal policymakers devised a formula for adequate yearly

progress (AYP). Under NCLB, AYP was used to determine if schools were successfully

educating their students. With an emphasis on improving student achievement, NCLB included

provisions for schools to be sanctioned if AYP was not achieved (Ravitch, 2010). If schools

failed to meet their AYP they were labeled as failing schools. In some instances, schools were

closed and teachers and administrators lost their jobs (Darling-Hammond, 2010; Ravitch, 2010).

In the 2010 Blueprint for Reform (Florida Department of Education), the Obama administration

relaxed the requirements for AYP by creating the option for states to apply for NCLB waivers

(Cross, 2010). With the harsh sanctions and possible loss of employment and school closure

associated with NCLB, this was an enticing endeavor for many states and districts (Guilfoyle,

2013). According to U.S. Education Secretary Arne Duncan, the waivers were created to help

states:

> America's most sweeping education law—the Elementary and Secondary Education Act
>
> (ESEA), also known as No Child Left Behind—is outmoded and constrains state and
>
> district efforts for innovation and reform. The smartest way to fix that is through a
>
> reauthorized ESEA law, but Congress has not agreed on a responsible bill. Therefore, the
>
> federal government has worked with states to develop waiver agreements that unleash
>
> local leaders' energy for change and ensure equity, protect the most vulnerable students,
>
> and encourage standards that keep America competitive. (U.S. Department of Education,
>
> 2013)

In order to secure a NCLB waiver, however, states needed to ensure that up to 50 percent of each

teacher's annual evaluation was based on student growth measures (Guilfoyle, 2013). This

measure further intensified the practice of states and districts in measuring the value of a

teacher's performance based on that of his or her students (Paige, 2012; Weiss, 2011). To date,

34 states have secured waivers through the end of the 2013-2014 school year and have recently

been granted the option to extend their waivers through 2016 (U.S. Department of Education,

2013).

Adding to the federal focus on teacher effectiveness, the Obama administration used the

enticement of incentives to encourage states to create measures of teacher effectiveness and

increase the use of value-added modeling in teacher evaluation systems (Cross, 2010). One of

these incentive programs was the 2008 Race to the Top program (Cross, 2010; Ravitch, 2010).

States wanting to compete for a portion of the $4.35 billion in funding had to agree to tie teacher

evaluations and overall performance ratios to student performance (Springer & Gardner, 2010).

One of the major components of the federal Race to the Top grant competition was to encourage

states to adopt policies intended to remove ineffective teachers based in large part on their ability

to influence student learning (Winters & Cowen, 2013). In 2009, the Obama administration

went so far as to require Race to the Top applicants to use VAMs to measure student

achievement (Shober, 2012). In fact, states that also included performance-based pay measures

into their evaluation systems were at an advantage as pay for performance composed the largest

portion of the 500-point Race to the Top rubric for grading state applications (Guilfoyle, 2013;

Hill, Kapitula, & Umland, 2011; Shober, 2012; U.S. Department of Education, 2009). To date,

21 states and the District of Columbia have been awarded grants through the Race to the Top

program (U.S. Department of Education, 2011). According to the National Council on Teacher

Quality (2012), a total of 37 states had updated their teacher evaluation policies between the

years 2009-2012.

Florida Evaluation System

In 2010, Florida was one of 12 states awarded federal education funding through Phase Two of the Race to the Top competition (U.S. Department of Education, 2012). The three-year grant was used to support districts as they revised teacher and principal evaluations. As part of the Great Teachers and Leaders goals under the Race to the Top grant, Florida dedicated half of the $700 million in federal funding it received to designing, implementing, and funding the first three years of the pay for performance system spanning from 2011 to 2014 (U.S. Department of Education, 2012). In further aligning state and federal goals, Governor Rick Scott signed into law the Student Success Act in 2011. The Act required districts to establish evaluation systems for teachers based primarily on student growth (U.S. Department of Education, 2012). Specifically, the Act required that at least 50% of a teacher's performance evaluation be based upon student performance as assessed by the annual statewide Florida Comprehensive Assessment Test (FCAT) (Florida Department of Education, 2011; Paige, 2012). In the case of teachers who taught subjects not measured by statewide assessments, districts were instructed to provide the necessary assessments and formula for measuring student learning growth. To date, however, most Florida districts have not yet developed end-of-course exams for subjects such as art, music, physical education, or other non-tested subjects (O'Connor, 2013). As a result, the FCAT scores of students are being used for all teachers in determining their overall performance ratings. The fact that teachers may be rated on the performance of students they never have even taught was the impetus for the recent lawsuit filed by the Florida Education Association against the State (O'Connor, 2013). Further outlined in the Student Success Act (2011) was that, beginning in 2014, teacher compensation would be tied to evaluation results by way of performance pay scales.

Following their Race to the Top plan and the requirements of the Student Success Act, Florida set parameters for new evaluation systems. The state chose to evaluate teacher effectiveness using such measures as student growth and instructional practice, with student growth comprising at least half of a teacher's overall performance rating (Paige, 2012; U.S. Department of Education, 2012). The state further determined that instructional practice be measured by the district's instructional practice framework and student growth by the use of a value-added model. In using value-added models (VAMs), the goal was to "isolate the impact of a teacher on the growth in student achievement from outside factors that can influence a student's performance" (U.S. Department of Education, 2012, p. 13). In measuring instructional practice, Florida designated three pre-approved frameworks districts could choose from for their teacher evaluation models. Once a district chose their preferred evaluation model, the Department of Education reviewed and approved the evaluation system and monitored the district's implementation of its system for compliance with the law (Florida Department of Education, 2011). In 2011, all districts began implementing a revised teacher evaluation system based on the pre-approved models with full implementation of the system being required by 2014 (U.S. Department of Education, 2012). Consistent in all three pre-approved state models, teacher effectiveness was differentiated using four rating categories: highly effective, effective, needs improvement/developing, and ineffective or unsatisfactory (U.S. Department of Education, 2012). As outlined in the three-year implementation plan, the results of the teacher evaluations will be used to inform professional development, tenure, retention, termination and compensation decisions beginning in 2014 (Florida Department of Education, 2011; U.S. Department of Education, 2012).

Florida's Approved Teacher Evaluation Models

The first of the three pre-approved models is the State model. This model is based on the research of Dr. Robert Marzano and is currently being employed in 29 districts (Florida Department of Education, 2013). The Marzano model was chosen by the Florida Department of Education in 2011 as the model that districts can use or adapt as their evaluation model. According to Marzano, teacher evaluation systems have not accurately measured teacher quality and, as a result, have not aided in developing a highly skilled workforce (Marzano, 2012). The model he developed includes four domains: classroom strategies and behaviors; preparing and planning; reflecting on teaching; and collegiality and professionalism (Florida Department of Education, 2013; Marzano, 2007; Marzano, Frontier, & Livingston, 2011). The domains include 60 elements comprising both instructional and behavioral strategies designed to improve student learning (Florida Department of Education, 2013; Marzano, 2007; Marzano, Frontier, & Livingston, 2011). The first domain, classroom strategies and behaviors, contains the most elements with a total of 41.

The second pre-approved model follows the research of Dr. Charlotte Danielson and is currently in place in 16 districts (Florida Department of Education, 2013). According to Danielson, carefully designed evaluation systems can offer teachers valuable opportunities to reflect on their practice and enhance their skills (Danielson, 2002). The model focuses on principles and methods and instruction designed to generate knowledge and meaning from interaction between experiences and ideas (Florida Department of Education, 2011). The Danielson model consists of four domains, each with five to six components of teaching. The first domain includes planning and preparation. The second domain is that of the classroom

environment. The third and fourth domains are instruction and professional responsibilities

(Teacher Evaluation Handbook, 2011).

The third model, labeled as "other," includes indicators from the State model and is in

use in 11 districts (Florida Department of Education, 2013). Although the State has pre-

approved and included the aforementioned models, districts still have the option of employing an

alternate framework. In order to do so, however, the district must show evidence that the

framework is based on contemporary research and is aligned with the 2011 Student Success Act

(Florida Department of Education, 2013). An example of this is in the case of the model for

teacher evaluation that has been adopted by 16 districts in Florida. The model was developed by

Educational Management Consultant Services (EMCS) and includes indicators from the first

domain of the State model regarding classroom strategies and behaviors (Florida Department of

Education, 2013). Despite similarities and differences in the evaluation models in place

throughout Florida, both the Race to the Top Initiative and the Student Success Act require that

the systems use a value-added model (VAM) as the method for measuring teacher effectiveness

based on student growth (U.S. Department of Education, 2012).

Value-Added Models of Teacher Evaluation

There is no question that teachers influence their students. In fact, there is growing

evidence that teachers exert considerable influence on their students' achievement (Hanushek &

Rivkin, 2010; Hill, Kapitula, & Umland, 2011; Springer & Gardner, 2010). When measuring

just how much influence individual teachers have on student achievement growth on

standardized tests, value-added models (VAMs) have become the method of choice both across

the country and in Florida. These models have become popular in research, evaluation, and pay-

for-performance plans mostly because "rewarding educators based on effectiveness is thought to

motivate better performance" and in turn improve student achievement (Hill et al., 2011, p. 795).

Developed by statistician, William Sanders, VAMs have been designed to calculate the extent to

which teachers contribute to their students' gains from year to year by way of overall student

performance ratios (Ravitch, 2010; Springer & Gardner, 2010). VAMs are a type of growth

model whereby statistical techniques are used to isolate a teacher's impact on his or her students'

standardized testing progress while controlling for other factors (Di Carlo, 2012).Research has

shown that these methods are useful for looking at a range of factors affecting achievement and

for measuring the effects of specific programs and interventions (Darling-Hammond, Amrein-

Beardsley, Haertel, & Rothstein, 2011). According to Springer and Gardner (2010), although

these systems have aided in driving policy reform at the state and federal levels regarding teacher

compensation, they were not designed to inform high-stakes personnel decisions. As specified in

the *Standards for Educational and Psychological Testing*, "Testing programs for institutions can

have high stakes when aggregate performance of a sample or of the entire population of test

takers is used to infer the quality of service provided, and decisions are made about institutional

status, rewards, or sanctions based on test results" (1999, p. 139).

Supporters of VAMs consider value-added scores as the best indicators of teacher quality

and effectiveness. Given that student learning is the main goal of education, VAM proponents

maintain that such scores are the most logical and cost efficient way of identifying a teacher's

contribution to students' learning (Hill et al., 2011). Other researchers, however, suggest that

VAMs may fail to accurately represent teacher quality. Darling-Hammond (2010) cautioned that

"technical and educational challenges make it more difficult to draw strong inferences about

individual teacher effectiveness from value-added measures" (p. 218). VAMs apply only to

those teachers for whom yearly standardized test scores are available (Guilfoyle, 2013; Ravitch,

2010). As a result, teachers of subjects such as: social studies, science, art, technology, physical education, and foreign language cannot be accurately evaluated due to the fact that their subjects are not tested on standardized assessments (Ravitch, 2010). The National Education Association (NEA) reported that "approximately 70 percent of all teachers are engaged in subject areas for which no test data are available" (2010, p. 8).

According to the NEA, value-added analyses of state standardized test scores as the primary indicators of teacher effectiveness are also problematic because a single test score cannot accurately represent student learning (2010). It is impossible to fully assess the influence of a student's other teachers and additional factors that have affected his or her individual learning (NEA, 2010). Statistical models cannot fully adjust for the fact that some students have special education needs or deficits in social and educational capital that may hinder their standardized test performance (Darling-Hammond et al., 2012; Weiss, 2011). Regarding teachers' ratings, VAMs have "proven to be unstable across statistical models, years and classes that teachers teach" (Baker et al., p. 2). Researchers have found that teachers' effectiveness ratings differ from class to class, year to year, and test to test (Darling-Hammond et al., 2012). In addition, VAMs do not account for the effects of: prior teachers, peer culture and achievement, measurement error, socioeconomic status, random fluctuation in student performance, and changes in family, student, peer, and school influences (Aaronson, Barrow, Sander, 2007; Darling-Hammond et al., 2012). Teacher quality rankings can be remarkably sensitive in value-added models when such confounding variables are ignored (DiCarlo, 2012). The concern is that confounding variables "will conflate measures of teacher effectiveness in predictable ways," such as teachers in low socioeconomic schools consistently receiving low scores and teachers working with advantaged students receiving high scores and performance

ratings (McCaffrey, 2012). According to Hill, Kapitula, and Umland (2011), there is a

disconnect between a teacher's value-added score and expert observations. Teachers with high-

scoring students and, therefore, high value-added measures, do not always have solid

instructional skills when observed by experts. Based on NEA findings, it is impossible to identify

and control for all of the factors that affect student performance (2010). After all, no single

teacher accounts for all of a students' learning.

Although VAMs and other methods for evaluating teacher effectiveness have contributed

to stronger analyses of school progress and student and teacher performance, they have also been

used in determining teacher tenure and termination, merit pay bonuses, and professional

development needs (Baker et al., 2010; DiCarlo, 2012; Paige, 2012; Pullin, 2013; Winters

&Cowen, 2013). The questionable validity of value-added scores and, in turn, overall teacher

performance ratings presents problems for teachers and schools when value-added measures are

used for high-stakes decisions and actions (Baker et al., 2010; DiCarlo, 2012; Paige, 2012;

Pullin, 2013; Ravitch, 2010; Winters & Cowen, 2013). Standardized test scores are not accurate

enough to serve as the basis for high-stakes decisions because test scores are affected not only by

the student's ability and random influences but also by measurement error (Baker et al., 2010;

DiCarlo, 2012). The effects of such instability are most severe when the biggest consequences

for teachers are based on the standardized test score range. In these circumstances, the teachers

with the highest scoring students are given both monetary and professional rewards and the

teachers with the lowest performing students are placed on probation or suffer termination

(Weiss, 2011). Based on the research of value-added models, there is little or no evidence

supporting the claim that teachers will be more motivated to improve student performance if they

are monetarily rewarded for student gains (Hill, Kapitula, & Umland, 2011). In addition, there is

no strong evidence indicating that teachers who are fired or placed on probation are actually the

weakest teachers (Baker et al., 2010). As a result, "there is broad agreement among statisticians,

psychometricians, and economists that student test scores alone are not sufficiently reliable and

valid indicators of teacher effectiveness to be used in high stakes personnel decisions" (Baker et

al., 2010, p. 2). Furthermore, there is particular concern that given the significant measurement

error involved that teacher dismissal policies based on value-added methods may in fact remove

many average or even effective teachers (Winters & Cowen, 2013).

In their policy report, Steele, Hamilton, and Stecher (2010) presented examples of the

systems currently in place in Denver, Florida, Tennessee, Washington, D. C., and Delaware.

Steele et al. (2010) described the challenges these systems faced in terms of "generating valid

estimates of teachers' contributions to student learning and including teachers who do not teach

subjects or grades that are tested annually" (p. 3). They argued that administrators and

policymakers should first consider the reliability of the student achievement data to inform

teachers' evaluations. They recommended that schools and districts require more standardized

assessments for which there is actual documented evidence supporting its usefulness for

evaluating instructional practice. Steele et al. (2010) further contended that the validity of the

inferences drawn from the value-added estimates should also be a consideration of administrators

and policymakers. They found that the systems they profiled incorporated multiple measures of

teacher effectiveness such as observational evidence and professional contributions in addition to

the value-added measures. Given that teacher effectiveness is multifaceted, multiple sources of

evidence are needed to assess effectiveness. In addition to using multiple sources of evidence,

Steele et al. (2010) suggested using multiple years of student achievement data as well in value-

added estimation of teacher effectiveness.

Ravitch (2010) also stressed the importance of gathering data honestly in an effort to reflect significant and actual aspects of learning by highlighting the unfortunate reality of fraudulent data caused by cheating the system and teaching to the test (Ravitch, 2010). In 2011, a state investigation in Georgia found that over 170 teachers and principals were involved in cheating on standardized tests in the Atlanta school district in an effort to protect their jobs and win bonuses (Fausett, 2014). According to Ravitch (2010), there have been many instances where a teacher or principal was fired for correcting students' answers before handing in the tests or leaking the questions to the student in advance. This is especially true in cases where high stakes are attached to tests and student performance (Weiss, 2011). If student standardized test scores improve, teachers may receive a bonus. If scores decline, however, schools are stigmatized and teachers may lose their jobs (Ravitch, 2010). Such high stakes for teachers have been intensified at a time when their average salaries are already declining. According to the National Education Association (NEA, 2013), as the total United States personal income increased nearly 4% over the past decade, the average salaries for public school teachers decreased almost 3%. In fact, thirty-two states experienced significant declines in average teacher salaries over those years. Florida, for example, reported a 7.3% decline in average teacher salaries (NEA, 2013). As a result, competition is fierce among district, schools, and teachers to produce significant gains in student achievement and maintain job security or perhaps even receive an increase in salary.

Teacher Morale and Motivation

As teachers are most directly affected by the current value-added model (VAM) evaluation systems in place throughout the country in terms of their performance ratings and possibly their salaries and employment statuses, it is important to consider the impact that such

systems have on their morale and motivation. According to the most recent MetLife Survey of

the American Teacher (2013), teacher satisfaction has dropped to its lowest level in the last 25

years. In the study, a majority of teachers reported that they experienced a great deal of stress at

least several days a week. Furthermore, it was reported that teachers with lower satisfaction

were less likely to report that their jobs were secure or that their communities treated them as

professionals (Guilfoyle, 2013; MetLife, 2013). Additional surveys "have found that teacher

attrition and demoralization have been associated with test-based accountability efforts,

particularly in high-need schools" (Baker et al., 2010). Fullan (1995) described that the multiple,

abstract reform movements in education have resulted in low teacher morale and debilitating

forms of dependency and superficiality. The reform movements in education as of late have

focused on teacher accountability and teacher evaluation. Researchers examining teacher

attitudes towards the use of test-based accountability efforts and value-added teacher evaluation

systems have reported teachers feel demoralized, criticized, and unsupported (Lee, 2011).

The demoralization and criticism has undoubtedly been spawned by the growing interest of the

media and public on the results of VAMs as "newsworthy indicators of the quality of local

schools and teachers" (Pullin, 2013, p. 3). The impact that such metrics can have on teachers'

professional reputations can be seen in the examples Los Angeles, New York City, and Florida

schools (Pullin, 2013). In California, the *Los Angeles Times* hired an economist to conduct a

VAM analysis of the state student achievement test results (Pullin, 2013). The paper then

published rank-ordered lists of names of Los Angeles teachers and continues to maintain a

website to date allowing public users to obtain individual teacher performance data by the use of

a drop-down name menu (Pullin, 2013). In New York City, the *New York Times* was able to

obtain and publicize teacher performance rankings. Although litigation was brought against the

paper by the teachers union, the courts ruled in favor of the public right to know over the

individual privacy of teachers (Pullin, 2013). Similarly in the case of *The Florida Times Union*

v. The Florida Department of Education (2013), the judge rendered a ruling in favor of the

newspaper's request to make teachers' VAM scores public record despite Florida statute stating

that teacher performance evaluation results are to remain confidential for one school year after

the evaluation is given. In a letter issued by Florida Department of Education Commissioner

Pamela Stewart, she addressed the recent ruling:

> Despite being compelled to release this information after mounting our best legal efforts
>
> to protect the confidentiality of teachers' information, we remain encouraged and feel that
>
> we have an opportunity in front of us...because through this information, we can celebrate
>
> the achievement of Florida educators. While releasing these data as a public record is not
>
> our chosen path to increase its usefulness, we will make this an opportunity to improve
>
> communication and understanding about what these data can - and cannot - tell us, and
>
> how they support better decision-making when analyzed in combination with other
>
> information about teaching and learning. (2014)

As a result of the high-stakes consequences of using and publicizing VAMs as an indicator of

teacher quality, the implications have included: increased competition amongst teachers,

narrowing of the curriculum, cheating as a means of gaming the system, teachers' reluctance to

teach under-performing students, and parents competing for the teacher labeled as the most

effective (Lee, 2011; Pullin, 2013; Weiss, 2011).

Based on the research of value-added models, there is little or no evidence supporting the

claim that teachers will be more motivated to improve student performance if they are monetarily

rewarded for student gains (Hill, Kapitula, & Umland, 2011). Additionally, there is no strong

evidence indicating that teachers who are fired or placed on probation are actually the weakest

teachers (Baker et al., 2010). Darling-Hammond (2010) found that such practices only create

temporary rewards that do little for long-term salaries or retention. She explained:

> Many teachers report feeling insulted by the idea that they would only work hard for
>
> children in the face of what they see as a bribe. By encouraging competition rather than
>
> collaboration, individual merit pay bonuses do little to improve teachers' collective
>
> knowledge and skills, even potentially reducing learning by discouraging sharing of
>
> ideas, lessons, and materials. (Darling-Hammond, 2010, p. 319)

Lewin (1951) also felt that success was a more powerful motivating force than reward and called

attention to the concepts of ego involvement and level of aspiration as forces affecting success

(Knowles, Holton, & Swanson, 2005). The National Education Association (2010), highlighted

the fact that the "current policy discourse about teacher evaluation is mired in a rewards-and-

punishment framework" that categorizes and ranks teachers, rewards those at the top, and fires

those at the bottom (p. 2). According to Ravitch (2010), these "carrot-and-stick strategies" are

based on the antiquated view that humans must be incentivized by rewards and punishments in

order to do their best (p. 257). Modern motivation theorists, such as Deci and Ryan (1985),

recognized the importance of intrinsic motivation over the extrinsic motivation of rewards and

punishments (Ravitch, 2010).

Based on the self-determination theory, people are motivated to meet their needs for

competence, autonomy, and relatedness (Deci & Ryan, 1985). The need for autonomy is basic in

all human beings. People want to feel as though they are in control of their own lives. People are

further motivated when they feel they are accomplishing challenging tasks, feel as if they are in

control of their own destiny, and if they are in an emotionally supportive environment (Deci &

Ryan, 1985). When people feel autonomous, their motivation increases and their personal levels

of stress decrease. On the other hand, when people do not feel autonomous, their motivation

levels decrease and their personal stress levels increase (Deci & Ryan, 1985). According to this

theory, autonomous forms of motivation leads to such positive outcomes as higher levels of

creativity, more cognitive engagement, and better conceptual learning (Fortier, Vallerand, &

Guay, 1995). In the case of the VAM teacher evaluation systems, however, the autonomy of

teachers is diminished by the fact that student performance measures, rather than actual teaching

practices, determine a teacher's level of quality and effectiveness (Kennedy, 2010; Paige, 2012).

With pay for performance systems, that level of effectiveness can greatly impact the dollar

amount a teacher is awarded (Shober, 2012). Further adding to the loss of autonomy and high

levels of stress for teachers is the fact that the performance of the student is determined by one

standardized test given at one particular time. When the results of VAMs based on student

performance are used to determine high-stakes personnel decisions, the control that teachers had,

or perceived that they had, over their personal and professional destiny is vastly compromised.

According to Ravitch (2010), the "essence of professionalism is autonomy, the freedom

to make decisions based on one's knowledge and experience" (p. 259). In further looking at

motivation theory, Maslow's (1970) hierarchy of needs detailed that people are motivated to

meet deficiency needs and reach self- actualization (Kasschau, 1995). Maslow (1970) further

provided that people are motivated when they are in emotionally safe environments that focus on

learning and the need for safety, belonging, and self-actualization (Kasschau, 1995). This need

can be seen in an individual's desire to become all that he or she is capable of becoming

(Maslow, 1970; Merriam & Caffarella, 1991). The motivation to become one's best again is

intrinsic. When people are controlled and externally motivated by carrot-and-stick techniques,

they never become truly inspired to perform their greatest work or make their best contributions around their voice and passion (Covey, 2004; Ravitch, 2010). According to Covey (2004), they become disempowered with no passion, enthusiasm, or emotional connection to their goals or their work. In the current high-stakes teacher evaluation systems, when teachers are deemed "ineffective" by way of their evaluation results they are personally and professionally penalized rather than aided and supported in becoming more effective (Ravitch, 2010). As a result, the needs for safety, belonging and self-actualization are not only overlooked but are severely neglected. Likewise, the passion that teachers once had for instilling the love of learning into themselves and their students is lost and replaced with fear, anger, apathy, and malicious obedience (Covey, 2004). The real purpose of evaluation should be "to strengthen the knowledge, skills, dispositions, and classroom practice of professional educators" (NEA, 2010). When this goal is achieved, great teachers are inspired to remain in the classrooms and continue to work towards improving student growth and achievement.

Adult Learning and Professional Development

According to Eisner (1998), "the ultimate test of a set of educational ideas is the degree to which it illuminates and positively influences the educational experience of those who live and work in our schools" (p. 2). Schools are transformational learning organizations in and of themselves. They are intended to provide opportunities to learn and grow both personally and professionally for the students and their adult leaders. Although most of the time and energy in schools and across the nation has been devoted to improving student performance, it is important to remember that teachers play a vital role in improving such performance. As Ravitch explained, "being an effective teacher is not necessarily a permanent unchanging quality" (2010, p. 186). Based on the National Education Association (2010), comprehensive systems of

continuous teacher education and professional growth need to be established in order to "help

teachers master content, refine their teaching skills, critically analyze their own performance and

their students' performance, and implement the changes needed to improve teaching and

learning" (p. 2). For Fullan, Bertani, and Quinn, "we cannot advance the cause of students

without attending to the cause of the teachers" (2004, p. 43). Understanding and employing

adult learning theories benefits both the work and human aspects within organizations. In terms

of the work aspect, organizations can use adult learning concepts in developing the competencies

of their personnel to complete the work required to accomplish the goals of the organization.

The human purpose is enhanced in that the competencies the individuals develop enable them to

meet their deficiency needs and reach self-actualization (Knowles, Holton, & Swanson, 2005;

Maslow, 1970). As a result, it is necessary to consider the research on adult learning theory and

professional development practices to determine the most effective methods for helping teachers

to improve their teaching practices and, in turn, their students' performances.

Adults learn differently than children (Knowles, 1970). According to Malcolm Knowles

(1970) and his theory of andragogy, adults are independent and self-directed. They come with

predefined ideas for what they need to learn (Knowles, 1970; Knowles, Holton, & Swanson,

2005). As a result, they need to know why they should learn and learn best when the value of the

topic is immediately apparent (Knowles, Holton, & Swanson, 2005). Knowles (1970) described

that adult learning works best when instruction is task-oriented and problem-solving is

emphasized. In other words, adults need to learn experientially.

As Knowles, Holton, and Swanson (2005) explained:

> Adults are motivated to learn to the extent that they perceive that learning will help them
>
> perform tasks or deal with problems that they confront in their life situations.

Furthermore, they learn new knowledge, understandings, skills, values, and attitudes

most effectively when they are presented in the context of real-life situations. (p. 67)

This concept is further emphasized in Kolb's experiential learning theory (1984). According to

Kolb, experience is the source of learning and development. In fact, Kolb defined learning as

"the process whereby knowledge is created through transformation of experiences" (Kolb, 1984,

p. 38). With the transformation of experiences, however, also comes the possibility that past

experiences can stifle new opportunities and growth. As adults accumulate more experiences

and expertise, they tend to develop mental habits, assumptions, or biases that may cause them to

close their minds to new ideas, perceptions, and ways of thinking (Knowles et al., 2005). In

increasing the opportunities for growth and improvement in adults, it is vital that adults be

assisted not only in developing new ideas and practices but also in modifying old ones that may

get in the way (Knowles et al., 2005; Kolb, 1984).

In his theory of transformational learning, Mezirow (1991) explained that for learning to

be meaningful it must be an active process involving thoughts, feelings, and disposition. In order

for this to occur in adults, new information must be incorporated by the learner into an already

well-developed symbolic frame of reference (Mezirow, 1991). Learners need practice in

recognizing frames of reference and using their imaginations to redefine problems from a

different perspective. Adult learners may also have to be helped to transform their frame of

reference to fully understand the experience. Adults can learn by examining previously

unchallenged assumptions, working through previously unconsidered perspectives, and revising

the way in which they construe experiences (Mezirow, 1991). To facilitate the transformative

learning of adults, leaders must help learners become aware and critical of their own and others'

assumptions (Merriam & Caffarella, 1991; Mezirow, 1991). In the case of teachers as adult

learners, educational leaders must assume responsibility for setting objectives that explicitly include autonomous thinking and recognize that this requires experiences designed to foster critical reflection and experience in discourse (Mezirow, 1991). In fact, critical reflection may lead to transformation in thinking. The goal of the educational leader should be to assist the individual become a more autonomous thinker by learning to negotiate his or her own values, meanings, and purposes rather than to uncritically act on those of others. Brookfield (1986) also described the importance of leaders in challenging learners to examine their previously held beliefs, values, and behaviors:

> Such challenges and confrontations need not be done in an adversarial, combative, or threatening manner; indeed, the most effective facilitator is one who can encourage adults to consider rationally and carefully perspectives and interpretations of the world that diverge from those they already hold, without making these adults feel they are being cajoled or threatened. (Knowles et al., 2005)

In considering teacher evaluation systems, performance ratings should be accompanied by feedback and effective discourse rather than just reward or punishment. According to Mezirow (1991), discourse is necessary to validate what and how one understands. Learning is a social process, and discourse becomes central to making meaning. Effective discourse in the school setting would depend on how well the educational leader can create a situation in which teachers have full information and equal opportunity to advance beliefs, challenge, defend, explain, assess evidence, and judge arguments. Furthermore, it would be vital for the educational leader to allow the teacher to be free from coercion and to serve as a mutual partner in the learning process (Knowles, 1970; Merriam & Cafferalla, 1991; Mezirow, 1991). This can be accomplished by regular face-to-face meetings with administrators regarding progress and

areas for improvement as well as through opportunities for self-reflection and individual goal-

setting. According to Heifetz, Grashow, and Linsky (2009), leaders can foster a culture of

learning. Leaders must also provide focus and energy for learning (Senge, 2006). Although it is

difficult during a busy school day to create time for reflection and continuous learning, it is vital

to initiate and maintain time for checking in and reflecting on the lessons of recent experiences

(Heifetz et al., 2009).

Argyris and Schon (1974) described that skillful professionals solve problems of practice

by engaging in reflection. They explained that reflection involves two types of thinking:

espoused theories and theories-in-use (Acheson & Gall, 2003; Argyris & Schon, 1974).

Espoused theories are the explanations that professionals give to justify their actions to others

and to themselves. Theories-in-use are the theories and beliefs that actually drive a

professional's practice (Acheson & Gall, 2003; Argyris & Schon, 1974). In order to grow and

learn as a teacher, it is necessary for teachers to determine whether their espoused theory of

instruction is compatible with their actual instructional practices in the classroom (Acheson &

Gall, 2003). One method for accomplishing this is through reflection. Educational leaders can

help facilitate the process of reflection by collecting observational data and encouraging the

teacher to interpret the data and reflect on whether their theories-in-use are allowing them to be

truly effective in instructing their students (Acheson & Gall, 2003).

In an effort to improve teacher's classroom instruction, and in turn their students'

performance, it is necessary for educational leaders to: provide teachers with objective feedback

on the current state of their teaching practices, diagnose and help solve instructional problems,

aid teachers in developing instructional strategies, observe and evaluate teachers, and help

teachers develop a positive attitude towards continuous professional development (Acheson &

Gall, 2003). In attempting to develop a positive attitude towards professional development, it is important that the educational leader offer a means of collective support and training for teachers (Beavers, 2009). According to Beavers (2009), high-quality and meaningful professional development opportunities can greatly affect a teacher's skills and attitudes in the classroom, thus increasing the quality of education the students receive. Research shows that sustained, systematic professional development programs that unfold as processes over time are far superior to individual workshops and seminars, which are often one-time events (Acheson & Gall, 2003; Beavers, 2009; Darling-Hammond, 2010). Darling-Hammond (2010) discussed the need for a comprehensive framework in place for developing strong teaching. She explained that "when a profession's knowledge is not organized and made available to the practitioners who need it most, advances in the state of both knowledge and practice are slowed" (Darling-Hammond, 2010, p. 195). According to Hill and Cohen (2005), in order for professional development to be effective, it must provide teachers with a way to directly apply what they learn to their teaching.

Research on adult learning supports the fact that successful learning comes when current tasks are linked to past experiences (Kolb, 1984; Mezirow, 1991). Professional development opportunities should include learning from experience, learning from reflective action, and learning mediated by context (Webster-Wright, 2009). For teachers, learning from experience involves creating communities of practice where teachers can learn from their own experiences in the classroom. Learning from reflective action includes opportunities for critical reflection and challenging existing assumptions. Learning mediated by context promotes a culture of learning within the school environment (Smith, 2010; Webster-Wright, 2009). Day (2001) shared that in developing the capabilities of the collective and learning organization as a whole, the educational leader should focus more on helping individuals learn from their work rather than

taking them away from their work to learn. In regards to the school setting, this means that teachers should be given both the opportunities and resources to learn from within their own classroom settings and experiences.

Research shows that professional development leads to better instruction and improved student learning when it connects to the curriculum materials that teachers use, includes the district and state academic standards that guide their work, and considers the assessment and accountability measures that evaluate their success (Acheson & Gall, 2003; Beavers, 2009; Darling-Hammond, 2010; Hill & Cohen, 2010; Knowles et al., 2005; Smith 2010). One such method of professional development is professional learning communities. Professional learning communities are places where teachers can work over time on problems of practice with other teachers as well as look at "concrete tasks of teaching, assessment, observation, and reflection" (Darling-Hammond, 2010, p. 226). In addition, the time required to participate in professional learning communities should be built into the teachers' regular schedule in an effort to maximize participation and dedication (Darling-Hammond, 2010). Darling-Hammond (2010) explained that most teachers have no time to collaborate with each other during the day. She further stated that teachers "typically receive only 3 to 5 hours weekly in which to plan by themselves, and they get a few 'hit-and-run' workshops after school, with little opportunity to share knowledge or improve their practice" (p. 201). Research shows that effective professional development and learning opportunities can make a significant contribution to the continued improvement of teacher performance and student achievement (Jones, Jenkins, & Lord, 2006; Smith, 2010).

Darling-Hammond (2010) and other researchers found that in order to be most effective professional learning communities should contain both self-directed and social components as well as carry value for the adult learners themselves. Self-reflection should be the basis of the

self-directed component and should aid in value recognition. Through the use of 360-degree

feedback, the educational leader can assist in building the intrapersonal confidence of teachers in

the form of self-knowledge and increased self-awareness of their impact on others (Day, 2001).

Reflecting on and articulating a teacher's worth and potential through feedback can lead to

professional growth, mutual trust, increased confidence, and peace of mind (Covey, 2004). In

considering the social component of the continued professional development of teachers,

professional learning communities should be designed where the background knowledge and

previous experience of the adults involved in the school are highlighted, celebrated and shared.

The experiential knowledge and insight that comes from teachers of all levels can prove to be

extremely beneficial and educational (Beavers, 2009). Providing an environment and

opportunity for these teachers to share experiences, brainstorm, and problem-solve not only

creates solutions, but also builds a community of collaboration, trust, and appreciation (Beavers,

2009).

Collaborative Leadership

Based on the best practices of adult learning and professional development, collaboration

is the key for improving overall teacher, student, and school success. In order to truly make

lasting and significant changes to student achievement, educators and educational leaders must

work together to adapt, change, and collaborate (Laymon, 2010). Improving performance for

both teachers and students must be a shared, community undertaking (Lambert, 2002). It should

also include a collective moral purpose that "makes explicit the goal of raising the bar and

closing the gap for individuals and schools" (Fullan, Bertani, & Quinn, 2004, p. 43). Leadership

development is defined as expanding the collective capacity of its members, enabling groups of

people to work together in meaningful ways, and building capacity for group problem-solving

(Day, 2000). Collaborative leadership follows this path of leadership development by focusing

on building trust, sharing power, and developing individuals in an effort to unlock the potential

of the group or organization as a whole (Wilson, 2013). It is based on the premise that when

leadership is distributed and shared at all levels the collective sum of participants working

together results in greater leadership practice than one individual working alone (Spillane,

Halverson, & Diamond, 2001). Heifetz, Grashow, and Linsky (2009) described that in this type

of distributed, collaborative leadership practice everyone is a citizen of the organization and is

encouraged to seize opportunities to take initiative.

Heck and Hallinger (2010) defined collaborative leadership in the educational setting as

"strategic schoolwide actions directed toward improvement in student learning that are shared

among teachers, administrators, and others" (p. 228). They also included that the practice of

collaborative leadership involves developing a shared vision for change and enabling people to

work collectively to achieve that vision, facilitating conditions that support effective teaching

and learning practices, and building capacity for professional learning and change (Heck &

Hallinger, 2010). Lambert (2002) further described the practice of shared collaborative

leadership by including the features of skillful participation, vision, inquiry, collaboration,

reflection, and student achievement. According to Lambert (2002), the schools that will produce

sustainable school improvement have the following characteristics: shared vision and

knowledge, stakeholders as mutual learners and leaders, roles and actions reflecting

collaboration and collective responsibility, and reflective practice consistently leading to

innovation. In terms of the shared vision and knowledge, participants reflect on their core values

and connect those values to the shared vision (Lambert, 2002). The collaboration component is

based on participants engaging in collaborative work through reflection, dialogue, and inquiry

(Lambert, 2002). Darling-Hammond (2010) also discussed the importance of building a culture

that emphasizes continuous improvement and collaboration to assist teachers in refining their

teaching strategies. Covey described: "Leadership is creating an environment in which people

want to be part of the organization and not just work for the organization" (2004, p. 217).

Blase and Blase (2004) summarized their research findings on collaborative leadership by

describing that successful supervisory practices in schools should emphasize teacher

empowerment and the development of professional dialogue among teachers rather than focus on

control and competition. Empowering teachers to lead alongside their administrators builds

collegiality and promotes contributions to school improvement (Angelle, 2007; Laymon, 2010).

Collaboration helps build trust and, in turn, leads to higher performance. Collaborative

leadership empowers individuals at all levels to reach their full potential (Spillane, 2001).

Empowerment is the result of both personal and organizational trustworthiness and "enables

people to identify and unleash their human potential" (Covey, 2004, p. 253). As a result, it is the

goal of the collaborative leader to develop the abilities of others by nurturing their current talents

while at the same time discovering and fostering their hidden potential (Heifetz et al., 2009, p.

169). With empowerment also comes passion. For Covey (2004), "passion is the fire,

enthusiasm and courage that an individual feels when she is doing something she loves while

accomplishing worthy ends, something that satisfies her deepest needs" (p. 253).

Based on research, schools that will produce sustainable improvement have a shared

vision, a culture of reflection, and a commitment to organizational learning (Heck & Hallinger,

2010; Lambert, 2002; Senge, 2006; Spillane et al., 2001). The development of a shared or

collective vision provides focus, energy, and a common identity for an organization (Senge,

2006). It is the practice of unearthing shared pictures of the future that foster genuine

commitment and enrollment rather than compliance (Senge, 2006). It moves individuals beyond

compliance and promotes enrollment and commitment to organizational goals. A common or

shared vision unites members and provides a long-term focus that promotes sustainability (Heck

& Hallinger, 2010; Senge, 2006). In order to establish a shared vision, leaders should encourage

individuals to develop a personal vision (Lambert, 2002; Senge, 2006). For, according to Covey

(2004), it is through their personal vision that individuals come to discover their hidden potential.

Likewise, when leaders perceive and acknowledge the potential of others through their own

personal vision it is as though they "hold a mirror up to them reflecting the best within them"

(Covey, 2004, p. 73). Through this convergence of affirming personal visions a comprehensive

collaborative and shared vision is developed from multiple perspectives and with individuals

being free to become their own personal and collective best (Senge, 2006).

In addition to the development of a shared vision, a culture of reflection and open

communication is fundamental to collective leadership practices (Senge, 2006). Reflective

openness refers to analyzing individual assumptions and biases that affect thinking. It requires

awareness of mental models that inhibit one's ability to adapt to change and accept diverse

viewpoints. When teachers have the opportunity to adopt a reflective view of their own teaching

practices, they also have the tools necessary for enhancing those practices. For, it is the teacher's

own performance and personal and professional skills that influence student behavior and

achievement (Jones, Jenkins, & Lord, 2006). Being reflective about successes and areas for

improvement are necessary preconditions for learning and improving to occur. Jones et al.

(2006) also described the conscious competence learning matrix where the stages of learning are

described as: unconscious incompetence, conscious incompetence, conscious competence,

unconscious competence, and conscious competence of unconscious competence. In the stage of

unconscious competence, individuals do not know that they are not skillful or knowledgeable

(Jones et al., 2006). According to Jones et al. (2006), most under-performing teachers will be at this stage. As a result, educational leaders must help these teachers identify and address their areas for improvement through self-reflection and effective communication.

Educators may fear their personal vision will not be compatible with their school's administrative priorities, district goals, or budget constraints (Senge, 2006). If leadership is to be shared or distributed, organizations must create a culture conducive to the communication and sharing of personal vision. Such a culture must be based on the principles of modeling and trust (Covey, 2004). Leaders must be capable of modeling reflective thought and facilitating honest, open reflection in others. For Covey (2004):

> People need a model to see how they can work and lead in a different way – different from what they are used to, different from the culture of the organization they work in, different from the controlling, transactional traditions of the Industrial Age. (p. 216)

The most important modeling for leaders to show is how someone who has found their voice thinks and acts (Covey, 2004). In addition, when leaders model trustworthiness they create a practice field where mistakes are acknowledged and failures are viewed as learning opportunities (Covey, 2004; Heifetz et al., 2009). Trust is a crucial element that must be embedded in the culture if reflective thought is to be effective.

A third practice that promotes collaborative leadership is a commitment to organizational learning, which is essential to the sustainability and growth of a school's improvement. At the core of organizational learning is the willingness of the organization to allow people to question the assumptions within which they operate and create new ways of solving problems and operating (Merriam & Caffarella, 1991). Leaders should encourage experimentation and risk-taking while providing an organizational culture based on mutual trust and open reflection

(Covey, 2004; Heifetz et al. 2009; Senge, 2006). Leaders and members must be willing to have difficult conversations and mistakes must be viewed as learning experiences. According to Argyris and Schon (1974), the individual actions of leaders often inhibit learning because they avoid uncomfortable and difficult issues (Bolman & Deal, 2008). Despite the uncomfortable nature of naming the elephants in the room, leaders must model this simple act for others to repeat in order for truly effective organizational learning to occur (Heifetz et al., 2009). Furthermore, creating learning organizations allows for the development of professional learning communities in which change is accepted as the norm and innovative practices are embraced (Merriam & Caffarella, 1991). Because collaborative leadership relies on the collective knowledge of an organization stretched over members (Spillane, 2001), it is essential that teams work together to expand their abilities and knowledge base. Shared knowledge can become an energy source for an organization (Lambert, 2002). Individual events and short term goals must be minimized and generative thinking that analyzes the relationship between systems and environmental challenges must be emphasized (Senge, 2006). Leadership development must be embedded in all aspects of organizational culture and continuous learning must be encouraged.

In order to create a culture conducive to collaborative leadership in schools, it is vital for educational leaders to create an environment of trust and model the behaviors they want to cultivate in others (Covey, 2004; Heifetz et al., 2009). They should also use systems thinking to evaluate the interactions of students, parents, teachers, community members, curriculum, and educational policies (Senge, 2000). Attention to a shared vision, an adaptive and reflective culture, and organizational learning enables the collaborative energy of the school to attain far greater success than any one individual alone (Lambert, 2002; Spillane, 2001).

Blase and Blase (2004) summarized their research findings on collaborative leadership by describing that successful supervisory practices in schools should emphasize teacher empowerment and the development of professional dialogue among teachers rather than focus on control and competition. Competition between schools, within districts, or even amongst teachers leads to counterproductive behaviors. According to Pfeffer and Sutton (2000), it is this "internal competition [that] turns friends into enemies" and undermines interdependence, trust, and loyalty (p. 180). Unfortunately, in the high stakes practices surrounding schools today, competition is fierce and often prevents effective collaboration and organizational learning from occurring.   In the current system, when teachers are deemed ineffective by way of their evaluation results they are personally and professionally penalized rather than aided and supported in becoming more effective (Ravitch, 2010). As a result, the needs for shared vision, reflective practice, open communication, and a culture of collaboration are severely neglected. Also affected by the punitive nature of the high stakes evaluation practices is the passion that teachers once had for their profession. In this regard, the passion that teachers had for instilling the love of learning into themselves and their students is lost and replaced with fear, anger, apathy, and malicious obedience (Covey, 2004). The real purpose of evaluation should be "to strengthen the knowledge, skills, dispositions, and classroom practice of professional educators" (NEA, 2010). When this goal is achieved through collaborative leadership, great teachers are inspired to remain in the classrooms and continue to work towards improving student growth and achievement while other less-skilled teachers are given opportunities and support to ensure that they continue to grow and develop their instructional skills as well.

Conceptual Framework

Figure 1 displays the conceptual framework used to illustrate the relationships among the multiple theories and concepts undergirding this study. It highlights the perceived impact of the

value-added teacher evaluation system in place in Florida on both the influencers and

implementers. In addition, it displays the interconnectedness of adult learning, professional

development, motivation, and collaborative leadership theories in understanding how best to

develop and sustain effective teaching practices and overall school improvement.

The theories of motivation and morale were chosen specifically to help understand

whether the motivation for teachers and principals to improve in their current positions was

intrinsic rather than extrinsic. Although the current teacher performance evaluation system was

designed to support extrinsic motivation in terms of high stakes consequences regarding pay,

retention, and termination, motivation theorists have determined that the motivation to become

one's best is intrinsic. According to Maslow (1970), people are motivated when they feel as

though they are in control of their own destiny and when they are in an emotionally safe and

supportive environment that focuses on learning and self-actualization. Adult learning theories

were also examined in an effort to explore the needs of teachers and principals with regards to

their professional growth and development needs. As adult learners, teachers are independent

and self-directed. As a result, the performance evaluation systems in place should create

meaningful and active learning opportunities that engage thoughts, feelings, and dispositions

(Mezirow, 1991). Collaborative leadership practices further encompass the conceptual

framework by fostering an understanding of teachers and principals as mutual learners and

leaders. According to Lambert (2002), collaboration helps build trust, and in turn, higher

performance. The survey instrument and interview questions designed for the study, include

concepts from the underlying theories of motivation, adult learning and collaborative leadership

in an effort to support how the aforementioned theories influence and facilitate an understanding

of what teachers need to improve their effectiveness in light of the high-stakes practices and

consequences facing them in their profession.

Figure 2. Conceptual framework. This figure illustrates the conceptual framework of the intended impact of the value-added teacher evaluation system in place in Florida.
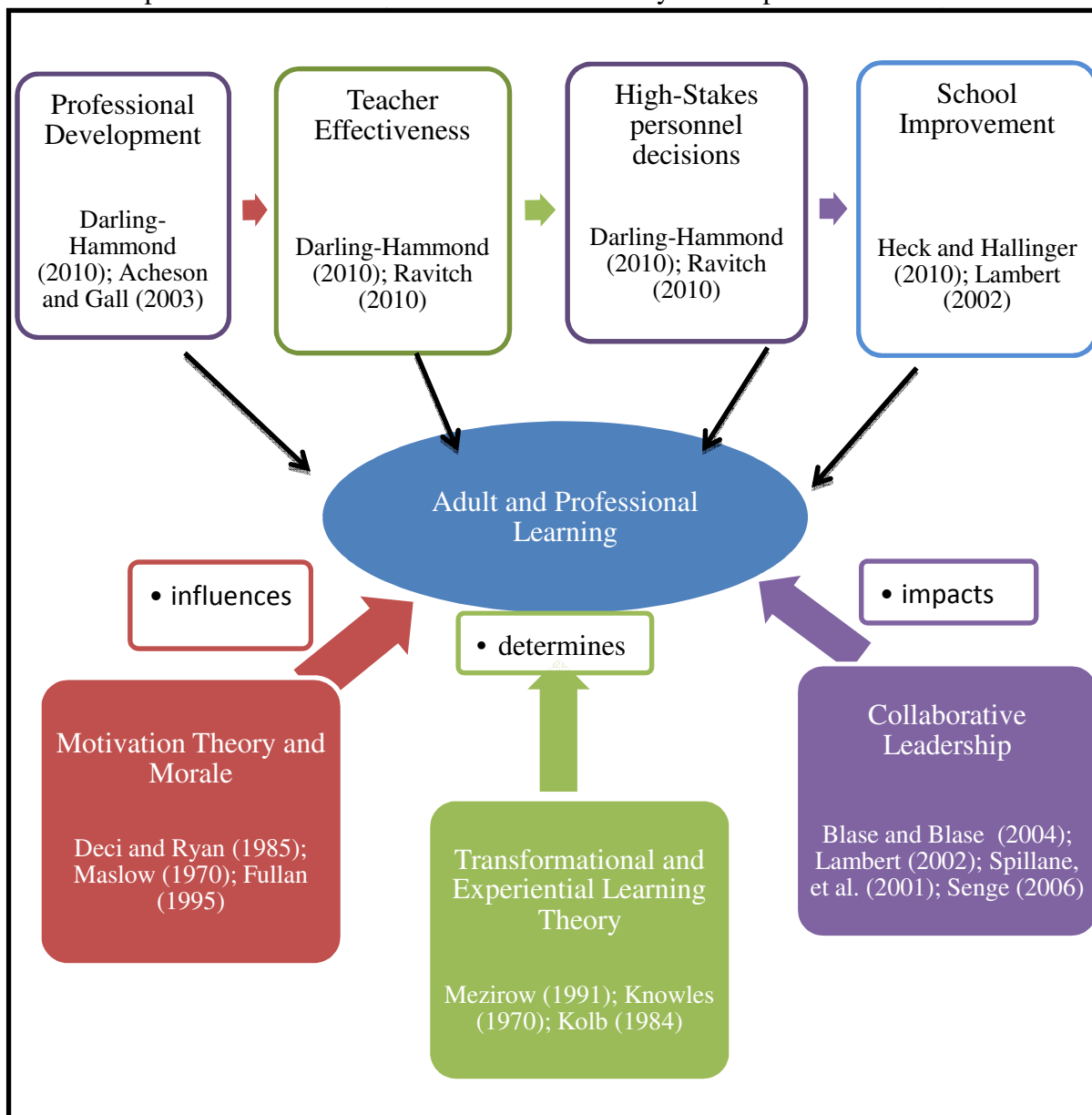
Chapter Summary

This study explored the practices and responses to the evaluation system as perceived by the individuals creating the system as well as by those most directly impacted. The study was centered around gathering insight from the implementers and influencers of the system on their perceived levels of effectiveness or areas for improvement of the current teacher performance evaluation system. The background section to the study presented a historical overview of the state and federal policies influencing the design and implementation of the teacher performance evaluation systems across the United States over the past ten years. Following a thorough description of Florida's teacher evaluation system, relevant empirical research was presented on the use of value-added models (VAMs) for measuring teacher performance. The concepts of teacher morale and motivation and related theories and models of adult learning and professional development were woven into the conceptual framework to assist in understanding teacher performance. The review of the literature was further enhanced with research findings on collaborative leadership practices in educational settings.

Chapter Three covers in detail the research design and methodology and includes a description of the population and sampling strategy, development of the interview protocol and survey instrument, data collection and management procedures, organization and analysis of the data, researcher as a tool, ethical consideration, and limitations. Chapter Four includes presentation of the data analysis in table and narrative format. Chapter Five presents a detailed discussion of the findings. As a result of having a rich data set, it was deemed appropriate to separate the description and analysis of the data from the conclusions and recommendations into a sixth chapter. Therefore, Chapter Six contains the summary, conclusions, recommendations of the study, and implications for policy, practice, and future study. The study concludes with a list of references and appendices.

Chapter Three: Design and Methodology

The review of the literature presented in Chapter Two outlined the state and federal policies influencing the design and implementation of state evaluation systems across the United States over the past ten years. The literature review also included a description of the recently implemented Florida teacher evaluation system as well as empirical research on the use of value-added models (VAMs) for measuring teacher performance. The concepts of teacher morale and motivation and related theories and models of adult and professional learning were also integrated into the conceptual framework to assist in understanding teacher effectiveness and overall individual performance. The review of the literature concluded with research on how collaborative leadership practices enhance school improvement.

The purpose of this study was to gain a deeper understanding of the current teacher evaluation system in Florida as experienced by both the influencers and implementers of the system. In order to understand the system designed to improve teacher effectiveness and overall school performance, it was vital to discover and understand the perspectives of the teachers and administrators who were directly impacted by the evaluation system and its corresponding results. In addition, it was important to gain insight from state personnel regarding their perspectives of the current teacher performance evaluation system in place. The goal of this study was to provide valuable information on the perceptions of the overall effectiveness of the new teacher evaluation system and its potential to improve teacher, student, and school performance. The results may contribute to a better understanding of the educational practices currently in place in order to best inform future educational policy decisions.

Research Questions

The central question for the study was: After the three year process of implementation, what is the state of the current teacher performance evaluation system in Florida as perceived by

the implementers – teachers and principals, and the influencers – Florida Department of

Education personnel? In addition to the primary research question, three ancillary questions

were addressed:

1. What are the overall perceptions of the implementers and influencers regarding

    Florida's new teacher performance evaluation system?

2. How do the perceptions vary among the implementers and influencers?

3. What variables are associated with their perceptions?

Research Design

Research is about advancing knowledge for ourselves and others. The knowledge gained

from research best serves its purpose when used to facilitate people's performance via improved

understanding of related real-world phenomenon. The study was designed to gain an in-depth

understanding of the state of the current teacher evaluation system in Florida as experienced by

those it most directly impacted. In order to gain a comprehensive understanding of the current

Florida teacher performance evaluation system, a mixed methodological approach of collecting

and analyzing data was selected. Specifically, a convergent parallel mixed methods design was

used by merging quantitative and qualitative data together in order to provide a comprehensive

overview of the research questions (Creswell, 2014). According to Roberts (2010), blending

qualitative and quantitative methods allows for greater depth of understanding and insight.

Furthermore, with the use of multiple methods to describe, interpret, and evaluate the educational

world, educational inquiry will be more complete (Eisner, 1998). For Sweetman, Badiee, and

Creswell (2010), the core characteristics of mixed methods research involve the rigorous and

persuasive methods associated with both qualitative and quantitative forms of data and the

integration of the two data sets through merging them or connecting them sequentially.

Both quantitative and qualitative research efforts provide significant contributions to the field of education. Quantitative research methods conducted in schools can be used to determine the level of agreement or disagreement among respondents such as students, teachers, or administrators in regards to a particular topic, policy, or practice. In trying to understand how people experience a particular phenomenon, qualitative research methods involve capturing and describing "how they perceive it, describe it, feel about it, judge it, remember it, make sense of it, and talk about it with others" (Patton, p. 104). Qualitative research conducted in schools and classrooms can help educators learn about schools and classrooms in ways that are useful for understanding other educational settings as well as in ways that are useful to them and their own practice (Eisner, 1998). The goal of this study was to provide insight into the teacher performance evaluation system in Florida as experienced and perceived by the implementers and influencers in order to best inform future policies and practice.

Participants

Teachers and principals of K-12 public schools throughout six districts in Florida were invited to participate in the survey. In an effort to gather the most representative sample of participants throughout the state, I sent entry request letters (Appendix B) to 12 districts of varying size, performance, and geographic location. After the entry letters were sent out in January 2014, two district superintendents provided their permission to conduct research in their county schools. The remaining 10 districts required the completion of applications to conduct research and provision of supplemental materials prior to rendering approval. Upon completing the applications to conduct research and carrying out the steps required to comply with each county's internal review process from

January 2014 through April 2014, I received approval from six and denial from the other

six.

I used the UNF *Qualtrics* system to creates, distribute, and collect survey data. A

total of 3,738 surveys were sent via e-mail to implementers in the counties of: Columbia,

Jefferson, Hillsborough, Manatee, Lee, and Osceola. Figure 2 represents the districts

throughout Florida with the districts surveyed circled in black. The survey was activated

on May 5, 2014 and deactivated on June 5, 2014. At the time of survey deactivation, a

total of 1,022 participants completed the survey. Of the 1,022 survey responses received,

96.2% were completed by teachers and 2.1% by principals (Table 2). In addition,

participants with 16 or more years of experience in education were represented the most at

survey completion with 41.9%. Teachers with three or less years of experience were

represented the least with 8% at survey completion (Table 3). In terms of the responses

received from each of the six counties surveyed, 47.7% of all responses came from

Manatee County, 20.3% were received from Hillsborough, 16.1% from Columbia, 10.5%

from Lee, 2.3% from Osceola and 1% from Jefferson (Table 4). The percentage of

responses received was consistent with the total number of e-mails sent to the teachers and

principals in each county. The number of respondents identifying with the current teacher

performance evaluation model being used in their district is presented in Table 5.

Figure 3. Florida districts participating in study survey.
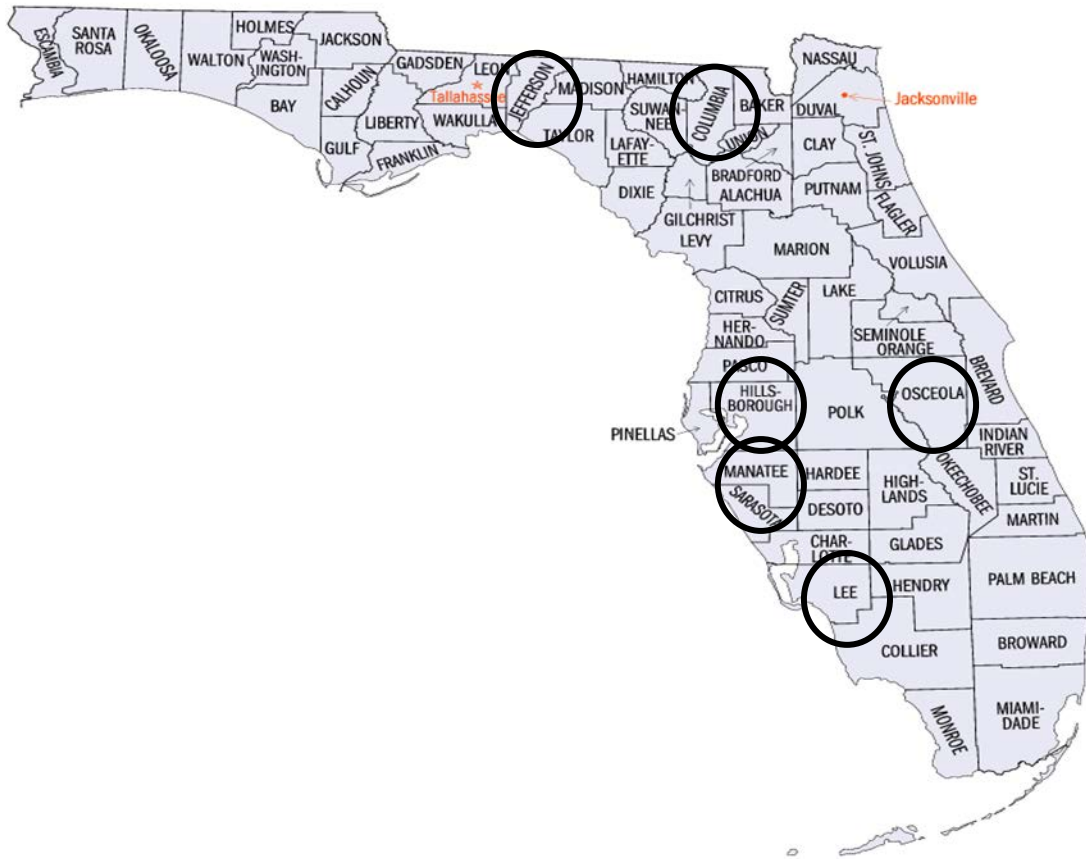
Note. Image adapted from U.S. Census Bureau. Retrieved from http://quickfacts.census.gov/

Table 1

Number of Respondents in Selected Roles

Variable	Frequency	Percent	Cumulative Percent
Teacher	984	96.2%	97.8%
Principal	21	2.1%	99.9%

Table 2

Number of Respondents with Selected Years of Experience

Variable	Frequency	Percent	Cumulative Percent
0-3	82	8.0%	9.4%
4-7	152	14.9%	24.2%
8-11	206	20.1%	44.4%
12-15	139	13.6%	58.0%
16 +	429	41.9%	99.9%

Table 3

Number of Respondents in Selected District

Variable	Frequency	Percent	Cumulative Percent
Columbia	165	16.1%	18.0%
Hillsborough	208	20.3%	38.3%
Jefferson	10	1.0%	39.3%
Lee	107	10.5%	49.8%
Manatee	488	47.7%	97.5%
Osceola	24	2.3%	99.9%

Table 4

Number of Respondents from Selected Evaluation Model

Scale	Frequency	Percent	Cumulative Percent
Marzano	245	23.9%	33.4%
Danielson	222	21.7%	55.1%
EMCS	12	1.2%	56.3%
Other	446	43.6%	99.9%

According to Johnson and Christensen (2008), the percentage of participants who actually take part in a study is referred to as the response rate. With a total of 1,022 out of the possible 3,738 participants completing the survey, the response rate for this study was 27%. Research shows that the typical response rate for electronic surveys averages between 25 and 30% when no follow-up takes place (Cook, Heath, & Thompson, 2000). When reminder e-mails are sent, research further shows that response rates can almost double in percentage. Many factors can affect participation and overall response rate. The timing of the survey distribution may have impacted the overall percentage of participants completing the survey included in this study despite the use of reminder e-mails. The window for schools to administer the state standardized Florida Comprehensive Assessment Test (FCAT) ran from late April to early May 2014. Given the high-stakes nature of the state-standardized testing, the FCAT testing window running concurrent to the beginning of the survey activation period may have affected response rate. In addition, demands of end-of-course exams and end-of-school year closeout practices may have impeded teachers and principals from completing the survey due to time constraints.

Concurrent with survey data administration, semi-structured in-depth interviews were conducted with two selected Florida Department of Education personnel who had experience in the creation and implementation of the teacher performance evaluation system in Florida. In-depth interviews were conducted with two selected Florida Department of Education high-ranking personnel in an effort to gain a deeper understanding of the teacher evaluation system in Florida. Several attempts were made reaching out to various personnel in the Offices of the Commissioner; Education Information and Accountability Services; Educator Recruitment and Professional Development; Accountability, Research, and Measurement; and Policy Research and Improvement. However, despite numerous communication attempts, two personnel from different offices within the department ultimately agreed to take part in the interview process.

Instrumentation

Data for the study were collected in two parts. One part consisted of a survey to obtain the perceptions of teachers and principals regarding Florida's teacher performance evaluation system. The survey instrument produced both quantitative and qualitative data. The second part involved the use of in-depth interviews to obtain the perceptions of the evaluation system from selected key Florida Department of Education personnel. Both quantitative and qualitative research methods and analyses were used in this study.

Quantitative Instrumentation

I used a self-created survey instrument to obtain information from teachers and administrators in six districts throughout Florida on their thoughts, feelings, attitudes, beliefs, and dispositions. The goal of using this method of research was to obtain a broad perspective of the perceptions, experiences, and opinions of the implementers. A detailed copy of the survey format as well as the questions can be found in Appendix E. The 11-question survey contained

three demographic questions pertaining to the district, position, and years of experience of the

participant. One multiple-choice question asked respondents to choose the specific teacher

evaluation model that is currently being used in their school. A five-level Likert scale type

question was included for the purpose of measuring the perceived level of effectiveness of the

teacher performance evaluation system in improving student, teacher, and school performance.

Two rating scale questions were involved in the survey in order to measure the level of perceived

accuracy of the teacher performance ratings and the level of confidence the participants have in

the performance evaluation system itself. The survey also included three open-ended questions

where participants were asked to share their specific feedback on what motivates them and what

changes they would like to see occur in current teacher evaluation system and what aspects they

would like to see remain the same. Additionally, a rank-order question measured the ideal

working conditions for improving practices. I used the survey instrument to measure teacher and

principal perceptions regarding three aspects of the current teacher performance evaluation

system: the effectiveness of the system, the accuracy of the system in determining teacher

effectiveness, and the level of confidence they have in the system for improving teacher and

student performance.

I invited teachers and principals of K-12 public schools throughout six districts in

Florida to take part in the survey. A total of 3,738 survey invitations were sent to

participants electronically. The survey itself produced both quantitative and qualitative

data through exhaustive response categories and rating scales to show levels of agreement

or disagreement, as well as open-ended questions and ranking preferences (Johnson &

Christensen, 2008). I used the *Qualtrics Research Suite* through the University of North

Florida (UNF) Center for Instruction and Research Technology for both the design and

distribution of my survey. In an effort to validate the survey instrument created, I asked a

panel of knowledgeable education professionals to review the questionnaire. After the

panel review, I then conducted a pilot test of the instrument in order to further validate

aspects of the research instrument prior to its use. Results of the pilot testing of the survey

instrument showed the need for the range levels to be specified in questions in terms of 1

for the lowest level and 5 for the highest level. Following the pilot test and approval of

the research study from the UNF Institutional Review Board, I sent an entry letter (see

Appendix A) via e-mail to each district superintendent requesting permission to conduct

the study in their district. The entry letter explained the purpose and significance of the

study.   It also included an explanation of the voluntary nature of the study for the

participants, assurance of participants' anonymity, brief description of the data collection

procedure, and inclusion of the approval to conduct the study from the UNF Institutional

Review Board (see Appendix G). Upon approval to conduct the study in each district, the

survey link and accompanying informed consent letter were sent electronically through

the *Qualtrics* system to the e-mail addresses of teachers and administrators in six school

districts in Florida.

Individual teacher and principal e-mail addresses were obtained through the Office of

Education Information and Accountability Services in the Florida Department of Education. I

contacted the Florida Department of Education to inquire as to the process for obtaining teacher

and principal e-mail addresses. I was informed that a written request along with payment must

be sent in order to access such information. After submitting the request, I was granted access to

the Master School Identification database (MSID) where the principal e-mail addresses are

located. Upon receipt of the data file of teacher e-mail addresses and UNF Institutional Review

Board approval, I began recruiting participants. Participation in the study was completely

voluntary with no perceived harm or risk to the participants. In an effort to maintain

confidentiality and provide minimal risk to the participants, I used the anonymous survey link

and anonymous response option when distributing the surveys through *Qualtrics*. According to

Johnson and Christensen (2008), anonymity is one method of protecting privacy because the

identity of the participants will not be known to the researcher. I also included an informed

consent form with the survey detailing the aspects of the study, the measures taken to maintain

confidentiality, and a statement that participation is voluntary (see Appendix C). I asked the

participants to print a copy of the informed consent form to keep for their records. As my

surveys were distributed and collected electronically, I asked the UNF Institutional Review

Board to waive the requirement of obtaining signed consent from each participant.

Qualitative Instrumentation

In-depth interviews were conducted with two selected Florida Department of Education

high-ranking personnel in an effort to gain a deeper understanding of the teacher evaluation

system in Florida as perceived by the key stakeholders involved in creating, implementing, and

monitoring the teacher evaluation system. Several attempts were made reaching out to various

personnel in the Offices of the Commissioner; Education Information and Accountability

Services; Educator Recruitment and Professional Development; Accountability, Research, and

Measurement; and Policy Research and Improvement. However, despite numerous

communication attempts, two personnel from different offices within the department agreed to

take part in the interview process.

According to Eisner (1998), so much of what is suggested to teachers and school

administrators is said independent of context and often by those ignorant of the practices they

wish to improve. By conducting interviews with educational policymakers, I intended to gain a better understanding from the influencers' perspective of the teacher evaluation practices in place in the schools throughout Florida. The information gleaned from the interviews with the influencers was then compared and contrasted with the feedback received from the implementers through the survey results. I developed a semi-structured interview protocol (Appendix F) based on survey questions, theoretical framework, and the review of literature. In an effort to truly allow the voices of the influencers to be heard, I developed questions inquiring as to their perceived level of success of the current teacher evaluation system in Florida as well as any suggestions for improvement of the system for the future. Throughout the interview, I also employed both elaboration and clarification probes as needed. Probes are a combination of verbal and nonverbal cues that are used to communicate what the interviewer wants and encourage greater depth in participant responses (Patton, 2002; Johnson & Christensen, 2008).

The purpose of the study and its voluntary nature were explained to each participant in an interview request letter sent via e-mail (see Appendix B). Through e-mails and phone calls, arrangements were made to conduct the interview at a time, date, and place that will be most convenient to the participants. Given the often taxing schedule of high-ranking department officials, telephone interviews were the preferred method for both participants. As a result, an informed consent form (see Appendix D) was e-mailed to each participant prior to conducting the interview. I informed the participants of the purpose and significance of the study, the duration of the interview, and the availability of an executive summary of the study upon research completion. I also assured them their identity would remain confidential and that every necessary measure would be taken to ensure their anonymity.

With the participants' permission, interviews were recorded with the use of a digital

voice recorder. Recording the conversation verbatim via a recording device allowed me to

"record as fully and fairly as possible that particular interviewee's perspective" (Patton, 2002, p.

380). The interviews lasted for approximately 30 to 45 minutes. Throughout the interview

process, I remained acutely aware of my subjectivity (Peshkin, 1988). Interviews were

transcribed and the transcripts were crosschecked back to the recorded interviews for accuracy.

To ensure the credibility and transferability of the qualitative portion of my study, I gathered

information from a variety of sources such as on-line Florida Department of Education resources,

education journals, and relevant news stories. Furthermore, I discussed my findings with other

education professionals through peer debriefing (Marshall & Rossman, 2011). Peer debriefing

sessions were conducted on a one-on-one basis with both elementary and post-secondary

teachers and administrators. As the data collected through qualitative research methods were of

an experiential nature, I specifically employed the above mentioned standards to provide a more

accurate, objective, and neutral representation of the current teacher performance evaluation

system in Florida.

Data Analysis

In an effort to gain a greater depth of understanding and insight into the perceptions of

teachers, principals, and state decision-makers in regard to the current teacher performance

evaluation system in Florida, I used mixed methods for analyzing the data (Roberts, 2010).

Specifically, convergent parallel mixed methods were used to merge quantitative and qualitative

data and provide the most comprehensive analysis (Creswell, 2014). This design allowed me to

collect both data concurrently and then integrate and interpret the information in an effort to find

any contradictions or confirmations. According to Eisner (1998), with the use of multiple

methods to describe, interpret, and evaluate the educational world, educational inquiry will be

more complete (Eisner, 1998). By comparing and then integrating both the quantitative and

qualitative data into a coherent whole, I presented the most rigorous interpretation of the results

of the study (Johnson & Onwuegbuzie, 2004).

Quantitative Data Analysis

Data collected from the quantifiable portion of the teacher and principal surveys were

analyzed using descriptive and frequency statistics and contingency table analysis through SPSS

(Version 22.0). In analyzing the quantitative data received from survey results, I presented

descriptive statistics for every variable, both numerical and categorical. The descriptive statistics

included measures of central tendency and frequency. I then conducted contingency table

analyses to explore the possible presence of patterns in the distribution of the dependent variable

across the individual independent variables of participant district, role, years of experience, and

evaluation model currently being used.

Qualitative Data Analyses

Data collected from the qualitative portion of the study consisted of interview transcripts

and open-ended survey questions. I reviewed each transcript against the recording to check for

accuracy and edits were made as needed. The transcripts were then reviewed and classified in an

effort to analyze the core content of the interviews and identify patterns or themes. Analyzing

the core content of the interviews allowed me to determine the most significant aspects of the

data (Patton, 2002). I began the coding process with a priori codes based on my theoretical

framework, research questions, and extant literature. The a priori codes included: effectiveness,

accuracy, and confidence in the current teacher performance evaluation system. I then followed

the a priori coding with open coding to account for categories that emerged through review of

transcripts that were not previously coded. In employing open coding, I searched for patterns or

themes in the actual language throughout the interview transcripts. The themes that emerged

were then checked against the existing data through a feedback loop.

To further promote accuracy and credibility, I made use of the following techniques in

the data analysis process: triangulation, peer-debriefing, and audit trails. I triangulated the data

through multiple sources, methods, and lenses to ensure that I have captured the participants'

actual views (Marshall & Rossman, 2011). I further reviewed and discussed my findings with

peers to confirm that my analyses were fully grounded in the data and not based on personal

perspective. I cross-checked my coding by stepping away from the analysis for a brief period of

time and going back to check my codes a second time for accuracy and consistency (Creswell,

2014). By thoroughly documenting and journaling the decision-making process behind my

choices for the data collection and analysis, I established an audit trail to further verify the rigor

of my fieldwork and to confirm my data analysis (Patton, 2002).

Ethical Considerations

I followed all academic protocol to maintain ethical standards for the study both

according to the American Educational Research Association (AERA) and the University

of North Florida's Institutional Review Board protocol. I conducted my study in a clear

and purposeful manner. I attempted to conduct high-quality research that was both

warranted and transparent. According to the standards of reporting empirical research as

set forth by the AERA (2006) and Howe and Eisenhart (1990), a key characteristic of

warrant involves studying a topic that could advance knowledge and development of

theories and is oriented to the concerns of the relevant discourse on the topic. Warrant

also describes the need to provide adequate justification for the specific claims that are

made by the researcher. In conducting a mixed methodological research study, it was my intent that the use of multiple sources of evidence and research methods would strengthen the warrant of my claims (Johnson & Christensen, 2008). I was cognizant to judge my findings against the background of existing knowledge and was explicit in reporting the contributions of prior research and how they challenged or confirmed my own findings. Given that very little empirical research exists specifically relating to the new teacher performance evaluation system in Florida, the results of my study were further warranted in that they may help advance knowledge and theory development (AERA, 2006; Howe & Eisenhart, 1990).

Transparency involves a clearly described logic of inquiry and explanation of why a particular method was used for the research question (Howe & Eisenhart, 1990). In an effort to maintain transparency throughout my study, I provided clear and specific information at every stage of my research process including the survey instrument created and both the quantitative and qualitative data that were produced. Furthermore, I attached documents from all methods of communication spanning from initial information gathering to participant recruitment to district approvals to conduct research. Understanding that my research study involves a topic that has high-stakes decision making practices surrounding it, I valued the trust the public may have in my research and maintained the highest scientific and professional standards at all times (AERA, 2011).

In considering the internal and external value constraints of my study, I ensured that the benefits of my study outweighed the costs (Howe & Eisenhart, 1990). In terms of the external value, the information gleaned from my study has the possibility of informing and improving educational practice. The study was designed to provide a better

understanding of the impact of the value-added teacher performance evaluation system in place in Florida. The several stages of the implementation of the new teacher evaluation system were examined in this study ranging from expectations at its initiation in 2011 to the ensuing challenges and accomplishments over the course of the three year process of implementation. The findings of the study may provide Florida's legislators and education officials with potentially valuable information regarding the participants' perspectives by allowing for the voices of those most directly impacted to be heard.

In considering the internal value, all ethical considerations were followed throughout my research. Participants were informed of the purpose of the research, the benefits of conducting the research, the voluntary nature of their participation in the study, their right to withdraw their participation at any time, assurance of their anonymity, and a brief description of the data collection procedure.

Researcher Reflexivity

According to Creswell (2014), it is important to determine how the background of the researcher may shape the direction of the study. As a researcher, I continuously reflect on how my own background, culture, and experiences have the potential for shaping my interpretations. In regards to this particular study, I relied on journaling throughout the research process to ensure that the decisions I made were objective and were in the best interest of the study and the participants involved. I then reflected on my decisions, acknowledged my own subjectivity, and disclosed any pertinent information regarding myself and my experiences throughout the course of my research (Peshkin, 1998).

As a school administrator of a K-8 private school in Northeast Florida, I was careful to take necessary steps to minimize any bias I may have had in examining the teacher performance

evaluation system in Florida. In an effort to guard against bias, I chose to limit the focus of my study to the school districts not in my immediate geographical area. In addition, the fact that I do not work at a public school allowed me to look at the results of the study through more objective lenses. Being an outsider to the public K-12 school system allowed me to approach this topic with the most objective lens. As a doctoral student, I was also perceived by participants as someone wanting to gather information in the best interest of the participants rather than with the intent to publish negative, and potentially harmful, data. To further protect the integrity of my study and my participants, I was vigilant to follow all academic protocol to maintain ethical standards and objectivity throughout the research process.

Limitations and Delimitations

Interpretation and application of the findings of this study must take into consideration the limitations and delimitations. A delimitation of the study was the fact that the research question and the population selection were restricted to the state of Florida. Although value-added teacher performance evaluation systems are used in many other states, it was my intent to limit the focus of this study to the teacher evaluation system currently in place in Florida. An additional delimitation is that I focused the study solely on the state of the current teacher performance evaluation system in Florida since its initial implementation in 2011. Teacher performance evaluation systems in place in Florida prior to 2011 were not included in this study. As a result, the findings do not represent a full historical portrayal of the teacher performance evaluation system in Florida.

The study was also limited to the voices of two select Florida Department of Education high-ranking officials for the interview portion of the study. As a result, the findings of the interview feedback were not generalizable to the department or state as a whole. Rather, the

interview findings were merely used to gain a deeper understanding of the teacher evaluation system in Florida as perceived by the key stakeholders involved in creating, implementing, and monitoring the teacher evaluation system. The information gleaned from the interviews with the influencers was then integrated with the feedback received from the implementers through the survey results. Despite efforts to receive approval from other districts, implementers in six of the 67 districts in Florida participated in the survey. Consequently, the results of the study do not allow for generalizability throughout the state, across other districts, or among all teachers and principals. An additional limitation of this study was that the demographic information collected from participants consisted of district, role, and years of experience. Adding the demographic data of gender and ethnicity could have enhanced the contextualization of profiles of the participants.

Chapter Summary

Mixed methods of collecting data were used in an effort to provide the most comprehensive understanding of the current teacher performance evaluation system in Florida as experienced by the implementers and influencers. I developed a survey instrument and distributed it to participants in an effort to obtain information about their thoughts, feelings, attitudes, beliefs, and dispositions. The survey was administered electronically through the UNF *Qualtrics Suite System* to teachers and principals in 6 districts throughout Florida. The districts included: Columbia, Hillsborough, Jefferson, Lee, Manatee, and Osceola.

The qualitative aspects of the study included analysis of open-ended survey questions and content analysis of in-depth interview feedback from selected Florida Department of Education high-ranking officials. Through a combination of quantitative and qualitative data collection and analyses, I sought to provide insight into the teacher performance evaluation system in Florida as

experienced and perceived by the implementers and influencers. The findings of the study may

provide Florida's legislators and education officials with potentially valuable information

regarding the participants' perspectives of the overall success or lack thereof of the system

currently in place. The results of the study in both table and narrative format are presented in

Chapter Four with a detailed discussion of the findings included in Chapter Five. As a result of

having a rich data set, it was deemed appropriate to separate the description and analysis of the

data from the conclusions and recommendations. Therefore, a sixth chapter was added to

address that. Chapter Six contains the conclusions and recommendations and implications for

policy, practice, and future research. The study concludes with a list of references and

appendices.

Chapter Four: Data Results

The purpose of this study was to explore the practices and responses to the teacher performance evaluation system initiated in Florida in 2011 as perceived by the individuals who created the system, the influencers, as well as by those it most directly impacted, the implementers. As teachers and school administrators were most directly affected by the evaluation system in terms of their performance ratings and possibly their salaries and current employment status, it was vital that their voices be heard. In addition, it was important to gather insight from state personnel regarding the various approved teacher evaluation models and the recently implemented evaluation system as a whole.

The central question for the study was: After the three year process of implementation, what is the state of the current teacher performance evaluation system in Florida as perceived by the implementers – teachers and principals, and influencers – Florida Department of Education personnel?

In addition to the primary research question, three ancillary questions are addressed:

1. What are the overall perceptions of the implementers and influencers regarding Florida's new teacher performance evaluation system?

2. How do the perceptions vary among implementers and influencers?

3. What variables are associated with their perceptions?

A convergent parallel mixed methods form of collecting and analyzing data were used in an effort to provide the most comprehensive understanding of the current teacher performance evaluation system in Florida as experienced by the implementers and influencers (Creswell, 2014). A survey instrument was used in an effort to obtain information from teachers and principals in various districts throughout Florida on their thoughts, feelings, attitudes, beliefs,

and dispositions. The survey itself produced both quantitative and qualitative data through exhaustive response categories and rating scales to show levels of agreement or disagreement, as well as open-ended questions and ranking preferences (Johnson & Christensen, 2008). In addition to the survey, in-depth interviews were conducted with selected Florida Department of Education personnel who had experience in the creation and implementation of the teacher performance evaluation system in Florida. In an effort to preserve the accuracy and integrity of the data collection and analysis procedures, I examined field notes, triangulated, and addressed warrant and transparency criteria. Through a combination of quantitative and qualitative data collection and analyses, I sought to provide insight into the teacher performance evaluation system in Florida as it was experienced and perceived by the implementers and influencers.

The survey itself produced both quantitative and qualitative data through exhaustive response categories and rating scales to show levels of agreement or disagreement, as well as open-ended questions and ranking preferences (Johnson & Christensen, 2008). In addition to the survey participants, in-depth interviews were conducted with two selected Florida Department of Education high-ranking personnel in an effort to gain a deeper understanding of the teacher evaluation system in Florida as perceived by the key stakeholders involved in creating, implementing, and monitoring the teacher evaluation system.

Quantitative Data

Data collected from the quantifiable portion of the teacher and principal surveys were analyzed using descriptive and frequency statistics as well as contingency tables analysis in order to examine how variables are interrelated (Johnson & Christensen, 2008). In analyzing the survey data, I presented descriptive statistics for every variable, both numerical and categorical. Numerical variables included years of experience as well as Likert-type scale, and rank order

questions that were assigned numeric values. The categorical variables were those of district,

role, and evaluation model. Descriptive statistics included measures of central tendency and

frequency. The frequencies displayed the total number of participants in the study from each

district and in each particular role. Frequency statistics were generated to analyze the survey

respondents' levels of satisfaction and confidence in the current teacher performance evaluation

system being able to improve student, teacher, and school performance as well as overall teacher

effectiveness on a scale of 1 to 5 with 1 being the worst and 5 being the best. In addition,

frequencies were tabulated to display the order of importance of the types of working conditions

that respondents felt would help them serve students more effectively in order of importance

from 1 to 10. The descriptive data collected are represented in Tables 5-11 below.

Descriptive Statistical Data

Table 5

Participant Responses for Selected Level of Improving Student Performance

Scale	Frequency	Percent	Cumulative Percent
Very Ineffective	201	19.6%	22.9%
Ineffective	219	21.4%	44.3%
Neither Ineffective/Effective	388	37.9%	82.2%
Effective	168	16.4%	98.6%
Very Effective	13	1.3%	99.9%

Table 6

Participant Responses for Selected Level of Improving Teacher Performance

Scale	Frequency	Percent	Cumulative Percent
Very Ineffective	183	17.9%	21.6%
Ineffective	213	20.8%	42.4%
Neither	334	32.6%	75.1%
Effective	228	22.3%	97.4%
Very Effective	26	2.5%	99.9%

Table 7

Participant Responses for Selected Level of Improving School Performance

Scale	Frequency	Percent	Cumulative Percent
Very Ineffective	171	16.7%	20.9%
Ineffective	241	23.6%	44.5%
Neither	376	36.8%	81.2%
Effective	175	17.1%	98.3%
Very Effective	16	1.6%	99.9%

FLORIDA TEACHER EVALUATION

Table 8

Participant Responses for Selected Level of Accuracy of Performance Rating

Scale	Frequency	Percent	Cumulative Percent
Worst	317	31.0%	44.1%
Next Worst	380	37.1%	81.2%
Midpoint	127	12.4%	93.6%
Next Best	61	6.0%	99.6%
Best	3	0.3%	99.9%

Table 9

Participant Responses to Rank Order of Working Condition Changes from 1 to 10 (with 1 being the most important and 10 being the least important)

Change types	Number (percentage) of respondents rating the change type in rank order									
	1	2	3	4	5	6	7	8	9	10
Collaboration	213 (20.8)	28 (2.7)	37 (3.6)	66 (6.5)	44 (4.3)	146 (14.3)	63 (6.2)	268 (26.2)	37 (3.6)	53 (5.2)
Measures	27 (2.6)	149 (14.6)	20 (2.0)	72 (7.0)	61 (6.0)	112 (10.9)	73 (7.1)	101 (9.9)	115 (11.2)	225 (22.0)
Self-Reflection	167 (16.3)	87 (8.5)	79 (7.7)	75 (7.3)	47 (4.6)	103 (10.1)	82 (8.0)	137 (13.4)	75 (7.3)	103 (10.1)
Commun-ication	124 (12.1)	83 (8.1)	151 (14.8)	91 (8.9)	56 (5.5)	83 (8.1)	104 (10.2)	94 (9.2)	88 (8.6)	81 (7.9)
Autonomy	123 (12.0)	79 (7.7)	112 (10.9)	108 (10.6)	94 (9.2)	72 (7.0)	109 (10.7)	73 (7.1)	91 (8.9)	94 (9.2)
Support	92 (9.0)	89 (8.7)	148 (14.5)	113 (11.0)	142 (13.9)	90 (8.8)	93 (9.1)	46 (4.5)	75 (7.3)	67 (6.5)
Higher Pay	57 (5.6)	101 (9.9)	159 (15.5)	100 (9.8)	125 (12.2)	98 (9.6)	88 (8.6)	36 (3.5)	88 (8.6)	103 (10.1)
Feedback	68 (6.6)	116 (11.3)	117 (11.4)	108 (10.6)	148 (14.5)	81 (7.9)	115 (11.2)	40 (3.9)	101 (9.9)	61 (6.0)
Testing Results	51 (5.0)	121 (11.8)	77 (7.5)	120 (11.7)	127 (12.4)	84 (8.2)	110 (10.8)	81 (7.9)	119 (11.6)	65 (6.4)
Professional Development	33 (3.2)	102 (10.0)	55 (5.4)	102 (10.0)	111 (10.9)	86 (8.4)	118 (11.5)	79 (7.7)	166 (16.2)	103 (10.1)

FLORIDA TEACHER EVALUATION

Table 10

Summary of Participant Responses for Working Condition Changes in Order of Importance

	Variable	Frequency	Percent	Cumulative Percent
1.	More Collaboration	213	20.8%	27.4%
2.	Multiple Measures	149	14.6%	23.9%
3.	Higher Pay	159	15.5%	75.6%
4.	Testing Results	127	12.4%	89.1%
5.	Feedback	148	14.5%	76.6%
6.	Self-Reflection	103	10.1%	41.8%
7.	Professional Development	118	11.5%	99.9%
8.	Communication	94	9.2%	65.2%
9.	Autonomy	91	8.9%	46.2%
10.	Support	67	6.5%	67.4%

Table 11

Participant Responses for Selected Level of Confidence in System Working Well to Improve Teacher Effectiveness and Student Performance

Scale	Frequency	Percent	Cumulative Percent
Worst	376	36.8%	58.9%
Next Worst	302	29.5%	88.5%
Midpoint	54	5.3%	93.7%
Next Best	56	5.5%	99.2%
Best	7	0.7%	99.9%

Descriptive statistics of the mean and standard deviation for the variables of working condition changes, effectiveness, accuracy, and level of confidence of the teacher performance evaluation system working well to improve performance are presented below in Tables 12-15. The mean is the average of the participant responses received and the standard deviation indicates how far the averages tended to vary from the mean (Johnson & Christensen, 2008). For the variables of types of working condition changes that would help teachers and principals serve students more effectively, the average ranking that each item received is displayed in rank order in Table 12. Because participants were asked to rank in order of importance with "1" being the most important and "10" being the least important, the item with the lowest mean was ranked the highest in terms of importance.

Table 12

Average Participant Responses for Working Condition Changes to Help Serve Students More Effectively in Rank Order from 1 to 10

Variable	Mean	Std. Deviation
Collaboration	3.84	2.555
Testing Results	4.41	3.294
Communication	5.15	2.219
Higher Pay	5.30	3.061
Autonomy	5.70	2.667
Positive Feedback	5.70	2.719
Support	6.08	2.401
Multiple Measures	6.24	3.061
Self-Reflection	6.29	2.722
Professional Development	6.30	2.743

For the variables of the effectiveness and accuracy of the teacher performance evaluation system in improving performance and reflecting actual effectiveness, the average ranking that each item received is displayed in Tables 13-15. Because participants were asked to choose their perceived level of effectiveness and accuracy from 1 to 5 with "5" being the best and "1" being the lowest, the mean averages closest to 1 signify the lowest levels.

Table 13

Participant Perceptions of the Level of Effectiveness of the Teacher Evaluation System in Improving Student, Teacher, and School Performance on a Scale of 1 (Very Ineffective) to 5 (Very Effective)

Variable	Mean	Std. Deviation
Student	2.57	1.035
Teacher	2.70	1.098
Overall School	2.62	1.021

Figure 4. Perceived Level of Effectiveness in Improving Student, Teacher, School Performance
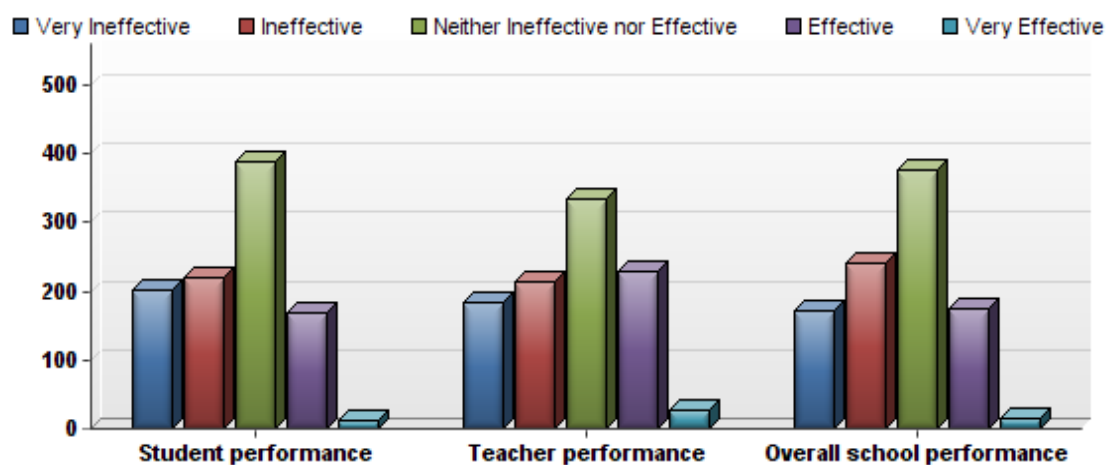
Table 14

Participant Perceptions of the Level of Accuracy of the Teacher Performance Rating Reflecting Actual Teacher Effectiveness on a Scale of 1 (lowest) to 5 (highest)

Variable	Mean	Std. Deviation
Teacher Effectiveness	1.93	.895

Figure 5. Perceived Level of Accuracy of Teacher Performance Rating
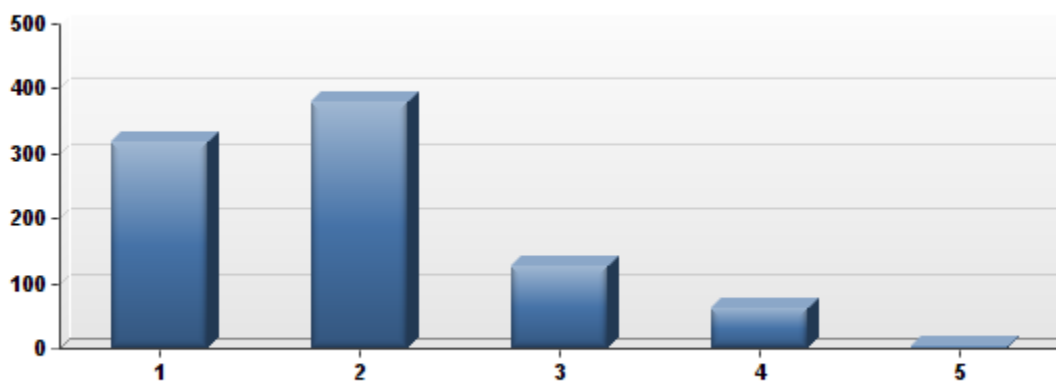
Table 15

Participant Perceptions of the Level of Confidence in the Current System Working Well to Improve Teacher Effectiveness and Student Performance on a Scale of 1(lowest) to 5(highest)

Variable	Mean	Std. Deviation
Teacher Effectiveness/Student Performance	1.76	.920

Figure 6. Perceived Level of Confidence in System Working.
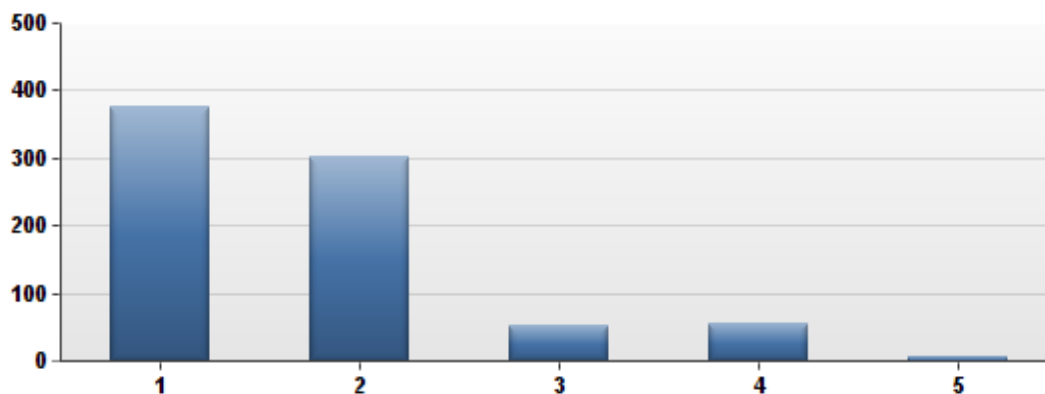
Contingency Table Data

In addition to the frequency and descriptive statistics presented, I also conducted contingency tables to explore the possible presence of patterns in the distribution of the dependent variable across the individual independent variables of participant district, role, years of experience, and evaluation model currently being used. I will highlight the contingency tables of most interest in Tables 16-22 with the complete representation of all tables being included in Appendix N. In Tables 16-18, the patterns between the variables of the effectiveness of the

teacher performance evaluation system in improving student, teacher, and school performance and respondents' years of education experience are presented. It is important to note the difference in the range of perceived effectiveness between respondents with 0-3 years of experience and those with more years of experience. The respondents with 0-3 years of experience found the evaluation system to be more effective in improving student, teacher, and overall school performance than those with more experience.

Table 16

Perceived Level of Effectiveness of Evaluation System Improving Student Performance and Respondent Years of Experience

		Very Ineffective	Ineffective	Neither	Effective	Very Effective
0-3	Count	9	19	25	24	1
	% within Total	4.5%	8.7%	6.4%	14.3%	7.7%
	% within Years	11.0%	23.2%	30.5%	29.3%	1.2%
4-7	Count	22	38	56	34	2
	% within Total	10.9%	17.4%	14.4%	20.2%	15.4%
	% within Years	14.5%	25.0%	36.8%	22.4%	1.3%
8-11	Count	42	44	81	33	3
	% within Total	20.9%	20.1%	20.9%	19.6%	23.1%
	% within Years	20.4%	21.4%	39.3%	16.0%	1.5%
12-5	Count	32	29	47	28	1
	% within Total	15.9%	13.2%	12.1%	16.7%	7.7%
	% within Years	23.0%	20.9%	33.8%	20.1%	0.7%
16 +	Count	96	88	179	49	6
	% within Total	47.8%	40.2%	46.1%	29.2%	46.2%
	% within Years	22.4%	20.5%	41.7%	11.4%	1.4%

Table 17

Perceived Level of Effectiveness of Evaluation System Improving Teacher Performance and Respondent Years of Experience

		Very Ineffective	Ineffective	Neither	Effective	Very Effective
0-3	Count	7	14	20	32	5
	% within Total	3.8%	6.6%	6.0%	14.0%	19.2%
	% within Years	8.5%	17.1%	24.4%	39.0%	6.1%
4-7	Count	22	32	43	50	2
	% within Total	12.0%	15.0%	12.9%	21.9%	7.7%
	% within Years	14.5%	21.1%	28.3%	32.9%	1.3%
8-11	Count	33	45	75	42	5
	% within Total	18.0%	21.1%	22.5%	10.4%	19.2%
	% within Years	16.0%	21.8%	30.4%	20.4%	2.4%
12-5	Count	23	35	46	31	3
	% within Total	12.6%	16.4%	13.8%	13.6%	11.5%
	% within Years	16.5%	25.2%	33.1%	22.3%	2.2%
16 +	Count	98	87	150	72	11
	% within Total	53.6%	40.8%	44.9%	31.6%	42.3%
	% within Years	22.8%	20.3%	35.0%	16.8%	2.6%

Table 18

Perceived Level of Effectiveness of Evaluation System Improving Overall School Performance and Respondent Years of Experience

		Very Ineffective	Ineffective	Neither	Effective	Very Effective
0-3	Count	7	12	28	27	1
	% within Total	4.1%	5.0%	7.4%	15.4%	6.3%
	% within Years	8.5%	14.6%	34.1%	32.9%	1.2%
4-7	Count	17	45	47	35	4
	% within Total	9.9%	18.7%	12.5%	20.0%	25.0%
	% within Years	11.2%	29.6%	30.9%	23.0%	2.6%
8-11	Count	38	48	78	31	4
	% within Total	22.2%	19.9%	20.7%	17.7%	25.0%
	% within Years	18.4%	23.3%	37.9%	15.0%	2.6%
12-5	Count	23	38	44	32	1
	% within Total	13.5%	15.8%	11.7%	18.3%	6.3%
	% within Years	16.5%	27.3%	31.7%	23.0%	0.7%
16 +	Count	86	98	178	50	6
	% within Total	50.3%	40.7%	47.3%	28.6%	37.5%
	% within Years	20.0%	22.8%	41.5%	11.7%	1.4%

In Tables 19 and 20, the patterns between the variables of the respondents' perceived level of

confidence in the teacher performance evaluation system working well to improve teacher

effectiveness and student performance and respondents' selected district evaluation model and

role are presented. It is important to note that the range is consistent across all variables of the

low ("worst" to "next worst") level of confidence.

FLORIDA TEACHER EVALUATION

Table 19

Respondents Perceived Level of Confidence in the Evaluation System Working Well to Improve Teacher Effectiveness and Student Performance and Selected District Model

		Worst	Next Worst	Midpoint	Next Best	Best
Marzano	Count	85	68	17	20	3
	% within Total	22.6%	22.5%	31.5%	35.7%	42.9%
	% within Model	34.7%	27.8%	6.9%	0.2%	1.2%
Danielson	Count	70	76	13	16	0
	% within Total	18.6%	25.2%	24.1%	28.6%	0.0%
	% within Model	31.5%	34.2%	5.9%	7.2%	0.0%
EMCS	Count	2	5	0	0	0
	% within Total	0.5%	1.7%	0.0%	0.0%	0.0%
	% within Model	16.7%	41.7%	0.0%	0.0%	0.0%
Other	Count	190	129	15	20	4
	% within Total	50.5%	42.7%	27.8%	35.7%	57.1%
	% within Model	42.6%	28.9%	3.4%	4.5%	0.9%
Left blank	Count	29	24	9	0	0
	% within Total	7.7%	7.9%	16.7%	0.0%	0.0%
	% within Model	29.9%	24.7%	9.3%	0.0%	0.0%

Table 20

Respondents Perceived Level of Confidence in the Evaluation System Working Well to Improve Teacher Effectiveness and Student Performance and Selected Role

		Worst	Next Worst	Midpoint	Next Best	Best
Teacher	Count	370	293	53	52	7
	% within Total	98.4%	97.0%	98.1%	92.9%	100.0%
	% within Role	37.6%	29.8%	5.4%	5.3%	0.7%
Principal	Count	4	6	1	4	0
	% within Total	1.1%	2.0%	1.9%	7.1%	0.0%
	% within Role	19.0%	28.6%	4.8%	19.0%	0.0%
Left blank	Count	2	3	0	0	0
	% within Total	0.5%	1.0%	0.0%	0.0%	0.0%
	% within Role	11.8%	17.6%	0.0%	0.0%	0.0%
Total	Count	376	302	54	56	7
	% within Total	100.0%	100.0%	100.0%	100.0%	100.0%
	% within Role	36.8%	29.5%	5.3%	5.5%	0.7%

Table 21 displays the pattern between the variables of the respondents' perceived level of accuracy of the teacher performance evaluation system reflecting actual teacher effectiveness and selected district evaluation model. Again, it is important to note that the range is consistent across all variables of the majority of respondents selecting low ("worst" to "next worst") levels of accuracy. This is particularly interesting in that not one evaluation model is perceived by respondents in various districts as being more accurate in what it is purported to do than the other.

Table 21

Respondents Perceived Level of Accuracy of the Evaluation System in Reflecting Teacher Effectiveness and Selected District Model

		Worst	Next Worst	Midpoint	Next Best	Best
Marzano	Count	69	98	35	16	0
	% within Total	21.8%	25.8%	27.6%	26.2%	0.0%
	% within Model	28.2%	40.0%	14.3%	6.5%	0.0%
Danielson	Count	67	86	35	10	2
	% within Total	21.1%	22.6%	27.6%	16.4%	66.7%
	% within Model	30.2%	38.7%	15.8%	4.5%	0.9%
EMCS	Count	2	5	2	0	0
	% within Total	0.6%	1.3%	1.6%	0.0%	0.0%
	% within Model	16.7%	41.7%	16.7%	0.0%	0.0%
Other	Count	152	159	49	29	1
	% within Total	47.9%	41.8%	38.6%	47.5%	33.3%
	% within Model	34.1%	35.7%	11.0%	6.5%	0.2%
Left blank	Count	27	32	6	6	0
	% within Total	8.5%	8.4%	4.7%	9.8%	0.0%
	% within Model	27.8%	33.0%	6.2%	6.2%	0.0%

Qualitative Data

Data collected from the qualitative portion of the study consisted of interview transcripts

and participants' responses from the open-ended survey questions. Prior to conducting

interviews, the influencers were assured that their identity would remain confidential and that

every necessary measure would be taken to ensure their anonymity. With the participants'

permission, interviews were recorded with the use of a digital voice recorder to ensure accurate

transcription. I reviewed each interview transcript against the recording to check for accuracy

and edits were made as needed. The transcripts were classified and coded in an effort to analyze

the core content of the interviews and identify patterns or themes. Analyzing the core content of

the interviews allowed me to determine the most significant aspects of the data (Patton, 2002).

In an effort to enhance the credibility and transferability of the qualitative portion of my study, I

gathered information from a variety of sources and methods and discussed my findings with

other professionals through peer debriefing (Marshall & Rossman, 2011). As the data collected

through qualitative research methods was of an experiential nature, I specifically employed the

above mentioned standards to provide a more accurate, objective, and neutral representation of

the current teacher performance evaluation system in Florida.

The qualitative data received from the three open-ended survey questions were analyzed

with both SPSS (Version 22.0) and Microsoft Word. In the survey, participants responded to the

following open-ended questions:

1. What motivates you to improve in your current position as a teacher or principal?

2. If you could change one aspect of the current teacher performance evaluation system
   in your school what would it be?

3. If you could keep one aspect of the current teacher performance evaluation system in
   your school the same what would it be?

The responses received varied greatly in length from several words to several sentences.

In addition, the total number of participants selecting to answer each of the three open-ended

questions varied as well. In terms of answering what motivates them to improve in their current

position, 917 participants responded. In regards to one aspect of the current teacher performance

evaluation system that participants would change, a large number of respondents answered with

a total of 860 responses. For one aspect of the system that participants would keep the same, a

fewer number of respondents answered with a total of 767 responses. As a result of the vast

amount of responses received from participants, the data were analyzed by coding the most

frequently appearing words and ideas (see Table 22 below). The resulting themes and excerpts

from participant responses will be explained in further detail in the following chapter.

Table 22

Frequency of Appearance of Words and Themes in Participant Open-Ended Question Responses

Word or Theme:	Number of appearances in survey responses:
Students	756
School	169
Feedback, (positive)/(negative)	128, (21)/(12)
Time	116
Self, myself	92
Pay	82
Test scores, (test results)	87, (17)
Administration	76
Support, supportive, supported	46
Rating, rating system	44
Collaboration, collaborative, collaborate	33
Professional development	29
Encouragement	13
Leader, leadership	7
Multiple measures	6
Morale	6

Chapter Summary

The purpose of this study was to explore the teacher performance evaluation system initiated in Florida in 2011 as experienced by the key stakeholders charged with implementing and influencing the system. Through the use of mixed methods of collecting and analyzing data, this study served as a review of the current state of the teacher performance evaluation system. Mixed methods of collecting data were used in an effort to provide the most comprehensive understanding of the current teacher performance evaluation system in Florida as experienced by the implementers and influencers. A total of 3,738 surveys were sent via e-mail to teachers and principals in the counties of: Columbia, Jefferson, Hillsborough, Manatee, Lee, and Osceola. The survey was activated on May 5, 2014 and deactivated on June 2, 2014. At the time of survey deactivation, a total of 1,022 participants completed the survey.

Data collected from the quantifiable portion of the teacher and principal surveys were analyzed using descriptive and frequency statistics and contingency tables in SPSS (Version 22.0). The qualitative portion of the study included data collected from content analysis of interview transcripts and responses gathered from the three open-ended survey questions. In analyzing the interview data, I reviewed each interview transcript against the recording to check for accuracy and classified and coded the transcripts in an effort to analyze the core content of the interviews and identify patterns or themes. The qualitative data received from the three open-ended survey questions were analyzed through coding and frequency of appearance in Microsoft Word. Chapter Five includes a detailed discussion of the findings. Chapter Six contains the summary, conclusions, recommendations of the study, and implications for policy, practice, and future study. The study concludes with a list of references and appendices.

Chapter Five: Data Analysis and Interpretation

The purpose of this study was to explore the practices and responses to the teacher

performance evaluation system initiated in Florida in 2011 as perceived by the individuals who

created the system as well as by those it most directly impacted. As the implementers of the

system were most directly affected in terms of their performance ratings and possibly their

salaries and current employment status, it was vital that their voices be heard. In addition, it was

important to gather insight from the influencers of the system regarding the creation,

implementation and current state of the teacher performance evaluation system as a whole.

The central question for the study was: After the three year process of implementation,

what is the state of the current teacher performance evaluation system in Florida as perceived by

the implementers – teachers and principals, and influencers – Florida Department of Education

personnel?

In addition to the primary research question, three ancillary questions were addressed:

1. What are the overall perceptions of the implementers and influencers regarding

   Florida's new teacher performance evaluation system?

2. How do the perceptions vary among implementers and influencers?

3. What variables are associated with their perceptions?

Convergent parallel mixed methods of collecting and analyzing data were used in an

effort to provide the most comprehensive understanding of the current teacher performance

evaluation system in Florida as experienced by the implementers and influencers (Creswell,

2014). A survey instrument was created and used in an effort to obtain information from the

implementers throughout Florida on their thoughts, feelings, attitudes, beliefs, and dispositions.

A total of 1,022 surveys were completed by teachers and principals in Columbia, Jefferson,

Hillsborough, Lee, Manatee, and Osceola counties. The survey itself produced both quantitative

and qualitative data through exhaustive response categories and rating scales to show levels of

agreement or disagreement, as well as open-ended questions and ranking preferences (Johnson &

Christensen, 2008). In addition to the survey, in-depth interviews were conducted with selected

Florida Department of Education personnel who had experience in the creation and

implementation of the teacher performance evaluation system in Florida. Through a

combination of quantitative and qualitative data collection and analyses, I sought to provide

insight into the teacher performance evaluation system in Florida as experienced and perceived

by the implementers and influencers.

Research Integrity

Throughout the entire research process, I followed all academic protocol to

maintain ethical standards according to the American Educational Research Association

(AERA) and the University of North Florida's Institutional Review Board protocol. The

study was conducted in a clear and purposeful manner in an effort to ensure both warrant

and transparency. According to the standards of reporting empirical research as set forth

by the AERA (2006) and Howe and Eisenhart (1990), a key characteristic of warrant

involves studying a topic that could advance knowledge and development of theories and

is oriented to the concerns of the relevant discourse on the topic. As little research exists

on the current teacher performance evaluation system in Florida since its implementation

in 2011, especially not from the participants' point of view, this study has the potential of

advancing the knowledge of all stakeholders impacted by current and future educational

policies and procedures.

Warrant also describes the need to provide adequate justification for the specific

claims that are made by the researcher. In conducting a mixed methodological research

study, it was my intent that the use of multiple sources of evidence and research methods

would strengthen the warrant of my claims (Johnson & Christensen, 2008). I was

cognizant to judge my findings against the background of existing knowledge and was

explicit in reporting the contributions of prior research and how they challenged or

confirmed my own findings. Given that very little empirical research exists specifically

relating to the new teacher performance evaluation system in Florida, the results of my

study were further warranted in that they may help advance knowledge and theory

development (AERA, 2006; Howe & Eisenhart, 1990).

Transparency involves a clearly described logic of inquiry and explanation of why

a particular method was used for the research question (Howe & Eisenhart, 1990). In an

effort to maintain transparency throughout my study, I provided clear and specific

information at every stage of my research process including the survey instrument created

and both the quantitative and qualitative data that was produced.   Furthermore, I attached

documents from all methods of communication spanning from initial information

gathering to participant recruitment to district approvals to conduct research.

Understanding that my research study involves a topic that has high-stakes decision

making practices surrounding it, I valued the trust the public may have in my research and

maintained the highest scientific and professional standards at all times (AERA, 2011).

In considering the internal and external value constraints of my study, I ensured

that the benefits of my study outweighed the costs (Howe & Eisenhart, 1990). In terms of

the external value, the information gleaned from my study has the possibility of informing

and improving educational practice. The study was designed to provide a better understanding of the impact of the value-added teacher performance evaluation system in place in Florida. The several stages of the implementation of the new teacher evaluation system were examined in this study ranging from expectations at its initiation in 2011 to the ensuing challenges and accomplishments over the course of the three year process of implementation. The findings of the study may provide Florida's legislators and education officials with potentially valuable information regarding the participants' perspectives by allowing for the voices of those most directly impacted to be heard.

In considering the internal value, all ethical considerations were followed throughout my research. Participants were informed of the purpose of the research, the benefits of conducting the research, the voluntary nature of their participation in the study, their right to withdraw their participation at any time, assurance of their anonymity and confidentiality, and a brief description of the data collection procedure.

Quantitative and Qualitative Data Interpretation

Of the 1,022 survey responses received, 96.2% were completed by teachers and 2.1% by principals. In addition, participants with 16 or more years of experience in education were represented the most at survey completion with 41.9%. Teachers with three or less years of experience were represented the least with 8% at survey completion. In terms of the responses received from each of the six counties surveyed, 47.7% of all responses came from Manatee County, 20.3% were received from Hillsborough, 16.1% from Columbia, 10.5% from Lee, 2.3% from Osceola and 1% from Jefferson (see Figure 3). The percentage of responses received was consistent with the total number of e-mails sent to the teachers and principals in each county.

Figure 7. Number of survey responses by school district.
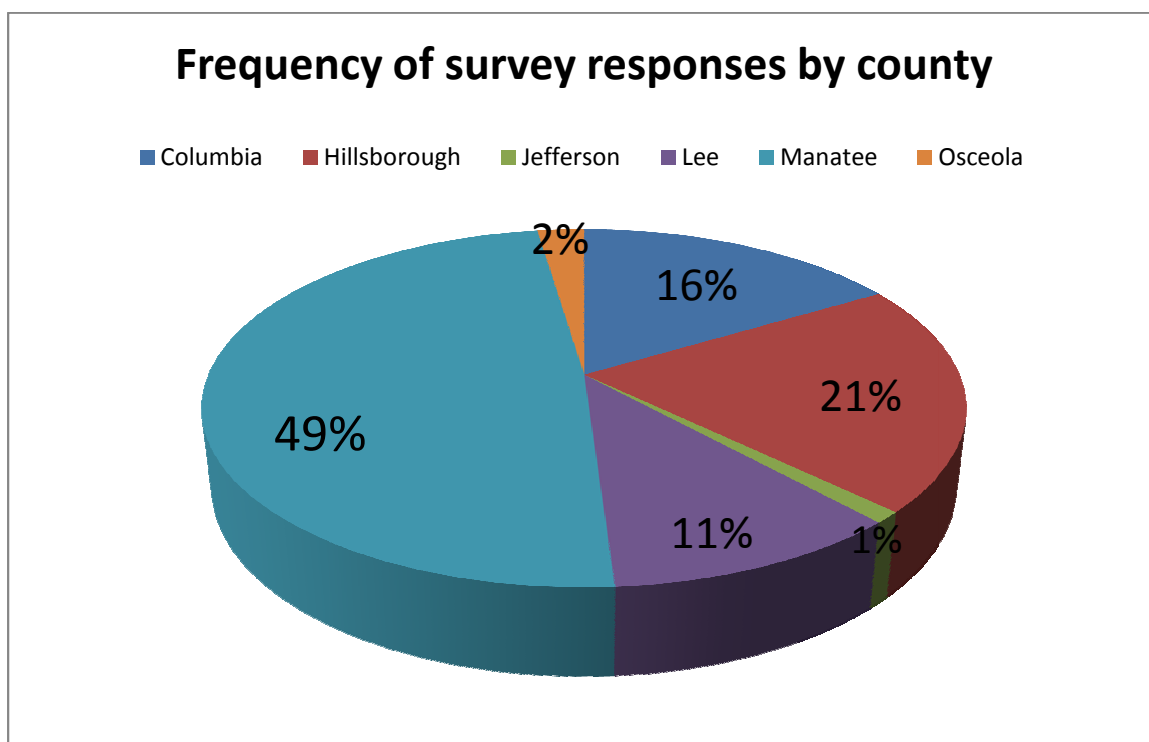
Florida Teacher Performance Evaluation Effectiveness

In response to the survey question inquiring as to how the implementers of the system perceive the effectiveness of the current teacher performance evaluation system in improving student, teacher, and overall school performance, the majority of participants perceived it as being "neither ineffective nor effective." In regards to effectiveness, however, 22.3% of participants perceived the current teacher performance evaluation system as being "effective" in improving teacher performance. This is in contrast to the 16.4% of participants who perceived it as being "ineffective" in improving student performance and the 17.1% who perceived it as being "ineffective" in improving overall school performance (See Figure 4). According to the National Education Association (2010), the real purpose of teacher evaluation should be "to strengthen the knowledge, skills, dispositions, and classroom practice of professional educators."

Although over 20% of participants felt that the current teacher performance evaluation system

was "effective" in improving teacher performance, 31% rated the accuracy of the performance

rating in reflecting actual teacher effectiveness as "worst" (1) on a scale of 1 to 5 and 37.1% of

participants rated it as "next to worst" (2). Furthermore, 36.8% reported having the lowest level

of confidence in the evaluation system working well to improve teacher effectiveness and

student performance and 0.7% had the highest level of confidence.

　　　　According the Florida Department of Education website, the current teacher performance

evaluation system was implemented "to assist educators in providing effective instruction and

ultimately, improving student achievement" (www.flodoe.org). In order for the statewide

evaluation system to work for everyone, however, it must first work for the turnkey stakeholders,

the implementers. Based on the results of the survey, the confidence level of the teachers and

principals in the system working well to improve their individual effectiveness and in turn the

achievement of their students is extremely low. The opinion of the implementers is in contrast to

the opinion of one of the influencers of the system who believes that because of the current

teacher performance evaluation system "educators in Florida are generally getting better – more

specific, more frequent and more actionable – feedback on their instruction than they ever have"

in order to improve their effectiveness (Influencer B, personal communication, April 27, 2014).

Figure 8. Perceptions of effectiveness of the evaluation system in improving performance.
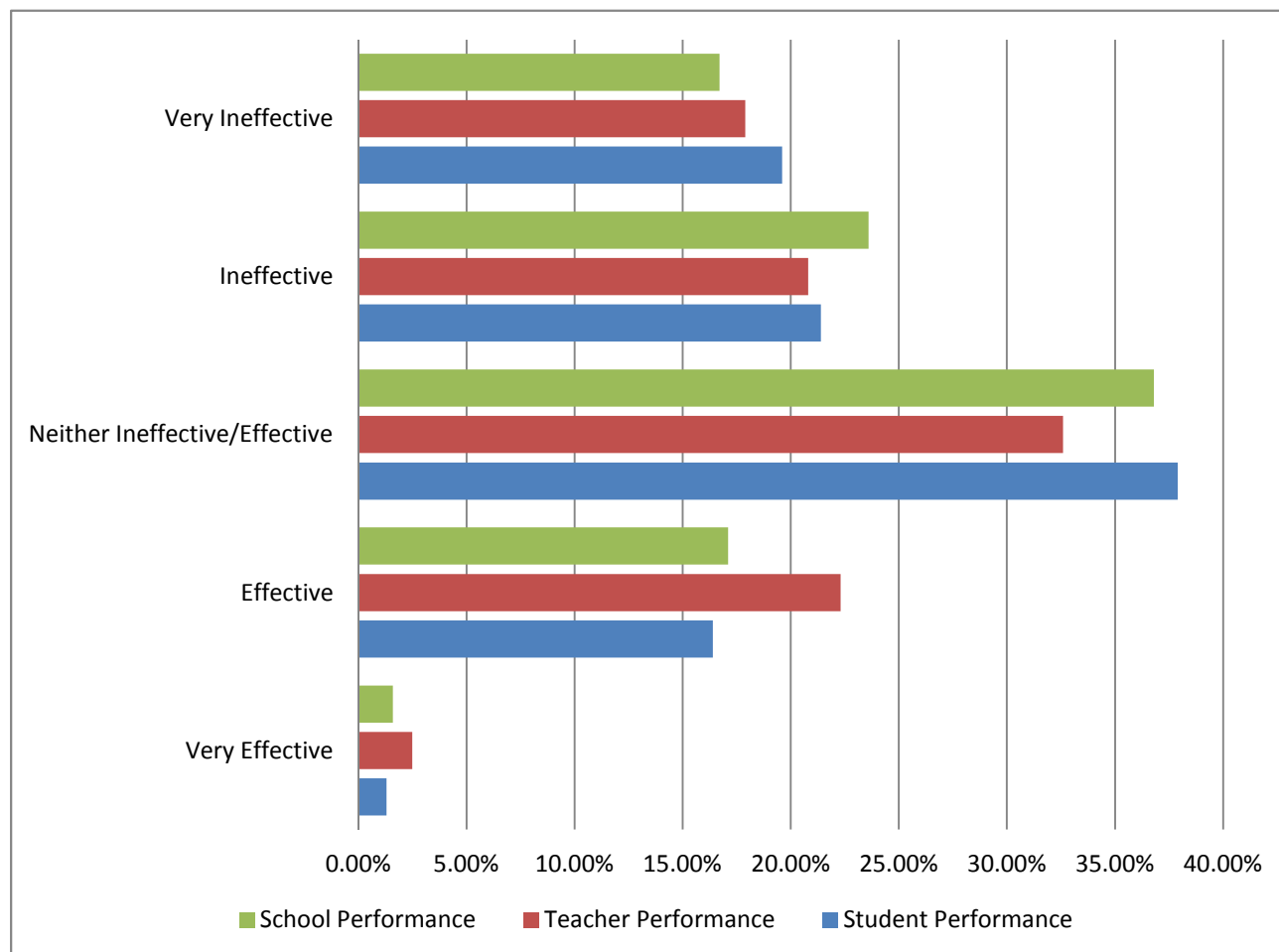
Florida Teacher Performance Evaluation Models

As part of Florida's Great Teachers and Leaders goals under the 2010 Race to the Top

grant, the state chose to evaluate teacher effectiveness using such measures as student growth

and instructional practice, with student growth comprising at least half of a teacher's overall

performance rating (Paige, 2012; U.S. Department of Education, 2012). The state further

determined that instructional practice be measured by the district's instructional practice

framework and student growth by the use of a value-added model. In using value-added models

(VAMs), the goal was to "isolate the impact of a teacher on the growth in student achievement

from outside factors that can influence a student's performance" (U.S. Department of Education, 2012, p. 13). In measuring instructional practice, Florida designated three pre-approved frameworks, or models, districts could choose from for their teacher evaluation models. Once a district chose their preferred evaluation model, the Department of Education reviewed and approved the evaluation system and monitored the district's implementation of its system for compliance with the law (Florida Department of Education, 2011). Consistent in all three pre-approved state models, teacher effectiveness was differentiated using four rating categories: highly effective, effective, needs improvement/developing, and ineffective (U.S. Department of Education, 2012). As outlined in the three-year implementation plan, the results of the teacher evaluations will be used to inform professional development, tenure, retention, termination and compensation decisions beginning in the 2014-2015 school year (Florida Department of Education, 2011; U.S. Department of Education, 2012).

For the sake of the reader's ability to recapture the essence of each of the pre-approved models for teacher performance evaluations, I will review the models previously introduced in Chapter Two. The first of the three pre-approved models is the State model. This model is based on the research of Dr. Robert Marzano and is currently being employed in 29 districts (Florida Department of Education, 2014). The Marzano model was chosen by the Florida Department of Education in 2011 as the model that districts can use or adapt as their evaluation model. According to Marzano, teacher evaluation systems have not accurately measured teacher quality and, as a result, have not aided in developing a highly skilled workforce (Marzano, 2012). The model he developed includes four domains: classroom strategies and behaviors; preparing and planning; reflecting on teaching; and collegiality and professionalism (Florida Department of Education, 2013; Marzano, 2007; Marzano, Frontier, & Livingston, 2011). The

domains include 60 elements comprising both instructional and behavioral strategies designed to improve student learning (Florida Department of Education, 2013; Marzano, 2007; Marzano, Frontier, & Livingston, 2011). The first domain, classroom strategies and behaviors, contains the most elements with a total of 41.

The second pre-approved model follows the research of Dr. Charlotte Danielson and is currently in place in 18 districts (Florida Department of Education, 2014). According to Danielson, carefully designed evaluation systems can offer teachers valuable opportunities to reflect on their practice and enhance their skills (Danielson, 2002). The model focuses on principles and methods and instruction designed to generate knowledge and meaning from interaction between experiences and ideas (Florida Department of Education, 2011). The Danielson model consists of four domains, each with five to six components of teaching. The first domain includes planning and preparation. The second domain is that of the classroom environment. The third and fourth domains are instruction and professional responsibilities (Teacher Evaluation Handbook, 2011).

The third model, labeled as "Other," includes indicators from the State model and is in use in 11 districts (Florida Department of Education, 2014). Although the State has pre-approved and included the aforementioned models, districts still have the option of employing an alternate framework. In order to do so, however, the district must show evidence that the framework is based on contemporary research and is aligned with the 2011 Student Success Act (Florida Department of Education, 2013). An example of this is in the case of the model for teacher evaluation that has been adopted by 14 districts in Florida. The model was developed by Educational Management Consultant Services (EMCS) and includes indicators from the first domain of the State model regarding classroom strategies and behaviors (Florida Department of

Education, 2014). Despite similarities and differences in the evaluation models in place

throughout Florida, both the Race to the Top Initiative and the Student Success Act require that

the systems utilize a VAM as the method for measuring teacher effectiveness based on student

growth (U.S. Department of Education, 2012).

Based on survey results, the models currently being used in the six schools districts are as

follows: Marzano (23.9%), Danielson (21.7%), EMCS (1.2%), and Other (43.6%). According to

the Florida Department of Education, the Marzano (State) model is currently being used by

Osceola County. The Danielson model is in place in Hillsborough and Lee County and the

EMCS model is in Columbia County. The choice for an "Other" model was implemented in

Manatee and Jefferson County (see Figure 5). As a result, the percentages of the models that

participants chose as corresponding to their districts are somewhat skewed. The Marzano

percentage can be considered inflated and the EMCS percentage is not as high as it should be for

the number of participants in Columbia County who took part in the survey. This can be caused

by the fact that many of the models include domains and indicators from the Marzano (State)

model. As a result, teachers and principals may consider their district's model to be that of

Marzano. However, the differences in percentages could also indicate that the participants did

not actually know the model that was currently in place in their district. If this was in fact the

case in some instances, better communication and information must be provided to the

implementers of the system.

In examining the contingency table data, the level of perceived effectiveness of the

current teacher performance evaluation system in improving student and overall school

performance was consistently rated as "neither ineffective nor effective" across all evaluation

models. Nevertheless, when determining the perceived level of effectiveness in improving

teacher performance, teachers and principals who identified with the Danielson model rated it as

more either "effective" at 29.6% or "ineffective" at 27.2%. In terms of the perceived level of

accuracy of the evaluation system reflecting teacher effectiveness on a scale of 1 to 5, with 1

being the lowest and 5 being the highest, an accuracy rating of 2 was consistent among all

models by participants as evidenced by the mean total of 1.93. Specifically, 34.7% of

participants who identified with the Marzano (State) model and 42.6% of participants who chose

Other as the model currently in place in their district ranked their level of confidence in the

teacher performance evaluation system working to improve teacher effectiveness and student

performance as a 1 on the previously mentioned scale. Similarly, 34.2% of participants who

chose the Danielson model and 41.7% of EMCS participants ranked their level of confidence at 2

out of 5. Again, it is significant to note that in the contingency tables the range is consistent

across all variables with the majority of respondents selecting low ("worst" to "next worst")

levels of accuracy. This is particularly important in that not one evaluation model is perceived

by respondents in various districts as being more accurate in what it is purported to do than the

other. According to an implementer of the current system, the intent of the evaluations "is

getting quality teachers in front of students. To help teachers do their jobs" (Influencer A,

personal communication, March 19, 2014). If the implementers of the system do not feel

confident that the system is accurately reflecting their effectiveness and that it is not working

well to improve their effectiveness, then it is not doing what the influencers intended it to do.

Figure 9. Evaluation models currently being used in each district.

Teacher Evaluation Instructional Practice Models 2013-14						Chart updated: 3/10/14	

State Model	29
BRADFORD	State
BROWARD	State
CALHOUN	State
CHARLOTTE	State
COLLIER	State
FRANKLIN	State
GADSDEN	State
GILCHRIST	State
INDIAN RIVER	State
JACKSON	State
LAFAYETTE	State
LAKE	State
LEON	State
MARTIN	State
NASSAU	State
ORANGE	State
OSCEOLA	State
PASCO	State
PUTNAM	State
SANTA ROSA	State
SEMINOLE	State
ST. JOHNS	State
ST. LUCIE	State
UNION	State
FAMU LAB	State
FAU LAB	State
UF LAB	State
NON RTTT	
PALM BEACH	State
FSU LAB	State

Based on the research and
meta-analyses of Dr. Robert Marzano

Danielson	18
BAY	Danielson
DUVAL	Danielson
ESCAMBIA	Danielson
FLAGLER	Danielson
HERNANDO	Danielson
HIGHLANDS	Danielson
HILLSBOROUGH	Danielson
LEE	Danielson
LEVY	Danielson
LIBERTY	Danielson
MADISON	Danielson
MARION	Danielson
MONROE	Danielson
OKALOOSA	Danielson
SUMTER	Danielson
VOLUSIA	Danielson
WASHINGTON	Danielson
NON RTTT	
FLVS	Danielson

Some of these districts have adopted
principles from the state model, including the
scoring system and deliberate practice

Other	11
ALACHUA	Other
BREVARD	Other
CITRUS	Other
CLAY	Other
DADE	Other
JEFFERSON	Other
MANATEE	Other
PINELLAS	Other
POLK	Other
SARASOTA	Other
WAKULLA	Other

Some of these models include
indicators from the state model

EMCS	14
COLUMBIA	EMCS
DESOTO	EMCS
GLADES	EMCS
GULF	EMCS
HARDEE	EMCS
HENDRY	EMCS
HOLMES	EMCS
OKEECHOBEE	EMCS
TAYLOR	EMCS
WALTON	EMCS
NON RTTT	
BAKER	EMCS
DIXIE	EMCS
HAMILTON	EMCS
SUWANNEE	EMCS

All EMCS systems include indicators
from the state model Domain #1

EMCS=Educational Management Consultant Services

Working Condition Changes

Schools are transformational learning organizations in and of themselves. They provide opportunities to learn and grow both personally and professionally for the students and their adult leaders. Although most of the time and energy in schools and across the nation have been devoted to improving student performance, it is important to remember that teachers play a vital role in improving such performance. As Ravitch explained, "being an effective teacher is not necessarily a permanent unchanging quality" (2010, p. 186).   According to the National Education Association (2010), comprehensive systems of continuous teacher education and

professional growth need to be established in order to "help teachers master content, refine their teaching skills, critically analyze their own performance and their students' performance, and implement the changes needed to improve teaching and learning" (p. 2). As a result, adult learning and motivation theories, collaborative leadership practices, and professional development opportunities comprised the main theoretical framework of this study in order to determine the most effective methods for helping teachers to improve their teaching practices and, in turn, their students' performances.

In the survey portion of the study, participants were asked to rank order the types of working condition changes that would help them serve students more effectively. Drawing on the related research presented in the conceptual framework in Chapter Two, the working conditions change options included in the survey question were as follows:

1. More time for collaboration

2. More opportunity for self-reflection

3. Open communication

4. More autonomy/independence

5. More administrative support

6. Higher pay

7. Positive feedback and praise

8. Less emphasis on student standardized test results

9. More input in determining own professional development needs

10. Multiple measures used to determine teacher effectiveness

According to the survey results, 20.8% of participants ranked "more collaboration" as the number one working condition change that would help them serve students more effectively.

"Multiple measures being used to determine teacher effectiveness" was ranked second by 14.6% of the participants. "Higher pay," "less emphasis on student standardized test results," and "positive feedback and praise" were ranked respectively at third, fourth, and fifth in order of importance. The remaining working condition changes were placed in rank order by participants as: "more opportunity for self-reflection" (6th), "professional development" (7th), "open communication" (8th), "more autonomy/independence" (9), and "more administrative support" (10th).

Based on the best practices of adult learning and professional development, collaboration is the key for improving overall teacher, student, and school success. In order to truly make lasting and significant changes to student achievement, educators and educational leaders must work together to adapt, change, and collaborate (Laymon, 2010). Improving performance for both teachers and students must be a shared, community undertaking (Lambert, 2002). It should also include a collective moral purpose that "makes explicit the goal of raising the bar and closing the gap for individuals and schools" (Fullan, Bertani, & Quinn, 2004, p. 43). Collaborative leadership follows this path of collective moral purpose by focusing on building trust, sharing power, and developing individuals in an effort to unlock the potential of the group or organization as a whole (Wilson, 2013). Lambert (2002) described the practice of shared collaborative leadership by including the features of skillful participation, vision, inquiry, collaboration, reflection, and student achievement. According to Lambert (2002), the schools that will produce sustainable school improvement have the following characteristics: shared vision and knowledge, stakeholders as mutual learners and leaders, roles and actions reflecting collaboration and collective responsibility, and reflective practice consistently leading to innovation. In terms of the shared vision and knowledge, participants reflect on their core values

and connect those values to the shared vision (Lambert, 2002). The collaboration component is based on participants engaging in collaborative work through reflection, dialogue, and inquiry (Lambert, 2002). Darling-Hammond (2010) also discussed the importance of building a culture that emphasizes continuous improvement and collaboration to assist teachers in refining their teaching strategies.

Blase and Blase (2004) summarized their research findings on collaborative leadership by describing that successful supervisory practices in schools should emphasize teacher empowerment and the development of professional dialogue among teachers rather than focus on control and competition. Empowering teachers to lead alongside their administrators builds collegiality and promotes contributions to school improvement (Angelle, 2007; Laymon, 2010). Collaboration helps build trust and, in turn, leads to higher performance. Based on the survey results, teachers and principals are in need of such collaboration and collaborative leadership practices in their schools in order to reach their full teaching potential and make a lasting impact on student achievement. Unfortunately, in the high stakes practices surrounding schools today, competition is fierce and often prevents effective collaboration and organizational learning from occurring. In the current system, when teachers are deemed ineffective by way of their evaluation results they are personally, professionally, and publicly penalized and shamed rather than guided and supported in becoming more effective (Ravitch, 2010). As a result, the needs for positive feedback and praise, reflective practice, professional development, open communication, and a culture of collaboration are severely neglected.

As indicated by the survey results, implementers are also asking for the use of multiple measures in determining teacher effectiveness rather than the focus primarily resting on student standardized test results. As it is now in the current teacher performance evaluation system in

Florida, the Florida Comprehensive Assessment Test (FCAT) scores of students are being used

in the VAM calculations for all teachers in determining their overall performance ratings.

Standardized test scores, however, are not accurate enough to serve as the basis for high-stakes

decisions because test scores are affected not only by the student's ability and random influences

but also by measurement error (Baker et al., 2010; DiCarlo, 2012). In the case of teachers who

teach subjects not measured by statewide assessments, districts were instructed to provide the

necessary assessments and formula for measuring student learning growth. To date, most

Florida districts have not yet developed end-of-course exams for subjects such as art, music,

physical education, or other non-tested subjects (O'Connor, 2013). As stated by an influencer of

the system, the intent was "for schools and districts to use the multiple measures available from

educator evaluations to improve educator effectiveness and thus student outcomes" (Influencer

B, personal communication, April 27, 2014). However, survey data from the implementers

suggests that multiple measures are not being utilized as intended.

In an unprecedented decision, Lee County School Board members voted in August 2014

to opt-out of state standardized tests for the 2014-2015 school year (Bidwell, 2014). The

decision was reached over increasing concerns that there were too many high-stakes decisions

and consequences tied to testing performance for both students and teachers. Although the

decision was eventually reversed, it displays the growing concern and drastic measures

stakeholders are willing to take to remove the high-stakes attached to education. In addition, it

highlights the need for multiple measures of determining performance and effectiveness for

students and teachers. Given that teacher effectiveness is multifaceted, multiple sources of

evidence such as observational evidence and professional contributions in addition to the value-

added measures are needed to assess such effectiveness (Steele et al., 2010).

Teacher effectiveness, as reflected in the overall VAM score, is determined by using such measures as student growth and instructional practice, with student growth comprising at least half of a teacher's overall performance rating (Paige, 2012; U.S. Department of Education, 2012). As a result, teachers are being rated on the performance of students they have never taught and may never teach. Recently, the Florida Department of Education released the grades of schools and districts based on the student FCAT performance. For the districts included in this study, both Hillsborough and Lee counties improved their grades in 2014 from C's the previous year to B's. Columbia County maintained their B grade, Manatee and Osceola counties performed at a C level, and Jefferson County was rated a failing school district. In addition to the school grades, the Florida Department of Education also released the teacher evaluation results for each county from the 2013 school year. In Columbia County, 78.8% of teachers evaluated were rated as Highly Effective, 19.2% were Effective, and less than 1% were Unsatisfactory, or Ineffective. In Hillsborough County, 37.5% of teachers evaluated were rated as Highly Effective, 57.9% were Effective, 3.3% were rated as Needs Improvement, and 1% were Unsatisfactory. In Jefferson County, 9.2% of teachers were rated as Highly Effective and 90.8% were Effective. There were no teachers in Jefferson County rated as Needs Improvement or Unsatisfactory. In Lee County, 18.6% of teachers evaluated were considered Highly Effective, 79% were Effective, 0.5% were rated as Needs Improvement and 1.4% were Unsatisfactory. In Manatee County 52.3% of teachers evaluated were rated as Highly Effective, 43.1% were Effective, and 2.3% were Needs Improvement. There were no teachers in Manatee County rated as Unsatisfactory. In Osceola County, 31% of the teachers evaluated were considered to be Highly Effective and 68% were Effective. Less than 1% was rated as either Needs Improvement or Unsatisfactory. In reviewing the district performance grades and teacher

performance ratings, the accuracy of the current teacher performance evaluation system once

again comes into question as a failing district has over 90% of teachers rated as Effective and no

teachers rated as Needs Improvement or Ineffective. The district performance grades based on

overall student standardized testing results for the years 2011-2014 are presented below in Table

23. Since the implementation of the new teacher performance evaluation system in 2011, there

has been a trend towards declining district performance.

Table 23

District Performance Grades from 2011-2014

	2011	2012	2013	2014
Columbia	B	C	C	C
Hillsborough	B	B	C	B
Jefferson	C	D	F	F
Manatee	B	C	C	C
Lee	A	B	C	B
Osceola	B	B	C	C

Information gathered from the Florida Department of Education website.

As outlined in the Student Success Act (2011), beginning in the 2014-2015 school year

teacher compensation will be tied to evaluation results by way of performance pay scales. With

pay for performance systems, the level of effectiveness a teacher receives on his or her

evaluation can greatly impact the dollar amount that is awarded (Shober, 2012). Thus, the high

stakes and reported inaccuracy associated with teacher performance ratings may have a direct

influence on the ranking of "higher pay" as the 3rd most important working condition change for teachers and principals. Darling-Hammond (2010) found that such high stakes practices only create temporary rewards that do little for long-term salaries or retention and actually reduce learning by discouraging the sharing of ideas, lessons, and materials. Although research shows there is little or no evidence supporting the claim that teachers will be more motivated to improve student performance if they are monetarily rewarded for student gains, it is clear that the high stakes practices surrounding teacher salary scales are quickly impacting their levels of motivation (Hill, Kapitula, & Umland, 2011).

Teacher Morale and Motivation

As teachers are most directly affected by the current VAM evaluation systems in place throughout Florida in terms of their performance ratings and possibly their salaries and employment status, it is important to consider the impact that such systems have on their motivation and morale. According to the most recent MetLife Survey of the American Teacher (2013), teacher satisfaction has dropped to its lowest level in the last 25 years. In the study, it was reported that teachers with lower satisfaction were less likely to report that their jobs were secure or that their communities treated them as professionals (Guilfoyle, 2013; MetLife, 2013). Fullan (1995) described that reform movements in education have resulted in low teacher morale and debilitating forms of dependency and superficiality. Researchers examining teacher attitudes towards the use of test-based accountability efforts and value-added teacher evaluation systems have reported teachers feel demoralized, criticized, and unsupported (Lee, 2011). When teacher evaluation systems are designed to motivate by way of instilling fear, often times the exact opposite occurs. Lewin (1951) stated that success was a more powerful motivating force than

reward or fear and called attention to the concepts of ego involvement and level of aspiration as forces affecting success (Knowles, Holton, & Swanson, 2005).

As a result of the far-reaching effects that motivation and morale have on individual performance, this study was designed to gather specific feedback from teachers, principals, and Department of Education personnel on their experiences with the current evaluation system in place. In an effort to truly allow the voices of participants to be heard, the following open-ended questions were included in the survey:

1. What motivates you to improve in your current position as a teacher or principal?

2. If you could change one aspect of the current teacher performance evaluation system in your school what would it be?

3. If you could keep one aspect of the current teacher performance evaluation system in your school the same what would it be?

Of the 1,022 survey responses received, 96.2% were completed by teachers and 2.1% by principals. In addition, participants with 16 or more years of experience in education were represented the most at survey completion with 41.9%. Teachers with three or less years of experience were represented the least with 8% at survey completion. In examining the demographics of the survey participants, it was important to note that the teachers with more years of experience were the group represented the most. Given the fact that the survey was distributed utilizing anonymous link and response options, there was no way to determine if teachers and principals with 16 or more years of experience merely comprised the majority of the population of the participants throughout the six districts. Conversely, it was quite possible that given their years of experience and wealth of knowledge that the veteran education professionals were that much more determined to have their voices be heard and express their opinions on the

most recent education reform.   The responses received varied greatly in length from several

words to several sentences. In addition, the total number of participants selecting to answer each

of the three open-ended questions varied as well. In response to what motivates them to improve

in their current position, 917 participants responded. In regards to one aspect of the current

teacher performance evaluation system that participants would change, a total of 860 responded

with their recommendations. For one aspect of the system that participants would keep the same,

the least amount of respondents answered with a total of 767 responses. It can be gathered from

the number of participant responses received that the implementers wanted their voices to be

heard in terms of what motivates them and what their experiences have been with the current

teacher performance evaluation system.

Table 24

Participant Responses to Survey Question: What motivates you to improve in your current position as a teacher or principal?

Thematic Category	Key terms	Participant responses
Motivation	Students	The students. There's really no other motivation left.
		To give the best opportunities for my students individually to reach their highest potential.
		Students who want to learn and leadership that values my contributions. I am motivated by the improvement of my students. I believe that when they improve therefore I improve. We work very hard every day to make gains.
		I am self-motivated for the benefit of my students and I respond to positive reinforcement best.
		I'm motivated by the drive to provide my students with the best opportunities for learning possible. That drive keeps me constantly working to improve myself and my teaching. My students motivate me to be the best teacher that I can be.
		I am dedicated to my profession and want my students to reach their highest learning potential so they can be prepared for life. The parents in our community entrust their children to me and I treat them as I want my own children to be taught.
	Student and self	I am self motivated (I always want to do my best) and student motivated (I want my students to be the most successful in our state).
	Self	What motivates me to improve is myself. I am constantly self-reflecting on lessons throughout the day and I have been doing this since I began teaching.
		I am always trying to improve in whatever I do. It has little to do with evaluation tools. I believe it is personal not prompted.
		I am self motivated, if I see something that need to be changed or get done I do it or change it. I went into teaching to educate children and not for the pay. In fact I made much more when employed as a consultant. My motivation and reward comes from past students stoping by and telling me what an impact I have had on their education.

Table 24

Participant Responses to Survey Question: What motivates you to improve in your current position as a teacher or principal?

Thematic Category	Key Terms	Participant Responses
		I am motivated by my own desire to contribute to the lives of the 11-16 year old students in my classes.
		Talking with my peers at the school I teach in motivates me the best.
	Self, students and school environment	My want to do better for myself, my students and my school motivates me. I am motivated by my students and their success. I know that sounds very cliche, but it is the honest truth. Nobody goes into teaching to be rich - if you are not motivated by your students you shouldn't be teaching!!
		My students deserve the best teachers and education. I need to continue to improve my skills to provide this. I need to know and understand my students in order to lead them to developing a conceptual understanding of the rigorous course work they are learning. The opinion of my colleagues and my self motivation. Decreasing Salaries, increasing work load, an ineffective district administration, and a poor teacher rating system have many in this profession discouraged and pessimistic.

Although only not all participant responses are presented above, the common thread of what motivated teachers and principals in their current positions was more intrinsic than extrinsic in nature. It was centered on the desire to improve themselves and their own teaching practices in an effort to contribute to the learning and achievement of their students. As one of the influencers of the system stated, "I deeply believe that Florida educators are working hard every single day, and I believe they are doing the best they know how in order to do what's right for the students in their classroom. I believe that people who teach are ultimately motivated by a desire to do what is best for students" (Influencer B, personal communication, April 27. 2014).

Modern motivation theorists Deci and Ryan (1985) recognized the importance of intrinsic

motivation over the extrinsic motivation of rewards and punishments. Based on the self-

determination theory, people are motivated to meet their needs for competence, autonomy, and

relatedness (Deci & Ryan, 1985). The need for autonomy is basic in all human beings. People

want to feel as though they are in control of their own lives. People are further motivated when

they feel they are accomplishing challenging tasks, feel as if they are in control of their own

destiny, and if they are in an emotionally supportive environment (Deci & Ryan, 1985). Positive

feedback and unconditional support are powerful motivators (Acheson & Gall, 2003).

In the case of the current teacher performance evaluation system, however, it is clear that

the implementers feel unsupported, demoralized, and unmotivated. Perhaps one of the final

blows to teacher motivation and morale was the recent court decision in Florida to release the

performance ratings scores of teachers as public record as soon as they are filed. In the case of

The Florida Times Union v. The Florida Department of Education (2013), the judge rendered a

ruling in favor of the newspaper's request to make teachers' VAM scores public record despite

Florida statute stating that teacher performance evaluation results are to remain confidential for

one school year after the evaluation is given. After months of legal battles between the

newspaper and the Florida Department of Education, the 1st District Court of Appeal reached a 3-

0 decision ordering the release of all teacher performance scores on February 24, 2014 to any

members of the news media or public that requested it (Sanders, Patterson, Brooks, Amos, &

Hong, 2014). Many teachers unions throughout the state received phone calls from teachers

expressing their anger and frustration (Sanders et al., 2014). As one teachers union president

stated, "This will hurt the morale of the teachers in the county" (Sanders et al., 2014). As a

result of the high-stakes consequences of using and publicizing VAMs as an indicator of teacher

quality, the implications throughout Florida and other states have included: increased

competition amongst teachers, narrowing of the curriculum, cheating as a means of gaming the

system, teachers not wanting to teach under-performing students, and parents competing for the

teacher labeled as the most effective (Lee, 2011; Pullin, 2013; Weiss, 2011).

Suggested Changes to Current System

In further exploring the responses of teachers and principals to the current teacher

performance evaluation system in place in Florida, the aspects of the system they would like to

see changed consistently involved the use of determining teacher effectiveness based on student

standardized test performance. The frustration that teachers felt over being evaluated based on

student test scores and on students they do not teach was evident throughout their comments. In

addition, the note of competition among teachers and the punitive nature of the current system to

catch teachers in what they are not doing rather than supporting them in what they are doing was

heard throughout the comments. Also of note, was the desire of teachers to receive instant and

effective feedback from administrators in order to best assist them improve their teaching

practices.

Table 25

Participant Responses to Survey Question: If you could change one aspect of the current teacher performance evaluation system in your school what would it be?

Thematic Category	Key terms	Participant responses
High-stakes testing	FCAT, student performance/scores	Having my effectiveness tied to student performance.
		Not base it on one test.
		FCAT scores would not be used to measure teacher performance.
		Use indicators that impact actual student learning, not FCAT type testing.
		Using test scores as part of the evaluation should be stopped.
		Evaluate me based on students I actually teach.
		My evaluation based on scores of students I don't teach, in a subject I don't teach.
		Being judged based on scores of students I don't even see during the day or see only one 40 minute period every six days.
		Basing my level of effectiveness / quality on student performance. Most especially on a forced choice test that is made by a testing company rather than authentic assessment. That it apply to my subject area, and ALL factors taken into consideration. Teaching an elective, my students should be graded on how they grow in my class and allow the students to direct the activities. Student and parent input should be allowed as well.
		I would not base half of the evaluation on a test, not made by teachers, that students take on one day.
		Connecting the fine arts with student testing scores. An art teacher who works tirelessly shouldn't be evaluated on student scores.
		All of it, but specifically, do not tie teacher performance evaluations to standardized tests. Use district based teacher created formative and mastery assessments, and look for statistically significant gains.

FLORIDA TEACHER EVALUATION

Table 25

Participant Responses to Survey Question: If you could change one aspect of the current teacher performance evaluation system in your school what would it be?

Thematic Category	Key Terms	Participant Responses
	VAM	I would not base teacher salaries or merit based on standardized tests or the current VAM scores-- I feel these are flawed and are not representative of what is actually happening in the classroom. I personally am graded as a teacher on students I do not even have in my classroom or have ever taught music to and I am graded on how they perform in science math and reading. I teach music.
		Many areas are redundant. No one in our county can tell us where the VAM scores come from and what specific data is included in our VAM score.
	Performance pay	Teachers in open competition with one another due to performance pay.
		Teacher pay being directly linked to student performance.
Administration	Feedback, improved practice	Consistency from administration. More opportunity to improve practice.
	Support	The evaluation should be used for actual coaching, rather than a "gotcha" to browbeat teachers.
		It has made great teachers stressed and focused on things that shouldn't matter.
	Observations	When the principal comes in to observe, I would like to have immediate feedback after each visit. Our students have shown they perform better when they receive immediate feedback after an assessment. I would also like that option rather than waiting until the end of the year to hear how I was doing.
		More time for observation. Observations should be done throughout the year. Everything cannot be learned through one observation.

In discovering the aspects of the current teacher performance evaluation system that

teachers and principals would like to see remain the same, the major themes that appeared

through the comments were about the walkthroughs, observations, and rubrics allowing for self-

reflection.

Table 26

Participant Responses to Survey Question: If you could keep one aspect of the current teacher performance evaluation system in your school the same what would it be?

Thematic Category	Key terms	Participant responses
Observations	Walk throughs	The observations are good, however, principals truly don't have time to do them all and also all the conferring that is involved particularly in larger schools or schools with student populations that need additional support.
		I like walk-throughs and observations, but wish they could be more interactive for the students. Sadly, it's about the only time administrators see what the kids can do, and the kids get to feel acknowledged.
		Teacher observations are important and the evaluation system has required principals, who previously did not conduct observations, to provide teachers with feedback.
		Walk throughs where you do not know the principal is coming in and she/he observes you teaching off guard.
	Self- reflection	I think the rubric is useful for self evaluation. I have used it to determine my own needs, but I feel I must determine the importance of each item myself to focus my improvement on one aspect at a time.
		Self directed professional development goals and activities. We have to document it, but I like having that freedom to explore areas that might not be highlighted in schoolwide PD.
	Feedback, one-on-one	Individual meetings with the principal to reflect on personal performance, just don't tie to an arbitrary pay system. Time for principal/teacher to communicate what's happening in classroom.
		The one-on-one with administration after formal observations.

Despite the positive comments regarding aspects of the current system implementers would like to see continue, there were numerous entries reiterating participants' continued disappointment and lack of confidence in the current system. As one survey participant stated:

Nothing is good about the current evaluation system. The state is using a test that was designed to obtain information about students and they have modified it or are just using it to obtain information about teachers. It's wrong. If you want to find out information about teacher and their performance, develop something specifically for teachers, by teachers, to measure performance.

The aspects of the current teacher performance evaluation system that the implementers would like to see remain the same included self-reflection, self-directed goals, and more opportunities for meaningful communication with administration. In his theory of transformational learning, Mezirow (1991) explained that for learning to be meaningful it must be an active process involving thoughts, feelings, and disposition. To facilitate the transformative learning of adults, leaders must help learners become aware and critical of their own and others' assumptions (Merriam & Caffarella, 1991; Mezirow, 1991). In the case of teachers as adult learners, administrators must assume responsibility for setting objectives that explicitly include autonomous thinking and recognize that this requires experiences designed to foster critical reflection and experience in meaningful discourse (Mezirow, 1991). In fact, critical reflection may lead to transformation in thinking.

In considering teacher evaluation systems, performance ratings and observations should be accompanied by feedback and effective discourse rather than just reward or punishment. According to Mezirow (1991), discourse is necessary to validate what and how one understands. Learning is a social process, and discourse becomes central to making meaning. Effective

discourse in the school setting would depend on how well the administrator can create a situation in which teachers have full information and equal opportunity to advance beliefs, challenge, defend, explain, assess evidence, and judge arguments. Furthermore, it is vital for teachers to be free from coercion and to serve as mutual partners in the learning and evaluation process (Knowles, 1970; Merriam & Cafferalla, 1991; Mezirow, 1991). This can be accomplished by regular face-to-face meetings with administrators regarding progress and areas for improvement as well as through opportunities for self-reflection and individual goal-setting. Educational leaders can and must foster a culture of learning (Heifetz, Grashow, and Linsky, 2009). Although it is difficult throughout a busy school day to create time for reflection and continuous learning, it is vital to initiate and maintain time for checking in and reflecting on the lessons of recent experiences in order for true learning, improvement, and growth to occur (Heifetz et al., 2009). In an effort to improve teacher's classroom instruction, and in turn their students' performance, it is necessary for educational leaders to: provide teachers with objective feedback on the current state of their teaching practices, diagnose and help solve instructional problems, aid teachers in developing instructional strategies, observe and evaluate teachers on a regular basis, help teachers recognize and reach their own professional development needs, and offer continuous positive support (Acheson & Gall, 2003). After all, "we cannot advance the cause of students without attending to the cause of the teachers" (Fullan, Bertani, and Quinn, 2004, p. 43).

Application of Conceptual Framework to Findings

The purpose of the conceptual framework was to organize the key ideas and concepts presented in this study. Figure 6 displays the conceptual framework used to connect major dimensions and underlying concepts of this study. It illustrates the perceived impact of the current teacher performance evaluation system in Florida on both the influencers and

implementers. In addition, it shows the interconnectedness of adult learning, professional

development, motivation, and collaborative leadership theories in understanding how best to

develop and sustain effective teaching practices and overall student and school improvement.

The results of the study aligned with the original conceptual framework. As the survey and

interview questions included concepts from the underlying theories of motivation, adult learning

and collaborative leadership, the findings corroborated that such aforementioned theories

influence and facilitate an understanding of what teachers need to improve their effectiveness in

light of the high-stakes practices and consequences facing them in their profession.

The common theme reported among all participants was that to make the current teacher

performance evaluation system more successful in improving teacher effectiveness, and in turn

student performance, multiple measures of evaluation with less emphasis on student standardized

testing performance need to be used alongside more time for collaboration and frequent, positive

feedback. Based on feedback from the teachers themselves, their motivation is more intrinsic

than extrinsic. The teachers and principals surveyed reported that they are in their current

professions because they want to help their students learn and reach their full potential. In order

to help our teachers reach their full potential, it is vital that their intrinsic motivation be

recognized and supported through opportunities to collaborate with their peers and

administrators on best teaching practices.

Figure 10. Conceptual framework.
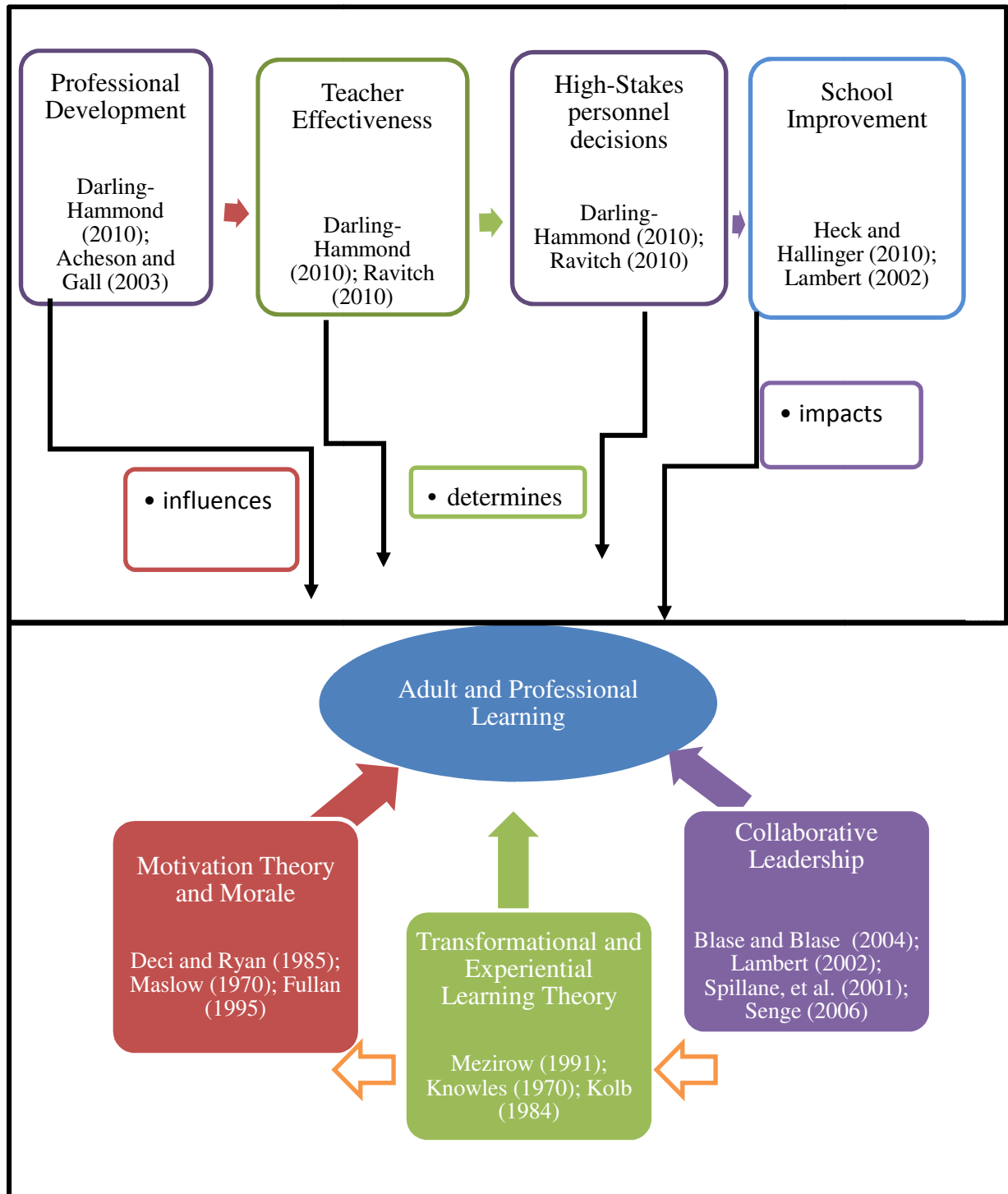
Chapter Summary

This chapter included an interpretation of both the quantitative and qualitative findings of the study with a detailed discussion of related research questions and connections. Mixed methods of collecting and analyzing data were used in an effort to provide the most comprehensive understanding of the current teacher performance evaluation system in Florida as experienced by the implementers and influencers. In order for the statewide evaluation system to work for everyone, it must first work for the turnkey stakeholders, the implementers. Based on the results of the survey, however, the confidence level of the implementers in the current teacher performance evaluation system working well to improve their individual effectiveness and in turn the achievement of their students was extremely low. In addition, not one particular teacher evaluation model was perceived by respondents in various districts as being more accurate in what it was purported to do than the other. To make the current teacher performance evaluation system more effective in improving teacher effectiveness, and in turn student performance, the implementers and influencers of the system suggested that multiple measures of evaluation with less emphasis on student standardized testing performance be used alongside more time for collaboration and frequent, positive feedback. Chapter Six includes conclusions drawn from the results of the study as well as implications and recommendations for future research.

Chapter Six: Summary, Discussion, and Recommendations

The purpose of this study was to explore the teacher performance evaluation system

initiated in Florida in 2011 as perceived by the individuals who created the system as well as by

those it most directly impacted. In order to understand the system designed to improve teacher

effectiveness and overall school performance, it was vital to discover and understand the

perspectives of the implementers who are directly impacted by the evaluation system and its

corresponding results. In addition, it was important to gather insight from the influencers of the

system. The goal of the study was to provide valuable information on the perceptions of the

overall effectiveness of the new teacher evaluation system and its potential to improve teacher,

student, and school performance. Although the survey was sent to participants through the use

of an anonymous survey link and anonymous survey response option in order to maintain

confidentiality, it is interesting to note that many of the teachers chose to reach out to me directly

via e-mail to share their unprompted and unbiased comments regarding my study and

accompanying survey instrument. Below are excerpts from the e-mails I received:

> I just wanted to wish you the best of luck on your doctoral studies. I hope some insight
> comes out of your research and study. (Elementary School Teacher)

> I would love to see the results that you gather from this survey. Interesting
> questions…Good luck! (Middle School Teacher)

> Thanks for the opportunity to participate in your survey. I would love to review your
> findings when you have concluded your survey. (Middle School Teacher)

> Very well designed survey! Good luck to you in your studies! (High School Teacher)

> You may want to consider adding an "I don't know" space under…"which model of
> teacher evaluation does your county use currently?" Some teachers will not know which
> model is followed, some don't. (Elementary School Teacher)

> The American Statistical Association has weighed in on the VAM. It is mostly
> uninterpretable nonsense at the individual teacher level by anyone other than a very high
> level statistician. One of the worst moments in modern education was when newspapers

published VAM scores. Fortunately, the damage was mitigated by the fact that no one really knew what they meant. (High School Teacher)

As evidenced by the above stated comments and the hundreds of responses gathered from the open-ended survey questions, it was clear that the participants of the study wanted their voices to be heard. With such rich teaching and learning experiences readily available to share, education policy and decision makers would benefit from seeking the input of these turnkey stakeholders as much as possible.

Review of Research Questions

The central question for the study was: After the three year process of implementation, what is the state of the current teacher performance evaluation system in Florida as perceived by the implementers - teachers and principals, and the influencers - Florida Department of Education personnel?

In addition to the primary research question, three ancillary questions were addressed:

1. What are the overall perceptions of the implementers and influencers regarding Florida's new teacher performance evaluation system?

2. How do the perceptions vary among implementers and influencers?

3. What variables are associated with their perceptions?

In applying the findings of the study to the over-arching purpose of the study, it can be concluded that the state of the current teacher performance evaluation system is one mired by dissatisfaction, discordance, and a constant-state of development. Although the confidence level of teachers and principals in the current teacher performance evaluation system working well to improve their individual effectiveness and in turn the achievement of their students was extremely low, the perceptions of the Florida Department of Education personnel were that the

system is working well and that the Department is learning a great deal. Nevertheless, as one of

the state level administrators admitted, there is still room for growth in the teacher performance

evaluation system. In the interview, Influencer B highlighted the pilot program that is currently

in place in Pinellas County as one to learn and grow from (electronic communication, April 27,

2010). In 2014, Pinellas County began a teacher evaluation initiative called the "Pinellas Project"

(Dawson, 2014). The state granted the county a waiver from the VAM evaluation model for five

of their schools in order to allow them to test this pilot program. In the "Pinellas Project,"

surveys are administered to teachers, administrators, and students regarding individual teacher

strengths and weaknesses. Teachers are then provided with their survey results in time to make

improvements or adjustments prior to the students taking their end of course exams that measure

student achievement. The teacher performance evaluation scores and their performance pay are

then based on the end of course exams as well as on administrator observations (Dawson, 2014).

In this program, the difference is that the teachers are provided with feedback on how they can

improve their effectiveness and impact their students' performance prior to the final student

assessment that is calculated into their performance rating and pay.

Although the Department is watching this new pilot program in order to determine if

similar practices will be used in other schools or districts in the future, there needs to be a system

in place for evaluating the current teacher performance evaluation system itself. As a result, the

state of the current teacher performance evaluation system cannot be accurately assessed without

a clear system of monitoring in place that includes feedback loops from all stakeholders. In

sharing their perceptions via the survey questionnaire, teachers and principals reported that they

do not feel confident that the current system and evaluation models are accurately reflecting their

effectiveness or working well to improve it. In fact, not one particular teacher evaluation model

was perceived by the participants in various districts as being more accurate in what it was purported to do, which is improve teacher effectiveness, than the other. The common theme reported among all participants was that to make the current teacher performance evaluation system more successful in improving teacher effectiveness, and in turn student performance, multiple measures of evaluation with less emphasis on student standardized testing performance need to be used alongside more time for collaboration and frequent, positive feedback.

Conclusions

Determining an individual's performance is an important concept and practice in any profession. In the education world, standardized test scores have been used to hold schools and students accountable for their performances for years. Most recently, accountability systems have been developed to evaluate teacher effectiveness based on student performance. In 2010, the U. S. Department of Education called on states and districts "to develop and implement systems of teacher and principal evaluation and support, and to identify effective and highly effective teachers and principals on the basis of student growth" (p. 4). In fact the focus has been so intent on states redesigning their teacher evaluation systems currently in place that several states have had their No Child Left Behind (NCLB) waivers revoked or lost significant federal funding as a result of the teacher evaluation systems not meeting the Department's approval (Klein, 2014). As a result, new, higher stakes models for evaluating teacher performance are quickly moving into state education regulations across the country, greatly impacting both schools and teachers alike (Amrein-Beardsley, Collins, Polasky, & Sloat, 2013; Paige, 2012).

The purpose of this study was to explore the teacher performance evaluation system initiated in Florida in 2011 in compliance with the state's receipt of the 2010 Race to the Top federal funding. A combination of quantitative and qualitative data collection and analyses were

used in order to provide the most comprehensive insight and understanding into the teacher

performance evaluation system in Florida as experienced and perceived by the key stakeholders

charged with implementing and influencing the system. In order for the statewide evaluation

system to work for everyone, it must first work for the turnkey stakeholders, the implementers.

Based on the results of the survey, the confidence level of teachers and principals in the

current teacher performance evaluation system working well to improve their individual

effectiveness and in turn the achievement of their students was extremely low. Sixty-eight

percent of participants rated the accuracy of the teacher performance rating in reflecting actual

teacher effectiveness as a 1 or 2 on a scale of 5, with 5 being in the best. Furthermore, 36.8%

reported having the lowest level of confidence in the evaluation system working well to improve

teacher effectiveness and student performance and less than 1% had the highest level of

confidence. The perceptions of the teachers and principals is in contrast to the opinion of one of

the influencers of the system who believed that because of the current teacher performance

evaluation system "educators in Florida are generally getting better – more specific, more

frequent and more actionable – feedback on their instruction than they ever have" in order to

improve their effectiveness (Influencer B, personal communication, April 27, 2014).

In addition, not one particular teacher evaluation model was perceived by respondents in

various districts as being more accurate in what it was purported to do than the other. According

to an influencer of the current system, the intent of the evaluations "is getting quality teachers in

front of students. To help teachers do their jobs" (Influencer A, personal communication, March

19, 2014). If the teachers and principals directly impacted by the system do not feel confident

that the current system and the evaluation models being used are accurately reflecting their

effectiveness and are working well to improve their effectiveness, then it is not doing what the

influencers intended it to do. In comparing teacher and student performance, the more bearing down on their individual performance teachers received the more overall student performance declined. To make the current teacher performance evaluation system more effective in improving teacher effectiveness, and in turn student performance, the teachers and principals surveyed suggested that multiple measures of evaluation with less emphasis on student standardized testing performance be used alongside more time for collaboration and frequent, positive feedback. In fact, over 20% of participants ranked "more collaboration" as the number one working condition change that would help them serve students more effectively. "Multiple measures being used to determine teacher effectiveness" was ranked second by 14.6% of the participants with "higher pay," "less emphasis on student standardized test results," and "positive feedback and praise" being ranked respectively at third, fourth, and fifth in order of importance. It was enlightening to learn that participants ranked more collaboration and multiple measures of determining teacher effectiveness as the highest in order of importance, over that of higher pay. The findings suggest that teachers are not in their profession for the money. Based on feedback from the teachers themselves, they are in their current professions because they want to help their students learn and reach their full potential. In order to help our teachers reach their full potential, it is vital that they be given opportunities to collaborate with their peers and administrators on best teaching practices.

As a result of the far-reaching effects that motivation and morale have on individual performance, three open-ended questions regarding motivation, changes to the current teacher performance evaluation system, and aspects of the system to remain the same were developed and included in the survey. The responses received varied greatly in length from several words to several sentences. In addition, the total number of participants choosing to answer each of the

three open-ended questions varied as well. In response to what motivates them to improve in their current position, 917 of the 1,022 participants responded. In regards to one aspect of the current teacher performance evaluation system that participants would change, a total of 860 responded with their recommendations. For one aspect of the system that participants would keep the same, the least amount of respondents answered with a total of 767 responses. It can be gathered from the number of participant responses received that the teachers and principals wanted their voices to be heard in terms of what motivated them and what they wanted to see changed and retained in terms of the current system. In the end, what motivated them was more intrinsic than extrinsic in nature. It was centered on the desire to improve themselves and their own teaching practices in an effort to contribute to the learning and achievement of their students.

Of the 1,022 survey responses received, it was no surprise that the majority of respondents were teachers. It was, however, an overwhelming majority who were teachers at 96.2% compared to the 2.1% of principals who completed the survey. Also of interest was the fact that participants with 16 or more years of experience in education were represented the most at survey completion. This may be representative of the need and desire for teachers with many years of experience to share their wealth of knowledge with others. In addition, teachers with more experience may feel as though they are less in need of a performance evaluation system in the first place. If education policy and decision makers would take the time and interest to tap into this vast amount of knowledge and experience available at their finger-tips, education reform movements would be more successful and beneficial for all stakeholders involved.

The findings of this study have the potential to provide Florida's legislators and education officials with valuable information regarding the participants' perspectives by

allowing for the voices of those most directly impacted to be heard. The study also provided valuable information on the discrepancies that exist between teacher and overall student and school performance. As the third year of implementation of the federally-funded teacher performance evaluation system draws to a close, it was important to review how this performance evaluation system to date has impacted the state of Florida and its stakeholders. There seems to be potential for the teacher performance evaluation system to improve both teacher and overall school performance.   However, teachers are starving for collaboration, positive attention, and feedback in order for the performance system to succeed in helping them improve. It is vital that policymakers and the general public understand the experiences of the teachers, administrators, and other personnel in order to best inform current practices and future policies. Nevertheless, it is one thing to hear the voices of the teachers and principals to understand their experiences but policymakers and decision makers must also include these stakeholders in the overall decision-making process

Limitations of the Study

Interpretation and application of the findings of this study must take into consideration the limitations and delimitations. A delimitation of the study was the fact that the research question and the population selection were restricted to the state of Florida. Although value-added teacher performance evaluation systems are utilized in many other states, it was my intent to limit the focus of this study to the teacher evaluation system currently in place in Florida since its implementation in 2011. Teacher performance evaluation systems in place in Florida prior to 2011 were not included in this study. As a result, the findings of this study do not represent a full historical portrayal of the teacher performance evaluation system in Florida.

The study was also limited to the voices of two select Florida Department of Education high-ranking officials for the interview portion of the study. The many attempts made to interview other Department personnel resulted in refusal or no further communication on the end of those being requested to interview. Furthermore, the personnel who did take part in the interview process provided both truncated and electronic responses as a result of their limited available time. As a result, the findings of the interview feedback may not be generalizable to the Florida Department of Education or state as a whole. Rather, the interview findings were merely used to gain a deeper understanding of the teacher evaluation system in Florida as perceived by the key stakeholders involved in creating, implementing, and monitoring the teacher evaluation system. In addition, the information gleaned from the interviews was compared with the feedback received from the implementers through the survey results. Despite efforts to receive approval from other districts, implementers in six of the 67 districts in Florida participated in the survey. Consequently, the results of the study may not be generalizable throughout the state, across other districts, or among all teachers and principals.

Researcher Reflection

I believe that evaluations should provide individuals with opportunities to improve their practices and set professional goals for them to achieve rather than with situations where inaccurate performance ratings are calculated and consequences are rendered as a result. Although I was not involved in the public school system in order to directly experience the current teacher performance evaluation system, I learned about the new system from teachers employed in nearby public schools. In regular conversations it seemed as though the topics of the new performance measures and impending pay-for-performance system always came up with teachers and other administrators. They often expressed their confusion, frustration, and

disappointment in the system. As a result, it was my desire to look further into the system and to seek out the perspectives of the teachers and school leaders who were most directly impacted by it. I felt that with any change made in a school system it was vital to hear from the stakeholders most directly involved in order to ensure that the change was best for everyone and that it had the most chance of success. Completing this study has afforded me the opportunity to become a promising researcher and a voice for others.

Implications for Educational Leadership

Schools are transformational learning organizations in and of themselves. They provide opportunities to learn and grow both personally and professionally for the students and their adult leaders. As of late, however, schools have become places where the incentive for learning, growing, and succeeding has become merely a test score (Johnson, 2005). Likewise, the passion the teachers once had for instilling the love of learning into themselves and their students has been lost and replaced with fear, anger, apathy, and malicious obedience (Covey, 2004). Educational leaders can and must foster a continuous and open culture of learning where the focus is on improving the school community as a whole rather than the scores on one test or evaluation (Heifetz, Grashow, and Linsky, 2009). Although it is difficult throughout a busy school day to create even just a few extra minutes, it is vital to initiate and maintain time for checking in and reflecting on the lessons of recent experiences in the classroom in order for true learning, improvement, and growth to occur (Heifetz et al., 2009). In an effort to improve teachers' classroom instruction, and in turn their students' performance, it is necessary for educational leaders to: provide teachers with objective feedback on the current state of their teaching practices, diagnose and help solve instructional problems, aid teachers in developing instructional strategies, observe and evaluate teachers on a regular basis, help teachers recognize

and determine their own professional development needs, and offer continuous communication

and positive support (Acheson & Gall, 2003).

Recommendations for Future Research

The goal of the current study was to explore the practices and responses to the teacher

performance evaluation system initiated in Florida in 2011 as perceived by the implementers -

teachers and principals, and the influencers - state level administrators, of the system. In order to

understand the system designed to improve teacher effectiveness and overall school performance,

it was vital to discover and understand the perspectives of the implementers who are directly

impacted by the evaluation system and its corresponding results as well as to gather insight from

the influencers of the system. The goal of the study was to provide valuable information on the

perceptions of the overall effectiveness of the new teacher evaluation system and its potential to

improve teacher, student, and school performance.

Although there was much knowledge gained from this study, there are ample

opportunities to learn more about the current teacher performance evaluation system and the

impact it has on stakeholders. Future research would benefit from delving deeper into the

feedback received from the implementers and influencers. Single future studies can be

conducted on what motivates teachers to improve their teaching practices. In addition, future

studies can be designed to compare the current working conditions in place with those that

teachers and principals feel they need in order to help them serve students more effectively.

Given the current teacher performance evaluation system has been in a progressive

process of implementation for the past three years, minimal research exists on the system. More

importantly, minimal information is present on the system of evaluating the current teacher

performance evaluation system itself. In the strategic plan established by the Florida Department

of Education for 2012-2018, one of the main goals was to advance high-quality education for the next generation of students. In order to accomplish this goal, the plan detailed several performance indicators involving student, teacher, and school performance. The performance indicator for teachers outlined increasing the percentage of highly effective and effective teachers. However, the actionable steps to achieve this goal on the strategic plan are labeled as "TBD" with the notes section stating, "Goals to be determined when more than one year of data is available" (Florida State Board of Education, 2012). Annual baseline data on the effectiveness of teachers and on the system determining that effectiveness needs to be established and published. Future research would benefit from the gathering of such continual baseline data as well as perception data from the state-level influencers of the teacher performance evaluation system. Additional research should also be conducted on the pilot teacher performance evaluation system in place in Pinellas County with the intent of determining its level of success and if similar systems are being adopted in other Florida counties. In considering the current state of the Florida education system from this point on, the new policies of pay-for-performance systems, the immediate public release of the teacher performance ratings, and the standardized exams that will be replacing the FCAT will all take effect beginning in the 2014-2015 school year. It will be essential that future studies continue to assess the education system in Florida in each of these capacities throughout the next several years in order to understand how best to adapt it, improve it, and increase its chances of long-term sustainability and success.

As federal education reform efforts continue to focus on teacher performance evaluation systems and improving student achievement, it is important that future research also explore the systems in place throughout the country. In 2014, several states throughout the nation (California, Vermont, Washington, Iowa, North Dakota, and Wyoming) lost their NCLB waivers

due to refusal to require that teacher evaluations be based on student test scores (Rich, 2014). It

is of significant interest to monitor the success and challenges of the current system in place in

Florida in accordance with federal funding requirements and the impact that other state systems

have on Florida and the nation.

In learning more about what constitutes a successful, high performing school district and

system, other districts both in Florida and outside of the state should be studied for practices to

replicate. It takes many people to run a school district and make it successful. As a result, all

stakeholders should be included in the decision-making, implementation and evaluation process.

Based on the research, schools that will produce sustainable improvement have a shared vision, a

culture of reflection, and a commitment to organizational learning (Heck & Hallinger, 2010;

Lambert, 2002; Senge, 2006; Spillane et al., 2001). The development of a shared or collective

vision provides focus, energy, and a common identity for all stakeholders involved in a school

(Senge, 2006). It moves individuals beyond compliance and promotes enrollment and

commitment to overall school success. In addition to the development of a shared vision, a

culture of reflection and open communication is fundamental to effecting sustainable school

change (Senge, 2006). When teachers have the opportunity to adopt a reflective view of their

own teaching practices, they also have the tools necessary for enhancing those practices. Being

reflective about successes and areas for improvement are necessary preconditions for learning

and improving to occur in both teacher and administrator roles. Teachers learn from their

educational leaders and they learn best when that leadership is strategic. Strategic leadership

practices include: developing a shared vision, employing collaborative decision-making

processes, creating a collective problem-solving culture, and providing ample time to support

teachers and for them to support each other (Sharratt & Fullan, 2009). It may take a village to

raise a child, but it takes an entire strategic school community working together to raise teacher

effectiveness and improve student and school performance.

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FLORIDA TEACHER EVALUATION

Appendix A

Entry Letter

Date

_____County Public Schools
Address

Dear Superintendent,

My name is Tara Haley. I am a doctoral candidate at the University of North Florida in the College of Education and Human Services. As a partial requirement for my doctoral degree, I am conducting a study on the current teacher evaluation system in Florida and value the opinions and experiences of the teachers and administrators in your district. The purpose of this letter is to request your permission to send a brief 10-15 minute long electronic survey to the teachers and principals within your K-12 schools. There is an anonymous link for the teachers and principals to complete the survey and, as a result, their responses will be confidential.

I have been in contact with Teresa Sancho, Program Specialist, with the Florida Department of Education Information and Accountability Services and she has granted me access to the Master School Identification database (MSID). As the superintendent of your district, I am respectfully asking for your specific approval prior to my sending the survey to your teachers and principals.

I have attached the survey and accompanying informed consent letter that I will include in my e-mail to the teachers and principals. Although there are no direct benefits to or compensation for taking part in this study, my hope is that others may benefit from the information I learn from the results of this study. Additionally, there are no foreseeable risks to your teachers or administrators for taking part in this study. Participation is completely voluntary and there are no penalties for not responding to a question or deciding not to participate. Upon completion of my study, I will be happy to provide you with a summary of the results. In the meantime, if you have any questions, you may call me at   or send an email at

Thank you for your cooperation and I appreciate this professional courtesy.

Sincerely,

Tara Haley, M.S., LMFT

Doctoral Candidate, Cohort 20

University of North Florida

Appendix B

Interview Request Letter

Date

Florida Department of Education

Turlington Building, Suite 1514

325 West Gaines Street

Tallahassee, FL 32399

Dear _____,

I am reaching out to you as a doctoral candidate in the Educational Leadership program at the University of North Florida. I am currently in the process of shaping my dissertation study and am preparing for my proposal defense. I am interested in exploring the opinions and perceptions of the teachers and principals who have experienced the new value-added teacher evaluation system in Florida since its implementation in 2011, following the receipt of the Race to the Top grant. To make this study meaningful, I would like to include teachers and principals in K-12 schools in all 67 districts in my survey distribution. I would also like to gain the opinions of the key stakeholders involved in creating, implementing, and monitoring the teacher evaluation system. I would be honored to have the opportunity to speak with you either face-to-face or via telephone to gather your thoughts on the evolution of the system. As my study is in the beginning phases, I hope to begin conducting interviews sometime between January and February 2014. At this time, my dissertation committee is requesting that I bring a list of confirmed interview participants to my defense. Participation is completely voluntary. However, if you are willing to participate I would greatly appreciate it.

I will be happy to answer any questions you have regarding the intent of my study and look forward to hearing from you soon! Thank you very much for your time and consideration.

Sincerely,

Tara Haley, M.S., LMFT

Doctoral Candidate, Cohort 20

University of North Florida

Appendix C

Informed Consent Form for Electronic Survey

Dear Participant,

My name is Tara Haley and I am a doctoral candidate in Educational Leadership at the University of North Florida. I am conducting a study on the current teacher evaluation system in Florida and value your input and experience with the system.

The purpose of this study is to explore the practices and responses to the teacher evaluation system as perceived by the individuals creating the system as well as by those most directly impacted by it, the local teachers and school administrators. I will explore the expectations, challenges, and accomplishments of the evaluation system since its initial implementation in 2011. The study is significant because the findings may provide valuable information for Florida's legislators and education officials and may help guide future policies and practices.

If you take part in my study, you will complete a brief survey. I expect that completing the survey will take about 10-15 minutes of your time. There is an anonymous link for you to complete the survey and, as a result, your responses will be confidential. The data from the surveys will be stored on a password protected secure server. Only authorized personnel will have access to the data.

Although there are no direct benefits to or compensation for taking part in this study, others may benefit from the information I learn from the result of this study. Additionally, there are no foreseeable risks to you for taking part in this study. Participation is completely voluntary and there are no penalties for not responding to a question or deciding not to participate.

By participating in this activity, you are attesting that you are over the age of 18.

If you have any questions or concerns about this study, please do not hesitate to contact me or my dissertation chair. If you have questions about your rights as a participant, you may contact the University of North Florida's Institutional Review Board Chairperson at
Please print a copy of this consent form for your records.

Thank you in advance for your consideration.

Sincerely,

Tara C. Haley, M.S., LMFT   Sandra L. Gupton, Ed.D.
UNF Doctoral Student   UNF Dissertation Committee Chair

Appendix D

Informed Consent Form for Interview

Dear Participant,

My name is Tara Haley and I am a doctoral candidate in Educational Leadership at the University of North Florida. I am conducting a study on the current teacher evaluation system in Florida and value your input and experience with the system.

The purpose of this study is to explore the practices and responses to the teacher evaluation system as perceived by the individuals creating the system as well as by those most directly impacted by it, the local teachers and school administrators. I will explore the expectations, challenges, and accomplishments of the evaluation system since its initial implementation in 2011. The responses I receive from both the surveys and the interviews will be used for research purposes and the findings may provide valuable information for Florida's legislators and education officials and may help guide future policies and practices.

If you take part in my study, you will complete a brief interview with me. I expect that participating in the interview will take about 45 minutes of your time. Interviews can be conducted face-to-face or via telephone depending on what is most convenient for you. Please be assured that your privacy will be maintained throughout the study and your responses will remain confidential. To insure accuracy of your responses, the interviews will be audio-recoded. The data from the study will be stored on a password protected secure server with only authorized personnel having access to the data.

Although there are no direct benefits to or compensation for taking part in this study, others may benefit from the information I learn as a result of this study. There are no foreseeable risks to you for taking part in this study and participation is completely voluntary. In addition, there are no penalties for choosing not to answer a question or deciding not to participate.

By participating in this activity, you are attesting that you are over the age of 18.

If you have any questions or concerns about this study, please do not hesitate to contact me or my dissertation chair. If you have questions about your rights as a participant, you may contact the University of North Florida's Institutional Review Board Chairperson at   or irb@unf.edu. Please keep this copy of the consent form for your records.

Sincerely,

Tara C. Haley, M.S., LMFT   Sandra L. Gupton, Ed.D.
UNF Doctoral Student   UNF Dissertation Committee Chair

Appendix E

Electronic Survey

Please complete the following questions based on your own opinions:

Dear teachers and principals,

Thank you for taking the time to complete the following brief survey. The information you provide will be used to help better understand Florida's current teacher performance evaluation system.

Your input and experiences are valued and appreciated!

Please select the school district in which you are currently employed

District | Gulf ▼ |

What is your current role in your school?

- ☐ Teacher
- ☐ Principal

How many years have you been working in an educational setting?

- ☐ 0 - 3
- ☐ 4 - 7
- ☐ 8 - 11
- ☐ 12 - 15
- ☐ 16 +

What current teacher performance evaluation model is being used in your school?

- ☐ Marzano
- ☐ Danielson
- ☐ EMCS
- ☐ Other

FLORIDA TEACHER EVALUATION

How effective has the new teacher evaluation system been in improving each of the following:

Student performance	☐ Very Ineffective	☐ Ineffective	☐ Neither Ineffective nor Effective	☐ Effective	☐ Very Effective
Teacher performance	☐ Very Ineffective	☐ Ineffective	☐ Neither Ineffective nor Effective	☐ Effective	☐ Very Effective
Overall school performance	☐ Very Ineffective	☐ Ineffective	☐ Neither Ineffective nor Effective	☐ Effective	☐ Very Effective

On a scale of 1 to 5, how accurately do you believe the overall performance rating score reflects actual teacher effectiveness? (Please drag the slide bar to your desired level)

5 Best	5 Best	5 Best	5 Best	5 Best
4	4	4	4	4
3	3	3	3	3
2	2	2	2	2
1 Worst	1 Worst	1 Worst	1 Worst	1 Worst

What motivates you to improve in your current position as a teacher or principal? (Please type your answer in the space provided)

[ ]

What types of working condition changes would help you serve students more effectively? (Please arrange the options to rank in order of importance from 1 to 10)

- 1 More time for collaboration
- 2 More opportunity for self-reflection
- 3 Open communication
- 4 More autonomy/independence
- 5 More administrative support
- 6 Higher pay
- 7 Positive feedback and praise
- 8 Less emphasis on student standardized test results
- 9 More input in determining own professional development needs
- 10 Multiple measures used to determine teacher effectiveness

If you could change one aspect of the current teacher performance evaluation system in your school what would it be? (Please type your answer in the space provided)

[ ]

FLORIDA TEACHER EVALUATION

If you could keep one aspect of the current teacher performance evaluation system in your school the same what would it be? (Please type your answer in the space provided)

Now that the current teacher performance evaluation system has been in place for the last 3 years, please rate your level of confidence in it working well to improve teacher effectiveness and student performance. (Please drag the slide bar to your desired level)

Survey Powered By Qualtrics

Appendix F

Semi-Structured Interview Protocol

Central research question: After the three year process of implementation, what is the state of the current teacher performance evaluation system in Florida as perceived by teachers and local administrators (implementers) and state personnel (influencers)?

Can you tell me about how the current teacher performance evaluation system was created?

Can you describe any specific state or federal models of teacher performance evaluation systems that helped shape the current system?

What were the primary expectations of the new teacher performance evaluation system at the time of its initial implementation in 2011?

What have you seen as the major challenges throughout the process?

What have you seen as the major accomplishments throughout the process?

How were the state-approved evaluation models (Marzano, Danielson, EMCS, other) chosen?

Have you found that one particular model is more effective than the others?

How is the information gained from the teacher performance evaluation currently being used?

How accurately do you believe the overall performance rating determined by the evaluations reflects actual teacher effectiveness?

What do you believe motivates teachers in their current profession to improve their teaching practices?

How would you describe the overall effectiveness of the teacher performance evaluation system in fostering individual professional growth?

How would you describe the overall effectiveness of the teacher performance evaluation system in improving student achievement?

How do you see the teacher performance evaluation system changing in 2014 following the three-year implementation process?

How would you describe your level of confidence in the current teacher performance evaluation system being able to improve teacher and student performance?

Is there anything else you would like to share about the current teacher evaluation system that you have not had the opportunity to say?

Appendix G

UNF IRB Approval

UNF

UNIVERSITY *of*
NORTH FLORIDA.

Office of Research and Sponsored Programs
1 UNF Drive
Jacksonville, FL 32224-2665
904-620-2455   FAX 904-620-2457
Equal Opportunity/Equal Access/Affirmative Action Institution

MEMORANDUM

		UNF IRB Number: 558494-2
DATE:	March 3, 2014	Approval Date: 03-03-2014
		Expiration Date: Exempt - None KLC
TO:	Ms. Tara Haley	Processed on behalf of UNF's IRB

VIA: Dr. Sandra Gupton
          LSCSM

FROM: Dr. Jennifer Wesely, Chairperson
          On behalf of the UNF Institutional Review Board

RE: Review of Revisions for New Project by the UNF Institutional Review Board IRB#558494-2:
          "No Teacher Left Behind: A Review of the Current Teacher Performance Evaluation System in
          Florida"

This is to advise you that your project, "No Teacher Left Behind: A Review of the Current Teacher
Performance Evaluation System in Florida" was reviewed on behalf of the UNF Institutional Review Board and
has been approved as "Exempt" category 2. Therefore, this project requires no further IRB oversight unless
substantive changes are made.

Florida

This is to advise you that your project, "No Teacher Left Behind: A Review of the Current Teacher
Performance Evaluation System in Florida" was reviewed on behalf of the UNF Institutional Review Board and
has been approved as "Exempt" category 2. Therefore, this project requires no further IRB oversight unless
substantive changes are made.

This approval applies to your project in the form and content as submitted to the IRB for review. Any variations
or modifications to the approved protocol and/or informed consent forms that are substantive or might increase
risk to human participants must be submitted to the IRB prior to implementing the changes. Please see the UNF
Standard Operating Procedures for additional information about what types of changes might require an
amendment. Amendments, if required must be submitted via new packages in IRBNet. Please see pages 11 &
12 of the Read Me First! Document for more information about submitting amendments in IRBNet.

Your reviewers noticed a small typo in your interview consent document where you refer to surveys rather than
interviews (see paragraph 2). While this clearly did not affect the approval of your project, if you adjust that
document, please consider sending the updated version to a research integrity administrator so a stamp and date
can be included on your updated interview consent document. This is not considered a substantive change so
you do not need to submit the updated version via an amendment in IRBNet. All participants must receive a
stamped and dated copy of the approved informed consent document when possible.

Your study has been approved as of 03/03/2014. Because your project was approved as exempt, no further
IRB oversight is required for this project unless you intend to make a change that is considered substantive or

Appendix H
Approval to Conduct Research from Lee County

Dear principals and teachers of Lee County,

My name is Tara Haley and I am a doctoral candidate in Educational Leadership at the University of North Florida in the College of Education and Human Services. As a partial requirement for my doctoral degree, I am conducting a study on the current teacher evaluation system in Florida and value your opinions on the system.

At the approval of your Accountability, Research, and Continuous Improvement Department, I am requesting that you consider completing a brief 10-15 minute long electronic survey for my study. Your participation in this survey is *completely voluntary* and all of your *responses will be anonymous*. In addition, there are no penalties for not responding to a question or deciding not to participate once you begin the survey.

Your input is an integral part of my study and I would greatly appreciate you taking the time to complete this survey at your earliest convenience. The survey will remain active for your completion during the time frame of **May 5 – June 2, 2014**.

If you have any questions, please feel free to contact me at   or   This study has been approved by the University of North Florida's Institutional Review Board. If you have any questions regarding your rights as a participant in this study, you may contact them at   or irb@unf.edu.

Thank you in advance for your time, consideration, and important feedback.

Tara Haley
UNF doctoral candidate – Cohort 20

Follow this anonymous link to the survey:

http://unf.co1.qualtrics.com/SE/?SID=SV_38JrqZ3hZ4tieuF

Tara Haley   May 7, 2014

to Richard

Hi Dr. Itzen,

I just wanted to check to see that you received my e-mail with the attached survey link. Please let me know if the study has been approved to send to the teachers and principals in Lee County through the UNF survey system.

Again, thank you for all of your assistance.

FLORIDA TEACHER EVALUATION

Itzen, Dr. Richard

to me

Received. Our process here is that I submit the message to our district communication sharepoint system which is published each Wednesday. So folks will receive this on Weds. May 14. In this way, they will know that the study is district approved and coming through official communication. There should still be plenty of time for folks to complete the survey. Thanks.

Richard Itzen, Director
Dept. of Accountability, Research and Continuous Improvement

Harmony – Analytical – Intellection – Consistency - Relator

From: Tara Haley [mailto:]
Sent: Wednesday, May 07, 2014 2:39 PM
To: Itzen, Dr. Richard
Subject: Re: principal and teacher survey

Tara Haley

to Richard

Thank you Dr. Itzen

FLORIDA TEACHER EVALUATION

Appendix I

Approval to Conduct Research from Osceola County

THE SCHOOL DISTRICT OF OSCEOLA COUNTY, FLORIDA

817 Bill Beck Boulevard · Kissimmee· Florida 34744-4492

Phone: 407-870-4600 · Fax: 407-870-4010 · www.osceola.k12.fl.us

SCHOOL BOARD MEMBERS
District 1 – Jay Wheeler
    407-973-4141
District 2 – Kelvin Soto – Vice Chair
    407-361-2452
District 3 – Tim Weisheyer - Chair
    407-361-0235
District 4 – Barbara Horn
    407-462-5642
District 5 – Tom Long
    407-462-5782

Superintendent of Schools
Melba Luciano

April 14, 2014

Tara Haley

Dear Ms. Haley:

This letter is to inform you that we have received your request to conduct research in our School District. Based on the description of the research you intend to conduct, I am pleased to inform you that you may proceed with your work as you have outlined.

I will remind you that all information obtained for the purpose of your research must be dealt with in the strictest of confidentiality. At no time is it acceptable to release any student or staff identifiable information.

I wish you the best of luck in your future endeavors. If I can be further assistance, please do not hesitate to contact me.

Sincerely,

Signature Deleted

Janine Jarvis, Director
Research, Evaluation & Accountability

FLORIDA TEACHER EVALUATION

Appendix J

Approval to Conduct Research from Manatee County

Manatee County Public Schools
Bradenton. FL
Application to Conduct Research
Page 4

14. If applicable, list the names of Manatee County Public Schools to be included in the research study:

Survey will be sent to teachers and principals in all 51 K-12 schools in Manatee County.

15. Estimate the amount of time the research project will require of each type of participant:

Participants	Testing/Assessment/ Surveying	Training Inservice	Teaching/ Instruction	Other (Specify)	Total
		Activity			
Students					
Teachers	10-15 minutes				
Principals	10-15 minutes				
Parents					
Others					

A completed Application to Conduct Research should be submitted along with the following documentation:

- Research proposal, to include: rationale, statement of research problem, question/hypothesis to be addressed (including variables), statistical and design methodology, procedures, timelines;
- One copy each of all research instruments/surveys/questionnaires/letters;
- Institutional Review Board (IRB) approval letter/authorization (required for research activities sponsored by or affiliated with colleges and universities);
- If applicable, a letter to be sent to school principals providing information about the proposed research and requesting their approval for research activities to be conducted at their school sites.
- A narrative describing impact or relevance of the research findings for the School District of Manatee County within 6 months of completing the research.

Submit the completed application packet to:

Dr. John Pertner, Director of Assessment and Research
Manatee County Public Schools
Post Office Box 9069
Bradenton, FL 34206-9069

For further information contact the Director of Assessment and Research at _____ ext.

Approval _____

Signature Deleted Date: 4/1/2014

Appendix K

Approval to Conduct Research in Jefferson County

Sincerely,

Tara Haley, M.S., LMFT

Doctoral Candidate in Educational Leadership

University of North Florida

2 attachments

Informed Consent Form.docx
15K

Qualtrics survey.docx
167K

Al Cooksey <   >   Mon, Mar 10, 2014 at 2:51 PM
To: Tara Haley <   >

Feel free to reach out to our teaching staff through their email addresses.

[Quoted text hidden]
  [Quoted text hidden]

Under Florida law, e-mail addresses are public records. If you do not want your e-mail
address released in response to a public records request, do not send electronic mail to this
entity. Instead, contact this office by phone or in writing.

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address
released in response to a public records request, do not send electronic mail to this
entity. Instead, contact this office by phone or in writing.

Appendix L

Approval to Conduct Research in Columbia County

4/21/2014   Gmail – UNF doctoral student request

2 attachments

Informed Consent Form.docx
15K

Qualtrics survey.docx
167K

Terry Huddleston   _   Mon, Feb 3, 2014 at 2:45 PM
To: Tara Haley
Cc: Sonya Judkins ·   , Amy Stanton ·   , Angela Coppock
                              , Cherie Hill ·   ·, Debra Hill   ·
Donna McAdams   _   , Gene Carter ·   , Keith Couey ·
                              , Laurie Fike   , Melinda Moses
                              , Teresa Metrick   , Thomas Hosford
                              , Todd Widergren   , Wanda Conner
                              , Kathryn McElhaney   _   _   ·, Bonnie Penner
                              , Frank Moore   . LEX CARSWELL
                              ', Narragansett Smith   , "R.M. Mike Null"

Tara, you may send the survey to our teachers with the understanding, participation is voluntary. Terry
[Quoted text hidden]
_
        My new email address is

Terry Huddleston

Superintendent of Schools

Columbia County School District

Phone:

Fax

Appendix M

Approval to Conduct Research in Hillsborough County

Tara Haley
[Quoted text hidden]

Dena Collins <   **>**   Sun, Mar 23, 2014 at 5:21 PM
To:

Tara Haley <   **> writes:**
Thank you again for your assistance. I do not need any principal or teacher contact information. I have already been given access to the Master School Identification Database (MSID) from the Florida Department of Education containing all of the e-mail addresses for teachers and principals. I just need to know if I am permitted to send the voluntary 10-15 minute survey to the teachers and principals in your district or specific area if you would prefer.
Yes, Area 8 principals will be notified. Thanks!
[Quoted text hidden]

Tara Haley <   **>**   Mon, Mar 24, 2014 at 8:53 AM
To: Dena Collins <   >

Thank you so much!

Tara Haley
[Quoted text hidden]

Appendix N

Contingency Tables

Table 1-N

Summary of Results of Cross tabulations for Level of Effectiveness of Evaluation System

Improving Student Performance and District

		Very Ineffective	Ineffective	Neither	Effective	Very Effective
Columbia	Count	28	30	71	33	1
	% within	13.9%	13.7%	18.3%	19.6%	7.7%
	% within District	17.0%	18.2%	43.0%	20.0%	0.6%
Hillsborough	Count	31	51	74	47	3
	% within	15.4%	23.3%	19.1%	28.0%	23.1%
	% within District	14.9%	24.5%	35.6%	22.6%	1.4%
Jefferson	Count	0	1	7	2	0
	% within	0.0%	0.5%	1.8%	1.2%	0.0%
	% within District	0.0%	10.0%	70.0%	20.0%	0.0%
Lee	Count	22	22	45	14	0
	% within	10.9%	10.0%	11.6%	8.3%	0%
	% within District	20.6%	20.6%	42.1%	13.1%	0%
Manatee	Count	118	108	175	64	9
	% within	58.7%	49.3%	45.1%	38.1%	69.2%
	% within District	24.2%	22.1%	35.9%	13.1%	1.8%
Osceola	Count	1	6	10	7	0

	% within	0.5%	2.7%	2.6%	4.2%	0.0%
	% within District	4.2%	25.0%	41.7%	29.2%	0.0%
Did not	Count	1	1	5	1	0
specify	% within	0.5%	0.5%	1.3%	0.6%	0.0%
	% within District	5.3%	5.3%	26.3%	5.3%	0.0%

Table 2-N

Summary of Results of Cross tabulations for Level of Effectiveness of Evaluation System

Improving Student Performance and Role

		Very Ineffective	Ineffective	Neither	Effective	Very Effective
Teacher	Count	199	213	378	162	12
	% within	99.0%	97.3%	97.4%	96.4%	92.3%
	% within Role	20.2%	21.6%	37.8%	16.5%	1.2%
Principal	Count	0	5	9	6	1
	% within	0.0%	2.3%	2.3%	3.6%	7.7%
	% within Role	0.0%	23.8%	42.9%	28.6%	4.8%
Left blank	Count	2	1	1	0	0
	% within	1.0%	0.5%	0.3%	0.0%	0.0%
	% within Role	11.8%	5.9%	5.9%	0.0%	0.0%
Total	Count	201	219	388	168	13
	% within	100.0%	100.0%	100.0%	100.0%	100.0%
	% within Role	19.6%	21.4%	37.9%	16.4%	1.3%

Table 3-N

Summary of Results of Cross tabulations for Level of Effectiveness of Evaluation System

Improving Student Performance and Years of Experience

		Very Ineffective	Ineffective	Neither	Effective	Very Effective
0-3	Count	9	19	25	24	1
	% within	4.5%	8.7%	6.4%	14.3%	7.7%
	% within Years	11.0%	23.2%	30.5%	29.3%	1.2%
4-7	Count	22	38	56	34	2
	% within	10.9%	17.4%	14.4%	20.2%	15.4%
	% within Years	14.5%	25.0%	36.8%	22.4%	1.3%
8-11	Count	42	44	81	33	3
	% within	20.9%	20.1%	20.9%	19.6%	23.1%
	% within Years	20.4%	21.4%	39.3%	16.0%	1.5%
12-5	Count	32	29	47	28	1
	% within	15.9%	13.2%	12.1%	16.7%	7.7%
	% within Years	23.0%	20.9%	33.8%	20.1%	0.7%
16 +	Count	96	88	179	49	6
	% within	47.8%	40.2%	46.1%	29.2%	46.2%
	% within Years	22.4%	20.5%	41.7%	11.4%	1.4%

Table 4-N

Summary of Results of Cross tabulations for Level of Effectiveness of Evaluation System

Improving Student Performance and Model

		Very Ineffective	Ineffective	Neither	Effective	Very Effective
Marzano	Count	38	57	104	39	7
	% within	18.9%	28.0%	26.8%	23.2%	53.8%
	% within Model	15.5%	23.3%	42.4%	15.9%	2.9%
Danielson	Count	35	54	75	53	3
	% within	17.4%	24.7%	19.3%	31.5%	23.1%
	% within Model	15.8%	24.3%	33.8%	23.9%	1.4%
EMCS	Count	2	4	3	3	0
	% within	1.0%	1.8%	0.8%	1.8%	0.0%
	% within Model	16.7%	33.3%	25.0%	25.0%	0.0%
Other	Count	107	90	177	61	3
	% within	53.2%	41.1%	45.6%	36.3%	23.1%
	% within Model	24.0%	20.2%	39.7%	13.7%	0.7%
Left blank	Count	19	14	29	12	0
	% within	9.5%	6.4%	7.5%	7.1%	0.0%
	% within Model	19.6%	14.4%	29.9%	12.4%	0.0%

Table 5-N

Summary of Results of Cross tabulations for Level of Effectiveness of Evaluation System

Improving Teacher Performance and District

		Very Ineffective	Ineffective	Neither	Effective	Very Effective
Columbia	Count	24	23	62	50	3
	% within	13.1%	10.8%	18.6%	21.9%	11.5%
	% within District	14.5%	13.9%	37.6%	30.3%	1.8%
Hillsborough	Count	27	59	57	59	4
	% within	14.8%	27.7%	17.1%	25.9%	15.4%
	% within District	13.0%	28.4%	27.4%	28.4%	1.9%
Jefferson	Count	0	0	8	2	0
	% within	0.0%	0.0%	2.4%	0.9%	0.0%
	% within District	0.0%	0.0%	80.0%	20.0%	0.0%
Lee	Count	20	23	41	18	0
	% within	10.9%	10.8%	12.3%	7.9%	0.0%
	% within District	18.7%	21.5%	38.3%	16.8%	0.0%
Manatee	Count	108	101	155	91	16
	% within	59.0%	47.4%	46.4%	39.9%	61.5%
	% within District	22.1%	20.7%	31.8%	18.6%	3.3%
Osceola	Count	3	4	7	7	3
	% within	1.6%	1.9%	2.1%	3.1%	11.5%
	% within District	12.5%	16.7%	29.2%	29.2%	12.5%

Left blank	Count	1	3	3	1	0
	% within	0.5%	1.4%	0.9%	0.4%	0.0%
	% within District	5.3%	15.8%	15.8%	5.3%	0.0%

Table 6-N

Summary of Results of Cross tabulations for Level of Effectiveness of Evaluation System

Improving Teacher Performance and Role

		Very Ineffective	Ineffective	Neither	Effective	Very Effective
Teacher	Count	182	206	327	219	25
	% within	99.5%	96.7%	97.9%	96.1%	96.2%
	% within Role	18.5%	20.9%	33.2%	22.3%	2.5%
Principal	Count	0	5	6	9	1
	% within	0.0%	2.3%	1.8%	3.9%	3.8%
	% within Role	0.0%	23.8%	28.6%	42.9%	4.8%
Left blank	Count	1	2	1	0	0
	% within	0.5%	0.9%	0.3%	0.0%	0.0%
	% within Role	5.9%	11.8%	5.9%	0.0%	0.0%
Total	Count	183	213	334	228	26
	% within	100.0%	100.0%	100.0%	100.0%	100.0%
	% within Role	17.6%	20.8%	32.6%	22.3%	2.5%

Table 7-N

Summary of Results of Cross tabulations for Level of Effectiveness of Evaluation System

Improving Teacher Performance and Years of Experience

		Very Ineffective	Ineffective	Neither	Effective	Very Effective
0-3	Count	7	14	20	32	5
	% within	3.8%	6.6%	6.0%	14.0%	19.2%
	% within Years	8.5%	17.1%	24.4%	39.0%	6.1%
4-7	Count	22	32	43	50	2
	% within	12.0%	15.0%	12.9%	21.9%	7.7%
	% within Years	14.5%	21.1%	28.3%	32.9%	1.3%
8-11	Count	33	45	75	42	5
	% within	18.0%	21.1%	22.5%	10.4%	19.2%
	% within Years	16.0%	21.8%	30.4%	20.4%	2.4%
12-5	Count	23	35	46	31	3
	% within	12.6%	16.4%	13.8%	13.6%	11.5%
	% within Years	16.5%	25.2%	33.1%	22.3%	2.2%
16 +	Count	98	87	150	72	11
	% within	53.6%	40.8%	44.9%	31.6%	42.3%
	% within Years	22.8%	20.3%	35.0%	16.8%	2.6%

Table 8-N

Summary of Results of Cross tabulations for Level of Effectiveness of Evaluation System

Improving Teacher Performance and Model

		Very Ineffective	Ineffective	Neither	Effective	Very Effective
Marzano	Count	38	44	91	59	11
	% within	20.8%	20.7%	27.2%	25.9%	42.3%
	% within Model	15.5%	18.0%	37.1%	24.1%	4.5%
Danielson	Count	28	63	59	62	6
	% within	15.3%	29.6%	17.7%	27.2%	23.1%
	% within Model	12.6%	28.4%	26.6%	27.9%	2.7%
EMCS	Count	1	4	4	3	0
	% within	0.5%	1.9%	1.2%	1.3%	0.0%
	% within Model	8.3%	33.3%	33.3%	25.0%	0.0%
Other	Count	103	85	159	82	8
	% within	56.3%	39.9%	47.6%	36.0%	30.8%
	% within Model	23.1%	19.1%	35.7%	18.4%	1.8%
Left blank	Count	13	17	21	22	1
	% within	7.1%	8.0%	6.3%	9.6%	3.8%
	% within Model	13.4%	17.5%	21.6%	22.7%	1.0%

Table 9-N

Summary of Results of Cross tabulations for Level of Effectiveness of Evaluation System

Improving School Performance and District

		Very Ineffective	Ineffective	Neither	Effective	Very Effective
Columbia	Count	21	29	69	39	2
	% within	12.3%	12.0%	18.4%	22.3%	12.5%
	% within District	12.7%	17.6%	41.8%	23.6%	1.2%
Hillsborough	Count	25	63	71	41	6
	% within	14.6%	26.1%	18.9%	23.4%	37.5%
	% within District	12.0%	30.3%	34.1%	19.7%	2.9%
Jefferson	Count	0	1	6	3	0
	% within	0.0%	0.4%	1.6%	1.7%	0.0%
	% within District	0.0%	10.0%	60.0%	30.0%	0.0%
Lee	Count	20	22	45	14	0
	% within	11.7%	9.1%	12.0%	8.0%	0.0%
	% within District	18.7%	20.6%	42.1%	13.1%	0.0%
Manatee	Count	102	120	172	68	8
	% within	59.6%	49.8%	45.7%	38.9%	50.0%
	% within District	20.9%	24.6%	35.2%	13.9%	1.6%
Osceola	Count	2	4	8	9	0
	% within	1.2%	1.7%	2.1%	5.1%	0.0%
	% within District	8.3%	16.7%	33.3%	37.5%	0.0%

Left blank	Count	1	1	5	1	0
	% within	0.6%	0.4%	1.3%	0.6%	0.0%
	% within District	5.3%	5.3%	26.3%	5.3%	0.0%

Table 10-N

Summary of Results of Cross tabulations for Level of Effectiveness of Evaluation System

Improving School Performance and Role

		Very Ineffective	Ineffective	Neither	Effective	Very Effective
Teacher	Count	170	233	367	169	15
	% within	99.4%	96.7%	97.6%	96.6%	93.8%
	% within Role	17.3%	23.7%	37.3%	17.2%	1.5%
Principal	Count	0	6	8	6	1
	% within	0.0%	2.5%	2.1%	3.4%	6.3%
	% within Role	0.0%	28.6%	38.1%	28.6%	4.8%
Left blank	Count	1	2	1	0	0
	% within	0.6%	0.8%	0.3%	0.0%	0.0%
	% within Role	5.9%	11.8%	5.9%	0.0%	0.0%
Total	Count	171	241	376	175	16
	% within	100.0%	100.0%	100.0%	100.0%	100.0%
	% within Role	16.7%	23.6%	36.8%	17.1%	2.5%

Table 11-N

Summary of Results of Cross tabulations for Level of Effectiveness of Evaluation System

Improving School Performance and Years of Experience

		Very Ineffective	Ineffective	Neither	Effective	Very Effective
0-3	Count	7	12	28	27	1
	% within	4.1%	5.0%	7.4%	15.4%	6.3%
	% within Years	8.5%	14.6%	34.1%	32.9%	1.2%
4-7	Count	17	45	47	35	4
	% within	9.9%	18.7%	12.5%	20.0%	25.0%
	% within Years	11.2%	29.6%	30.9%	23.0%	2.6%
8-11	Count	38	48	78	31	4
	% within	22.2%	19.9%	20.7%	17.7%	25.0%
	% within Years	18.4%	23.3%	37.9%	15.0%	2.6%
12-5	Count	23	38	44	32	1
	% within	13.5%	15.8%	11.7%	18.3%	6.3%
	% within Years	16.5%	27.3%	31.7%	23.0%	0.7%
16 +	Count	86	98	178	50	6
	% within	50.3%	40.7%	47.3%	28.6%	37.5%
	% within Years	20.0%	22.8%	41.5%	11.7%	1.4%

Table 12-N

Summary of Results of Cross tabulations for Level of Effectiveness of Evaluation System

Improving School Performance and Model

		Very Ineffective	Ineffective	Neither	Effective	Very Effective
Marzano	Count	36	49	104	48	5
	% within	21.1%	20.3%	27.7%	27.4%	31.3%
	% within Model	14.7%	20.0%	42.4%	19.6%	2.0%
Danielson	Count	26	65	75	46	6
	% within	15.2%	27.0%	19.9%	26.3%	37.5%
	% within Model	11.7%	29.3%	33.8%	20.7%	2.7%
EMCS	Count	0	5	4	3	0
	% within	0.0%	2.1%	1.1%	1.7%	0.0%
	% within Model	0.0%	41.7%	33.3%	25.0%	0.0%
Other	Count	96	101	167	66	8
	% within	56.1%	41.9%	44.4%	37.7%	31.3%
	% within Model	21.5%	22.6%	37.4%	14.8%	1.1%
Left blank	Count	13	21	26	12	0
	% within	7.6%	8.7%	6.9%	6.9%	0.0%
	% within Model	13.4%	21.6%	26.8%	12.4%	0.0%

Table 13-N

Summary of Results of Cross tabulations for Level of Accuracy of Evaluation System Reflecting

Teacher Effectiveness and District

		Worst	Next Worst	Midpoint	Next Best	Best
Columbia	Count	36	49	34	19	1
	% within	11.4%	12.9%	26.8%	31.1%	33.3%
	% within District	21.8%	29.7%	20.6%	11.5%	0.6%
Hillsborough	Count	61	79	36	11	2
	% within	19.2%	20.8%	28.3%	18.0%	66.7%
	% within District	29.3%	38.0%	17.3%	5.3%	1.0%
Jefferson	Count	0	4	3	2	0
	% within	0.0%	1.1%	2.5%	3.3%	0.0%
	% within District	0.0%	40.0%	30.0%	20.0%	0.0%
Lee	Count	37	48	11	4	0
	% within	11.7%	12.6%	8.7%	6.6%	0.0%
	% within District	34.6%	44.9%	10.3%	3.7%	0.0%
Manatee	Count	65	176	186	22	0
	% within	48.5%	55.5%	48.9%	36.1%	0.0%
	% within District	13.3%	36.1%	38.1%	4.5%	0.0%
Osceola	Count	3	10	4	3	0
	% within	0.9%	2.6%	3.1%	4.9%	0.0%
	% within District	12.5%	41.7%	16.7%	12.5%	0.0%

Table 14-N

Summary of Results of Cross tabulations for Level of Accuracy of Evaluation System Reflecting

Teacher Effectiveness and Role

		Worst	Next Worst	Midpoint	Next Best	Best
Teacher	Count	312	368	123	59	2
	% within	98.4%	96.8%	96.9%	96.7%	66.7%
	% within Role	31.7%	37.4%	12.5%	6.0%	0.2%
Principal	Count	3	9	4	2	1
	% within	0.9%	2.4%	3.1%	3.3%	33.3%
	% within Role	14.3%	42.9%	19.0%	9.5%	4.8%
Left blank	Count	2	3	0	0	0
	% within	0.6%	0.8%	0.0%	0.0%	0.0%
	% within Role	11.8%	17.6%	0.0%	0.0%	0.0%
Total	Count	317	380	127	61	3
	% within	100.0%	100.0%	100.0%	100.0%	100.0%
	% within Role	31.0%	37.1%	12.4%	6.0%	0.3%

Table 15-N

Summary of Results of Cross tabulations for Level of Accuracy of Evaluation System Reflecting

Teacher Effectiveness and Years of Experience

		Worst	Next Worst	Midpoint	Next Best	Best
0-3	Count	17	28	10	12	0
	% within	5.4%	7.4%	7.9%	19.7%	0.0%
	% within Years	20.7%	34.1%	12.2%	14.6%	0.0%
4-7	Count	33	58	27	10	1
	% within	10.4%	15.3%	21.3%	16.4%	33.3%
	% within Years	21.7%	38.2%	17.8%	6.6%	0.7%
8-11	Count	77	64	21	14	1
	% within	24.3%	16.8%	16.5%	23.0%	33.3%
	% within Years	37.4%	31.1%	10.2%	6.8%	0.5%
12-5	Count	36	62	23	8	0
	% within	11.4%	16.3%	18.1%	13.1%	0.0%
	% within Years	25.9%	44.6%	16.5%	5.8%	0.0%
16 +	Count	153	167	46	17	1
	% within	48.3%	43.9%	36.2%	27.9%	33.3%
	% within Years	35.7%	38.9%	10.7%	4.0%	0.2%

Table 16-N

Summary of Results of Cross tabulations for Level of Accuracy of Evaluation System Reflecting

Teacher Effectiveness and Model

		Worst	Next Worst	Midpoint	Next Best	Best
Marzano	Count	69	98	35	16	0
	% within	21.8%	25.8%	27.6%	26.2%	0.0%
	% within Model	28.2%	40.0%	14.3%	6.5%	0.0%
Danielson	Count	67	86	35	10	2
	% within	21.1%	22.6%	27.6%	16.4%	66.7%
	% within Model	30.2%	38.7%	15.8%	4.5%	0.9%
EMCS	Count	2	5	2	0	0
	% within	0.6%	1.3%	1.6%	0.0%	0.0%
	% within Model	16.7%	41.7%	16.7%	0.0%	0.0%
Other	Count	152	159	49	29	1
	% within	47.9%	41.8%	38.6%	47.5%	33.3%
	% within Model	34.1%	35.7%	11.0%	6.5%	0.2%
Left blank	Count	27	32	6	6	0
	% within	8.5%	8.4%	4.7%	9.8%	0.0%
	% within Model	27.8%	33.0%	6.2%	6.2%	0.0%

FLORIDA TEACHER EVALUATION

Table 17-N

Summary of Results of Cross tabulations for Work Condition Changes and District

		Columbia	Hillsborough	Jefferson	Lee	Manatee	Osceola
Collaboration	Count	19	45	1	19	121	7
	% within	8.9%	21.1%	0.5%	8.9%	56.8%	3.3%
	% within District	11.5%	21.6%	10.0%	17.8%	24.8%	29.2%
Measures	Count	4	12	0	2	8	1
	% within	14.8%	44.4%	0.0%	7.4%	29.6%	3.7%
	% within District	2.4%	5.8%	0.0%	1.9%	1.6%	4.2%
Self-Reflect	Count	28	26	3	18	85	3
	% within	16.8%	15.6%	1.8%	10.8%	50.9%	1.8%
	% within District	17.0%	12.5%	30.0%	16.8%	17.4%	12.5%
Communication	Count	23	23	1	16	56	5
	% within	18.5%	18.5%	0.8%	12.9%	45.2%	4.0%
	% within District	13.9%	11.1%	10.0%	15.0%	11.5%	20.8%
Autonomy	Count	27	23	2	13	54	4
	% within	22.0%	18.7%	1.6%	10.6%	43.9%	3.3%
	% within District	16.4%	11.1%	20.0%	12.1%	11.1%	16.7%

Support	Count	20	24	0	8	39	0
	% within	21.7%	26.1%	0.0%	8.7%	42.4%	0.0%
	% within District	12.1%	11.5%	0.0%	7.5%	8.0%	0.0%
Higher Pay	Count	7	14	0	10	25	1
	% within	12.3%	24.6%	0.0%	17.5%	43.9%	1.8%
	% within District	4.2%	6.7%	0.0%	9.3%	5.1%	4.2%
Feedback	Count	16	8	1	10	31	0
	% within	23.5%	11.8%	1.5%	14.7%	45.6%	0.0%
	% within District	9.7%	3.8%	10.0%	9.3%	6.4%	0.0%
Test Results	Count	11	10	0	4	25	1
	% within	21.6%	19.6%	0.0%	12.1%	49.0%	2.0%
	% within District	6.7%	4.8%	0.0%	3.7%	5.1%	4.2%
Professional Development	Count	2	14	0	4	12	1
	% within	6.1%	42.4%	0.0%	12.1%	36.4%	3.0%
	% within District	1.2%	6.7%	0.0%	3.7%	2.5%	4.2%

FLORIDA TEACHER EVALUATION

Table 18-N

Summary of Results of Cross tabulations for Work Condition Changes and Role

		Teacher	Principal	Left Blank	Total
Collaboration	Count	204	9	0	213
	% within	95.8%	4.2%	0.0%	100.0%
	% within Role	20.7%	42.9%	0.0%	20.8%
Measures	Count	27	0	0	27
	% within	100.0%	0.0%	0.0%	100.0%
	% within Role	2.7%	0.0%	0.0%	2.6%
Self-Reflect	Count	163	2	2	167
	% within	97.6%	1.2%	1.2%	100.0%
	% within Role	16.6%	9.5%	11.8%	16.3%
Communication	Count	119	3	2	124
	% within	96.0%	2.4%	1.6%	100.0%
	% within Role	12.1%	14.3%	11.8%	12.1%
Autonomy	Count	121	2	0	123
	% within	98.4%	1.6%	0.0%	100.0%
	% within Role	12.3%	9.5%	0.0%	12.0%

FLORIDA TEACHER EVALUATION

Support	Count	91	0	1	92
	% within	98.9%	0.0%	1.1%	100.0%
	% within	9.2%	0.0%	5.9%	9.0%
	Role				
Higher Pay	Count	57	0	0	10
	% within	100.0%	0.0%	0.0%	17.5%
	% within	5.8%	0.0%	0.0%	9.3%
	Role				
Feedback	Count	66	2	0	68
	% within	97.1%	2.9%	0.0%	100.0%
	% within	6.7%	9.5%	0.0%	6.6%
	Role				
Test Results	Count	50	1	0	51
	% within	98.0%	2.0%	0.0%	100.0%
	% within	5.1%	4.8%	0.0%	5.0%
	Role				
Professional Development	Count	32	1	0	33
	% within	97.0%	3.0%	0.0%	100.0%
	% within	3.3%	4.8%	0.0%	3.2%
	Role				

FLORIDA TEACHER EVALUATION

Table 19-N

Summary of Results of Cross tabulations for Work Condition Changes and Years of Experience

		0-3	4-7	8-11	12-15	16+
Collaboration	Count	20	43	36	21	82
	% within	9.4%	20.2%	16.9%	14.6%	38.5%
	% within Years	24.4%	28.3%	17.5%	22.3%	19.1%
Measures	Count	0	4	10	4	9
	% within	0.0%	14.8%	37.0%	14.8%	33.3%
	% within Years	0.0%	2.6%	4.9%	2.9%	2.1%
Self-Reflect	Count	10	16	32	27	62
	% within	6.0%	9.6%	19.2%	16.2%	49.1%
	% within Years	12.2%	10.5%	15.5%	19.4%	19.1%
Communication	Count	9	22	27	18	48
	% within	7.3%	17.7%	31.8%	14.5%	38.7%
	% within Years	11.0%	14.5%	13.1%	12.9%	11.2%
Autonomy	Count	8	10	29	12	64
	% within	6.5%	8.1%	23.6%	9.8%	52.0%
	% within Years	9.8%	6.6%	14.1%	8.6%	14.9%

Support	Count	7	21	24	9	30
	% within	7.6%	22.8%	26.1%	9.8%	32.6%
	% within Years	8.5%	13.8%	11.7%	6.5%	7.0%
Higher Pay	Count	8	8	6	12	23
	% within	14.0%	14.0%	10.5%	21.1%	40.4%
	% within Years	9.8%	5.3%	2.9%	8.6%	5.4%
Feedback	Count	7	6	14	8	33
	% within	10.3%	8.8%	20.6%	11.8%	48.5%
	% within Years	8.5%	3.9%	6.8%	5.8%	7.7%
Test Results	Count	8	7	9	7	20
	% within	15.7%	13.7%	17.6%	13.7%	39.2%
	% within Years	9.9%	4.6%	4.4%	5.0%	4.7%
Professional Development	Count	2	5	8	3	15
	% within	5.1%	15.2%	24.2%	9.1%	45.5%
	% within Years	2.4%	3.3%	3.9%	2.2%	3.5%

Table 20-N

Summary of Results of Cross tabulations for Work Condition Changes and Evaluation Model

		Marzano	Danielson	EMCS	Other
Collaboration	Count	65	49	2	79
	% within	30.5%	23.0%	0.9%	37.1%
	% within Years	26.5%	22.1%	16.7%	17.7%
Measures	Count	5	13	0	8
	% within	19.5%	48.1%	0.0%	29.6%
	% within Years	2.0%	5.9%	0.0%	1.8%
Self-Reflect	Count	39	34	1	79
	% within	23.4%	20.4%	0.6%	47.3%
	% within Years	15.9%	15.3%	8.3%	17.7%
Communication	Count	29	25	2	55
	% within	22.6%	20.2%	1.6%	44.4%
	% within Years	11.4%	11.3%	15.7%	12.3%
Autonomy	Count	28	22	3	60
	% within	22.0%	17.9%	2.4%	48.8%
	% within Years	11.4%	9.9%	25.0%	13.5%

Support	Count	21	24	1	39
	% within	22.9%	26.1%	1.1%	42.4%
	% within	9.6%	10.8%	8.3%	8.7%
	Years				
Higher Pay	Count	11	12	0	32
	% within	19.3%	21.1%	0.0%	56.1%
	% within	4.5%	5.4%	0.0%	7.2%
	Years				
Feedback	Count	14	12	1	37
	% within	20.6%	17.6%	1.5%	54.4%
	% within	5.7%	5.4%	8.3%	8.3%
	Years				
Test Results	Count	14	10	1	21
	% within	27.5%	19.6%	2.0%	41.2%
	% within	5.7%	4.5%	0.3%	4.7%
	Years				
Professional Development	Count	6	12	1	10
	% within	18.2%	36.4%	3.0%	30.3%
	% within	2.4%	5.4%	8.3%	2.2%
	Years				

Table 21-N

Summary of Results of Cross tabulations for Level of Confidence in the Evaluation System

Working to Improve Performance and District

		Worst	Next Worst	Midpoint	Next Best	Best
Columbia	Count	35	54	17	10	1
	% within	9.3%	17.9%	31.5%	17.9%	14.3%
	% within District	21.2%	32.7%	10.3%	6.1%	0.6%
Hillsborough	Count	66	68	12	12	0
	% within	17.6%	22.5%	22.5%	21.4%	0.0%
	% within District	31.7%	32.7%	5.8%	5.8%	0.0%
Jefferson	Count	1	3	0	3	0
	% within	0.3%	1.0%	0.0%	5.4%	0.0%
	% within District	10.0%	30.0%	0.0%	30.0%	0.0%
Lee	Count	49	30	3	9	1
	% within	13.0%	9.9%	5.6%	16.1%	14.3%
	% within District	45.8%	28.0%	2.8%	8.4%	0.9%
Manatee	Count	216	139	20	18	4
	% within	57.4%	46.0%	37.0%	32.1%	57.1%
	% within District	44.3%	28.5%	4.1%	3.7%	0.8%
Osceola	Count	5	5	2	4	1
	% within	1.3%	1.7%	3.7%	7.1%	14.3%
	% within District	20.8%	20.8%	8.3%	16.7%	4.2%

Table 22-N

Summary of Results of Cross tabulations for Level of Confidence in the Evaluation System

Working to Improve Performance and Role

		Worst	Next Worst	Midpoint	Next Best	Best
Teacher	Count	370	293	53	52	7
	% within	98.4%	97.0%	98.1%	92.9%	100.0%
	% within Role	37.6%	29.8%	5.4%	5.3%	0.7%
Principal	Count	4	6	1	4	0
	% within	1.1%	2.0%	1.9%	7.1%	0.0%
	% within Role	19.0%	28.6%	4.8%	19.0%	0.0%
Left blank	Count	2	3	0	0	0
	% within	0.5%	1.0%	0.0%	0.0%	0.0%
	% within Role	11.8%	17.6%	0.0%	0.0%	0.0%
Total	Count	376	302	54	56	7
	% within	100.0%	100.0%	100.0%	100.0%	100.0%
	% within Role	36.8%	29.5%	5.3%	5.5%	0.7%

Table 23-N

Summary of Results of Cross tabulations for Level of Confidence in the Evaluation System

Working to Improve Performance and Years of Experience

		Worst	Next Worst	Midpoint	Next Best	Best
0-3	Count	15	25	8	7	0
	% within	4.0%	8.3%	14.8%	12.5%	0.0%
	% within Years	18.3%	30.5%	9.8%	8.5%	0.0%
4-7	Count	40	44	12	10	0
	% within	10.6%	14.6%	22.2%	17.9%	0.0%
	% within Years	26.3%	28.9%	7.9%	6.6%	0.0%
8-11	Count	85	63	9	12	1
	% within	22.6%	20.9%	16.7%	21.4%	14.3%
	% within Years	41.3%	30.6%	4.4%	5.8%	0.5%
12-5	Count	48	47	6	11	1
	% within	12.8%	15.6%	11.1%	19.6%	14.3%
	% within Years	34.5%	33.8%	4.3%	7.9%	0.7%
16 +	Count	188	122	19	15	5
	% within	50.0%	40.4%	35.2%	26.8%	71.4%
	% within Years	43.8%	28.4%	4.4%	3.5%	1.2%

Table 24-N

Summary of Results of Cross tabulations for Level of Confidence in the Evaluation System

Working to Improve Performance and Model

		Worst	Next Worst	Midpoint	Next Best	Best
Marzano	Count	85	68	17	20	3
	% within	22.6%	22.5%	31.5%	35.7%	42.9%
	% within Model	34.7%	27.8%	6.9%	0.2%	1.2%
Danielson	Count	70	76	13	16	0
	% within	18.6%	25.2%	24.1%	28.6%	0.0%
	% within Model	31.5%	34.2%	5.9%	7.2%	0.0%
EMCS	Count	2	5	0	0	0
	% within	0.5%	1.7%	0.0%	0.0%	0.0%
	% within Model	16.7%	41.7%	0.0%	0.0%	0.0%
Other	Count	190	129	15	20	4
	% within	50.5%	42.7%	27.8%	35.7%	57.1%
	% within Model	42.6%	28.9%	3.4%	4.5%	0.9%
Left blank	Count	29	24	9	0	0
	% within	7.7%	7.9%	16.7%	0.0%	0.0%
	% within Model	29.9%	24.7%	9.3%	0.0%	0.0%

Appendix O

Interview Transcript 1

Influencer A: Interview Transcription– 3/19/14

Interviewer: _____, good morning. This is Tara Haley.

Influencer A: Hi how are you?

Interviewer: I'm great thanks and thank you so much for taking the time to speak with me. Do you mind if I put you on speaker phone just so I can record it?

Influencer A: No problem.

Interviewer: Ok great. Thank you.

Influencer A: I do have a hard stop at around 10:30 or so, but I think we will be able to answer most of your questions here. Um, actually we could spend hours and hours, but if you haven't seen already the Department, and again I'm kind of biased because I work here, but I think we do a really great job of being as transparent as possible about processes and input and engagement in the process. There are a couple of webpages that I'll refer you to as we go along that go in all of the greatest possible detail as far as evaluations and growth models and things to date. As we go along our conversation this morning, I am going to refer to some documents on the Florida Department of Education website and I'll orient you to where some of those things are that I'm speaking from as we go

Interviewer: That would be great. Thank you. So, as I said, for my dissertation I'm interested in finding out, um, responses or perceptions that you might have or that any other department personnel I can speak with might have regarding the current teacher performance evaluation system. I am also going to survey teachers and principals throughout several districts as well.

Influencer A: Okay.

Interviewer: So first of all, if you could tell me any information you may have on how the current teacher performance evaluation system was created?

Influencer A: And so,the current situation, the root of the current situation obviously starts with legislation. So nothing we do is without being legislated.

Interviewer: Right.

Influencer A: Senate Bill 736 was one of the first pieces of the legislation that kind of got at teacher evaluation. Um, and all of those, you know anything that is legislated is generally fairly open and kind of broad in general. And then the more nitty gritty details are then set in State Board rule. So, and this is kind of a general thing, legislation is meant to be, again, general to get at the heart of what the intent of the legislation is which in this case is getting quality teachers in front of students. They call it good leaders in schools. To help teachers do their jobs. Um, and then when you have a rule say you change a certain cut score or you change some order in which things are done, it's easier if you have it in rule, you have it established as written policy. But

it's easier to amend a rule than it is to change statute. You can amend rule at any one of the State meetings, but they don't meet normally in July and August and sometime not in December but they meet every other month. And as long as you notice the rule changes in advance and then you have a change that is actually going to be palatable to the State Board then you can get the public's input on it and get it implemented much more easily. So, again, statute and then State Board rules. This started back with the 2010 legislative session where it would have been approved and then the work started beginning in mid-10 through today with the Board to get the rules in place. So the other piece of it is the use of Race to the Top dollars to help facilitate the districts' implementation of the evaluation schedule, errr plan. So you know, as you know, we had $700 million for the State to use in State Race to the Top dollars. Of the $700 million, half of it, so $350 million was for the State to use as we saw fit, as the State saw the need. So the first $350 million was allocated to districts um to do any number of proposed improvements to the educational system. Some of it was for instructional materials. Some of it was for technology. Some of it was for local assessments and so forth, and then a good chunk of it in the applications of the districts went toward ensuring, you know, quality school leaders and teachers and an evaluation process for doing that.

Interviewer: Right.

Influencer A: Um, in the Race to the Top applications districts in many ways provided plans as to how they would incorporate statewide assessment data as part of the evaluation process. With the other part of the evaluation process being left to their discretion. So, districts have done, as you may know, a variety of things to get the teacher evaluation in place. And then of course the other component is the value-added model. So that's been a whole other process. Some states are using student growth, which is different than the value-added model. Florida has decided to use a value-added model and there is a pretty extensive process that began back in, uh..oh boy, I think the very first convening was in March of 2011. And then after that there was just a series of committees. You had district administrators for accountability, student services. You had two-year and four-year educational institution staff. You had teachers that represented regular ed and special ed. Human resource administrators and union representatives that were all part of this process. So from March there were meetings and convenings. You've got transcripts and wave files that I sent to you that you can look at. The Student Growth Implementation Committee is the committee that I'm talking about.

Interviewer: Ok.

Influencer A: It got all the way up to the VAM scores, the release of the VAM scores. The *Florida Times Union* actually had that request, which I'm sure you're pretty well-versed in that process and what happened.

Interviewer: Yes.

Influencer A: Again you'll, if you follow any of it, you'll see why there were reasons and reluctance to release it and who fought to hold back the data because of the fear of misinterpretation.

Interviewer: Correct.

Influencer A: And then when it was finally released and some of the conclusions that some have tried to draw from the release since that time. As I speak, I am copying and pasting some webpages to send you to. And again I looked through your questions obviously, but as you know also, I oversee all of the K12 assessment programs and as you may have heard on Monday we announced the award of the contract to the American Institute for Research which took up all of my time. I mean we were here for six hours on Sunday and then since then it has been answering questions about the assessment actually getting the work done. As I'm looking at it now, the Race to the Top grant website has what the requirements are of the district applications and I think you can see…lessons learned from the districts, reporting, monitoring reporting, and I think you are going to be able to see the district proposals. The different ways that districts proposed to do their teacher evaluations.

Interviewer: Great. So with the districts, um, were they able to from the very beginning choose their model. I know that there is the State model, the Marzano, and then the Danielson model, and then a couple of others. Then I know that districts could have created their own and then gone through the Department for approval, but was that set up from the very beginning, that flexibility?

Influencer A: Um, I think, and again I'll also give you my disclaimer, the nitty gritty details of how that rolled out is not my area admittedly. Unfortunately, just to be frank, I think you really just want to focus on what's out there already. At the time that all these first applications came out and were evaluated and were run, they were done under the guidance of the Deputy Chancellor for Educator Quality who is now the Chief of Staff. When you think about it, in my little assessment world there are 17 floors and all of these divisions and bureaus. So she has been heavily involved in just the assessment piece as is and now is working on all of the plans for school, and student, and district accountability that will be based on the assessment. Also session is in with all of the budget concerns so she is extremely busy and I am pretty sure that you would not be able to get in and talk to her.

Interviewer: You're right. I can imagine.

Influencer A: You may want to contact the new Deputy Commissioner. If anyone might have some time to talk to you it might be him.I've sent you his e-mail and phone contact information so if you really want to try and get in touch with him you certainly have the means to do so.

Interviewer: Thank you. Yes, I remember the Commissioner introducing him at the meeting.

Influencer A: He won't have history because he has only been with us a short while but he has been with the State so he might be able to give you some insight from his perspective.

Interviewer: Great thank you.

Influencer A: Um, so from your question was, you know was the VAM model in place from the beginning and I would say no. If you look at what, following the Student Growth Implementation Committee how the conversation evolved over time and Marzano was only settled on later and how it has evolved over that time in the districts I couldn't really speak to.

Interviewer: Ok. Thank you. Um, so is there any idea, I know it is still a work in progress, but with the new assessments how looking ahead to next year's evaluation system how that is going to be figured in yet?

Influencer A: Um, the Department's proposed plans for accountability was put out there for the public ahead of time before Board approval in order to officially get the proposal out there for public discourse. It was a chance for them to react and to ask additional questions and for us to then collect feedback from others who observed and had questions from their perspective. Of course you know all the stakeholder groups: the Florida Foundation, the Education Foundation, the teacher's union, and superintendents would have all watched and given some additional information. Basically what the accountability plan is, for all accountability purposes except for students, is to give the assessments next Spring. They are being field-tested right now so that's to get the item quality, the item statistics, so that we can build the test. So we'll build the tests for next year sometime over the summer then we will, you know, give the test and in the summer of 2015 we will hold our standards setting meeting. We will analyze all of the data and, as we do with any other standards setting meeting, we will bring panels of educators together from the English/Language Arts and Mathematics and we will determine cut scores for each of the levels we determine. And then from the cut scores, as we look at them, we will also look at impact data saying if we set the cut scores here, you know, we'll model what percentage of students will be proficient and what percent will not be proficient. And then that impact data is then considered by our reactor panel. So the reactor panel would be: business leaders, university folks, parent representatives and so forth. They would have their own recommendations based on the educator panel recommendations and the impact data and say well you know these new performance standards ae too high or too low or they're just right. After that it's taken to the public in the state board workshop format to let any stakeholder react, you know give their own responses to the cut scores, and then the Commissioner will look at all of that. It will also go to the legislator for them to review. And with all of that information the Commissioner will make a recommendation to the state board as far as the cut scores. Assuming they're approved, they will then be used to back-fit to the data from 2015 and release school grades based on the new standards probably in November of 2015.

Interviewer: It sounds like next year is definitely going to be a transition year.

Influencer A: That's why right before this phone call with you we were trying to get the assessment going and right after I get off this phone call with you we'll be doing that again. You know we have a year, but we have about two-year's worth of work to do in that amount of time.

Interviewer: Thank for taking the time to speak with me today and for sending me the resources to help me along the way.

Influencer A: You know, I think maybe in movies or something or in some other instances, people think oh we'll just sneak these things through but the Department just doesn't work that way.

Interviewer: Thank you again for sharing all of this helpful information with me today. I really appreciate your time and assistance.

Appendix P

Interview Transcript 2

Influencer B: Electronic Communication Transcription

Received via e-mail on 4/27/14

Question: How is the information gained from the teacher performance evaluation currently being used?

Response: "We intend for schools and districts to use the multiple measures available from educator evaluations to improve educator effectiveness and thus student outcomes."

Question: What do you believe motivates teachers in their current profession to improve their teaching practices?

Response: "I deeply believe that Florida educators are working hard every single day, and I believe they are doing the best they know how in order to do what's right for the students in their classroom. I believe that people who teach are ultimately motivated by a desire to do what is best for students."

Question: How do you see the teacher performance evaluation system changing for the 2014-2015 school year and beyond following this three-year implementation process?

Response: "I think we are learning a great deal as districts implement vastly improved educator evaluation systems, and I think there is still room for growth. I think the pilot project Pinellas County is doing is worth learning more from."

Question: How would you describe your level of confidence in the current teacher performance evaluation system being able to improve teacher and student performance?

Response: "I think educators in Florida are generally getting better – more specific, more frequent and more actionable – feedback on their instruction than they ever have."