EDUCATOR EVALUATION AND THE IMPACT ON TEACHER EFFECTIVENESS

by

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Abstract

Educator evaluation is described in the literature as those systems in place used to supervise educator excellence as well as to maximize and foster teacher capacity. There have been many changes within the last five years in the Massachusetts educator evaluation model, now called the Massachusetts Model System for Educator Evaluation. Once considered a process that was "done to" teachers, it has become a mutual process between the educator and his or her evaluator. School districts are requiring higher levels of accountability, making this process a potentially high stakes one, sometimes causing angst and anxiety for teachers. Evaluation ratings are also now sent to the state, however, it is unclear at this time how Massachusetts will be using this data.

Using Hallinger, Heck and Murphy's (2013) *Theory of Action Underlying Teacher Evaluation* framework, along with the Massachusetts Five Step Model System for Educator Evaluation, and an extensive literature review to define the teacher qualities for effectiveness as it relates to self-efficacy, professional relationships and teacher practices, teacher evaluation was studied.

This qualitative study explores how the Massachusetts teacher evaluation process supports changes within teacher effectiveness related to teacher work relationships, teacher self-efficacy and teacher practices. Five teacher participants and two principal participants within two different schools and school districts were interviewed extensively, using the Seidman (2013) Three-Interview Series. Through interviews, teacher observation and document analysis, the educator evaluation model was studied to determine if the Massachusetts teacher evaluation process builds teacher effectiveness.

The Hallinger, Heck and Murphy (2013) framework cited three outcomes of teacher evaluation: filtering out poor performers, feedback and support and a results-orientated school culture. Two

other noteworthy outcomes were determined within this study: self-reflection and stress and anxiety.

The three research questions specifically probing to determine if the Massachusetts Model System for Educator Evaluation leads to or supports constructive change in an educator's work relationships, self-efficacy or teaching practices were answered through the constructs of the theoretical framework, comparing it to the outcomes from the Hallinger, Heck and Murphy (2013) framework, weaving it into the Massachusetts Five Step Model System for Educator Evaluation and then synthesizing it with the literature review framework defining the different elements of teacher effectiveness.

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Keep learning, playing and working hard. It is all worth it.

Love, Mom

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Chapter I

Introduction

Educator evaluation is defined in the literature as those processes used to supervise teacher quality and increase and develop teacher capacity (Barrett, 1986; Danielson, 2008; Darling-Hammond, 1983; Mack, 2013). The teacher evaluation process has been considered something in the past that teachers have done to them, not done with them (Marshall, 2009). New federal guidelines have been put in place for states to design a more collaborative approach to the teacher evaluation process. The new approach implemented in many states, but most specifically in Massachusetts is a hands-joined process between the evaluator and the educator, and requires much work on both parties. It is also a new era in which the teacher evaluation process can result in a teacher ultimately losing their job if their evaluator has evidence that they are a less than proficient teacher. This higher level of accountability makes the teacher evaluation process a high stakes one that causes angst and anxiety for even the best teacher (Marshall, 2009).

The purpose of this qualitative study is to explore how the Massachusetts Model System for Educator Evaluation process builds teacher effectiveness related to teacher work relationships, teacher self-efficacy, and teacher practices. Through interviews, teacher observation and document analysis, teachers and administrators it was determined if the Massachusetts Model System for Educator Evaluation builds teacher effectiveness in the areas listed above.

Statement of the Problem

There is much ambiguity with the current state of the educator evaluation in our country today. The ambiguity is in respect to the overall evaluation, as well as the purpose of the

process. Teacher evaluation systems are undergoing a remarkable transformation (Hill and Grossman, 2013, p. 371). However, even under all of these changes, it is impossible to guarantee that the new, revised educator evaluation process will be successful in changing teacher practice, and more importantly, improve student learning and achievement. It is also unknown how school districts and the state will actually use the scores from this new system as well (Hill and Grossman, 2013).

"Spurred by strong federal incentives, most states have adopted procedures that combine data from student tests and rigorous observation protocols into scores intended for use in teacher accountability systems" (Klein, 2012). The new procedures are adopted with the purpose of replacing the older systems. The hope is that the new observation system will improve variation in teacher quality as observed through frequent visits to classrooms (Hill and Grossman, 2013).

Learning more about this new and most current educator evaluation model is imperative to its success. Both teachers and evaluators need to understand the process and be able to articulate what the purpose of the process is. A part of the new system, most specifically in Massachusetts, is to give specific, meaningful and measurable feedback to educators in a formative manner (Master, 2014, p. 207). What has yet to be determined is if this formative feedback, given to teachers in a timely fashion has any effect on an educators' practice. It is not widely known if educators change their practice based on their evaluator's feedback.

By interviewing teachers and administrators, this research study has uncovered teacher and administrator perceived beliefs surrounding the newly implemented Massachusetts Model System for Educator Evaluation and its impact on teaching. This research has helped to determine potential next steps in the teacher evaluation process to ensure that it remains a rigorous yet attainable exercise in the elementary school setting.

Definition of Terms

Standards-Based Teacher Evaluation System – An evaluation structure that contains public standards and comprehensive rating scales or rubrics, which provide guidance to evaluators in making judgments, possibly lowering subjectivity by establishing a common criterion reference for evaluating teacher performance (Kimball and Milanowski, 2009).

Evaluation – The process through which a value judgment or conclusion is made from a variation of observations, other data collected, and from the background and training of the evaluator(s) (McDermott, 1988).

Formative Evaluation - An evaluation process with the purpose of improving the professional skills and practices of teachers (Danielson and McGreal, 2000).

Summative Evaluation – An evaluation process with the purpose of making consequential decisions regarding employment of a teacher (Danielson and McGreal, 2000).

Self-Efficacy – An educator's beliefs about their ability to have a positive effect on student learning and achievement (Denzine, Cooney and McKenzie, 2005).

Professional Teacher Status (PTS) – A designation in Massachusetts law signifying that a school employee has served a certain probationary period (three years) and has thereby obtained some measure of job security (http://www.massteacher.org/memberservices/~/media/Files/legal/dls_qa_nonrenewal_nonpts_teachers_web.pdf)

Research Questions

Merging the social constructivist framework with Hallinger, Heck and Murphy's (2013) theory of action surrounding teacher evaluation and school improvement is the lens that I have framed the following questions regarding teacher evaluation:

1. How does the current Massachusetts teacher evaluation process lead to or support constructive change in an educator's work relationships?
2. How does the current Massachusetts teacher evaluation process lead to or support constructive change in an educator's self-efficacy?
3. How does the current Massachusetts teacher evaluation process lead to or support constructive change in an educator's teaching practices?

Significance of the Study

This study is significant because it attempts to ascertain a connection between the Massachusetts Model System for Educator Evaluation process and the way that educators view the process, as well as how the process or outcome affects teacher practice. Some of the outcomes will be to determine if educators and their evaluators find a perceived benefit in the process itself, as well if the actual experience of the process changes their personal teaching practices, their own self-efficacy as well as their professional relationships.

General Procedures

Two public schools within the state of Massachusetts were used as the sample. The administration and teaching staff from the two schools were participants. Using Seidman's (2013) Three Interview Process, interviews were conducted with 5 teachers at the two different schools. Using this same process, 2 administrators who are involved in the evaluation process at the same two schools were interviewed. Data was compiled between interview, observation and

document analysis. Follow up interviews also occurred two times with all teacher and principal participants. There was a total of 21 interviews.

Delimitations

Bloomberg and Volpe (2012) state that the limitations and delimitations pinpoint latent weaknesses manifested in the study. The limitations are external conditions that "restrict or constrain the study's scope or may affect the outcome" (p. 103). This study includes possible limitations:

1. This is a qualitative study with a small number of schools in one state. The research done for this study may not be generalizable because it is limited.
2. The researcher is a principal in the field who utilizes a Standards Based Teacher Evaluation tool and process. While the researcher knows how the process works in her school and has strong opinions about that, one cannot predict how it unfolds in other schools and the researcher must not instill her bias into the study.
3. The sample size is limited by having only 2 schools including 5 teachers and 2 principals. This sample size may prevent this study from being generalizable to a larger population, however, the data and information is still valuable and applicable.
4. There was only one novice teacher participant, so the results from that one novice teacher may not be generalizable to a larger population of novice teachers.
5. There is only one researcher, therefore it is impossible to ensure inter-rater reliability
6. This study focused only at the elementary school level. This may prevent this study from being generalizable to the middle or high school population. However, both of these

districts do have high school administrators and teachers who are using the exact same process.

Overview

The dissertation is divided into five chapters. Chapter 1 provides an introduction, the statement of the problem, the conceptual models/theoretical framework, the definitions of key terms, the research questions, the significance of the study, general procedures and methodologies and delimitations.

Chapter 2 includes a review of the literature about teacher evaluation. Chapter 3 includes a detailed account of the procedure and methodology that will be employed in this research study. Chapter 4 provides an analysis of the qualitative data from this study. Finally, Chapter 5 provides a discussion of the findings and conclusion.

Chapter II

There is much uncertainty and change with the current state of the educator evaluation in our country today. Teacher evaluation systems have been transformed within the past few years (Hill and Grossman, 2013). New procedures have been adopted across the country with the purpose of replacing the older systems. The hope is that the new observation system will improve variation in teacher quality as observed through frequent visits to classrooms (Hill and Grossman, 2013). However, even under all of these changes, it is impossible to guarantee that new, revised educator evaluation processes will be successful in changing teacher practice, and more importantly, improve student achievement. Hill and Grossman (2013) maintain that it is unknown how school districts and the state will actually use the scores from this new system to improve teaching, learning or even student achievement (Hill and Grossman, 2013).

Research Questions:

1. How does the current Massachusetts teacher evaluation process lead to or support constructive change in an educator's work relationships?
2. How does the current Massachusetts teacher evaluation process lead to or support constructive change in an educator's self-efficacy?
3. How does the current Massachusetts teacher evaluation process lead to or support constructive change in an educator's teaching practices?

Social Constructivism Lens:

Social Constructivism is an interpretive framework in which I used to organize and analyze my personal research. Constructivism is an epistemology, a learning or theory of making meaning that suggests an explanation of the nature of knowledge and how human beings learn (Abdall-Haqq, 1998). In Social Constructivism, people search for knowledge regarding the

world in which they live and work (Creswell, 2013). These individuals cultivate personal significances of their life experiences. The research focuses on the participants' views of their experiences, which in itself, makes it very subjective. Creswell (2013) stated, "These subjective meanings are not simply imprinted on individuals but are formed through interaction with others and through historical and cultural norms that operate in individuals' lives." Researchers using this framework do not necessarily begin with a theory, rather, they create or inductively advance a model or pattern of meaning.

Using a social constructivist framework, researchers must identify that their own personal background can help to shape their understanding, and they "position themselves" in the research to acknowledge how their interpretation flows from their own individual, social and chronological experiences (Creswell, 2013). In a constructivist setting, the learning activities are characterized by active engagement, inquiry, problem solving and collaboration with others (Abdal-Haqq, 1998). The theory behind the teacher evaluation process is that it is a collaborative process between the educator and his/her evaluator, and hopefully a learning experience.

Theory of Action Underlying Teacher Evaluation and School Improvement

Hallinger, Heck and Murphy (2013) use the framework below to focus upon the "teacher performance evaluation" and "instructional supervision". There are differences however, between these two things. Evaluating teachers and teacher performance is "the formal assessment of a teacher by an administrator, conducted with the intention of drawing conclusion about his/her instructional performance for the purpose of making employment decisions" (Castetter, 1976). "Instructional supervision is growth-orientated coaching conducted

by administrators, supervisors or peers…is a process of observation and feedback aimed solely at developing teaching capacity (Hallinger, Heck and Murphy, 2013).

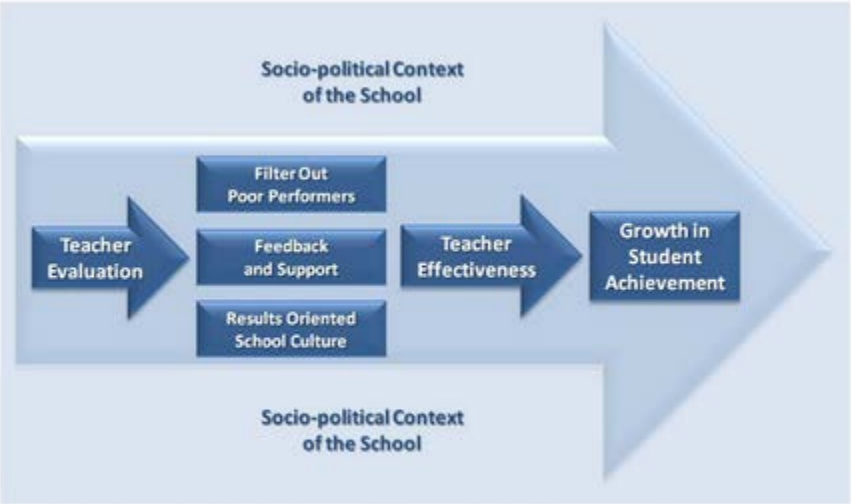


Fig. 1 Theory of action underlying teacher evaluation and school improvement

This framework shows the focus of teacher performance being a school improvement, and therefore shows a "causal chain". When done correctly, teacher evaluation will positively impact growth in student learning outcomes through three interrelated paths: removing poor performing teachers, giving teachers meaningful, explicit feedback which will improve the quality of instruction and student learning growth, and creating a school culture that is results-oriented (Hallinger, et, al., 2013). It is through this framework that I have researched the perceptions of administrators and teachers in regards to how can the evaluation process lead to constructive change in an educator's teaching practices, self-efficacy and work relationships.

Student Achievement:

In her 2011 review article, which examined the use of a Value Added Assessment System as a means of measuring teacher effectiveness, Mangiante deduced that teacher effectiveness is a strong indicator of student achievement. Gallagher (2004) conducted a research project featured in Mangiante's 2011 article. Gallagher (2004) discovered that there is a high statistical

relationship between teacher evaluation scores and students' reading scores and a positive relationship between teacher evaluation scores and students' math scores.

In his 1994 study, Monk used data from the Longitudinal Survey of American Youth to examine the effects of secondary teachers' mathematics and science subject matter preparation on student performance gains. The study showed that teacher knowledge level positively affects students' learning gains. However, the effects of subject matter preparation decrease with time and vary across different types of students.

Effective teachers develop positive relationships with their students and recognize the importance of motivation and emotions in learning (Immordino-Yang & Damasio, 2007; Langlois and Zales, 1991).

Immordino-Yang & Damasio (2007) created an evidenced-based framework based on neurobiological evidence and the evidence from brain-damaged patients. The neurobiological evidence suggests that the aspects of cognition relied upon most in schools, most specifically, learning, attention, memory, decision making, and social functioning, are seriously affected by and incorporated within the systems of emotion. Also, evidence from brain-damaged patients suggests that emotion-related processes are required for skills and knowledge to be transferred from the structured school environment to real-world decision making because they help to guide judgment and action. Taken together, the evidence the researchers present in their article is an account of the neurobiological relationships of morality, creativity, and culture, all topics of critical importance to learning and education.

Effective teachers have an understanding of the social-emotional component necessary to meet the needs of all students and they develop their classroom management and routines

according to that understanding. These teachers have empathy—the ability to appreciate the student's perspective, feelings, cultural background, challenges and needs, and they play a large role in supporting student learning. Educators who show they care about students' learning and set challenging goals for learning are particularly effective (Cornelius-White, 2007).

Cornelius-White (2007) reviewed about 1,000 articles to synthesize 119 research studies from 1948 to 2004 with 1,450 findings and 355,325 students. He found that learner-centered teacher variables such as empathy, unconditional positive regard, genuineness, student-initiated and student-regulated activities and encouragement of critical thinking skills have an above-average correlation with positive student achievement.

Researchers have posited that effective teachers possess strong classroom management skills, including clarity in presentation of ideas, well-structured lessons, appropriate pacing, and presentation skills (Isele, 1992; Langlois and Zales, 1991; Looney, 2011; Mangiante, 2011). They have good knowledge of typical learner misconceptions and patterns for progression in the subjects that they are teaching (Looney, 2011; Pellegrino, Baxter and Glaser, 1999). Effective teachers are skilled assessors who use assessment formatively to monitor students and provide timely and specific feedback on what they need to do to improve performance and meet learning goals. They also adjust their instruction to better meet the needs of all students (Isele, 1992; Looney, 2011).

In 1992, Isele conducted a study using data from the elementary student teacher evaluation forms for the NCATE training programs, focusing primarily on the rubric surrounding classroom management and academic learning time. In the organization of the data, Isele (1992) found that classroom management overall was ranked higher than the academic learning time.

Isele posited that this was an area for future study as well as it is an investment in the overall quality and evaluation of teaching.

In their 1999 book chapter, titled *Addressing the "Two Disciplines" Problem: Linking Theories of Cognition and Learning With Assessment and Instructional Practice,* Pellegrino, Baxter and Glaser reflect on the current state of knowledge with regard to understanding the relationship between cognition and assessment and discuss what still needs to be done for a connection between the cognition and learning, which effectively serves the educational needs of an increasingly diverse population of students.

Finally, effective teachers work collaboratively with students and their colleagues to develop a positive classroom and school climate, to improve overall school performance, and to engage in mutual support and professional learning (O'Day, 2002; Looney, 2011; Mangiante, 2011). They are innovative, creative and uphold their own personal and professional commitment to their job (Younghong and Chongde, 2006).

O'Day (2002), in her book chapter called *Complexity, Accountability, and School Improvement* posits that peer collaboration and teacher to teacher trust reflect stronger patterns of interaction among schools. O'Day also states that collective responsibility for student learning suggests that teachers understand the internal accountability.

In the Younghong and Chonde (2006) article based on a broad review of related research literatures, the researchers constructed their own teacher job performance theory. One of the aspects that the researchers prioritizes is the teachers' job dedication.

In a case study with the Cincinnati Public Schools, Eric Taylor and John Tyler discovered that teachers are more effective at raising student achievement during the school year when they

are being evaluated than they were previously, and even more effective in the years after evaluation (Taylor and Tyler, 2012). We will discuss more about this case study further in this literature review.

There is a growing body of research that has shown that teacher effectiveness is a strong predictor of differences in student achievement (Mangiante, 2010). Students who are assigned to ineffective teachers over the course of numerous years demonstrate significantly lower academic achievement than those students who are assigned to several highly effective teachers consecutively signifying that teacher effects on student are both additive and cumulative (Sanders and Rivers, 1996). The residual effects of learning with poor-quality teachers were long lasting and that students assigned to more effective teachers in later grades were unable to compensate for earlier gaps (Sanders and Rivers, 1996; Looney, 2011).

Research has been done using student achievement data of third to eighth graders to evaluate teachers' impacts on student test scores in their first year using an empirical Bayes' method (Rockoff and Speroni, 2010). Rockoff and Speroni (2010) determined that teachers who receive higher subjective evaluations either prior to being hired (from a previous employer) or in their first year of employment, produce greater gains in achievement with their future students. They also found that teachers who produce greater test score gains in their first year also produce greater average gains in their second year. Finally, they determined that subjective evaluations present meaningful information about a teacher's future success in raising student achievement (Rockoff and Speroni, 2010).

Research has shown clear correlations between effective teaching and student achievement. For the purposes of this study the focus will be on the other aspects of Hallinger, Heck and Murphy's (2013) Theory of Action Underlying Teacher Evaluation and School

Improvement. However, an area for future research will be to further study how teacher evaluation leads to growth in student achievement based on the findings of this study.

Teacher Evaluation:

Teacher observation and evaluation can appear to be very different depending on the school or the district. Much research and information has been published regarding teacher observation and evaluation, the purpose of observation and evaluation and the effectiveness of teacher observation and evaluation (Danielson, 2012; Marshall, 2009; Marzano, 2011; Schmoker, 2006). Danielson (2012) stated that the two reasons for teacher evaluation are to ensure teacher quality and to promote professional development. Marzano (2011) posited that "The purpose of supervision should be the enhancement of teachers' pedagogical skills, with the ultimate goal of enhancing student achievement" (p. 2). Supervision and observation are both parts of the evaluation process. While the ultimate goal of supervision, observation and evaluation are to improve student achievement, before we can improve student achievement, we must focus our efforts on improving teacher performance (Marzano, 2011).

Mike Schmoker stated in his 2006 book, *Results Now,* that evaluation is a fundamental management tool-a crucial component of quality control for all professions, not just for those in the educational setting. Schmoker posited that the current evaluation process in our country today is not effective:

> Evaluation has become a polite, if near-meaningless matter between a beleaguered principal and a nervous teacher. Research has finally told us what many of us suspected all along: that conventional evaluation, the kind the overwhelming majority of American teachers undergo, does not have any measurable impact of the quality of student learning. In most cases, it is a waste of time (p 19)

Kim Marshall, former Boston Public Schools teacher, central office administrator and principal now leads workshops and courses on instructional leadership, and has worked extensively with teacher and principal evaluation. Marshall (2009) used the "logic model" to compare the way that teacher evaluation should happen under the best of circumstances to the way that it actually happens (Marshall, 2009). As stated by Marshall, principals and teachers must have a shared understanding of what good teaching looks like. Principals must visit classrooms to see what is happening during teaching time. The evaluator must capture and remember key points from the classroom visit. Then the evaluator must give teachers feedback on what they saw: what was effective, and what needs to be improved. Teachers must then accept the feedback and apply it to improve their classroom performance. And if all of this goes well, student achievement should improve (Marshall, 2009).

According to Marshall (2009), some schools are applying the strategies listed in the above paragraph, however, in many schools there is a breakdown with this implementation. Typically, the evaluator only sees a small sample of teaching time. If the teacher knows that he/she is going to be observed, they put on a "dog and pony show" (Marshall, 2009, p. 21-22), which does not reflect what happens within the classroom on a day to day basis. Sometimes, the mere presence of the principal in the classroom changes the classroom dynamic and student behavior, thus the principal doesn't get an accurate picture of what happens on a day to day basis. Despite the large amounts of time that principals put into the write-ups of teacher observations, some do not have the skill and training to write effective documentation of lessons that capture the essential components to the lesson. Principals also need to be able to give helpful feedback and some do not have the time to do so effectively (Marshall, 2009). If the principal is solely using a rubric, it really doesn't guide improvement as much as explicit,

personal feedback would. When evaluations are too critical, adults can shut down, or perhaps not believe what their evaluator is telling them. In some schools, the evaluation process can be divisive and create poor morale among staff. While the purpose of educator evaluation is to improve teaching and learning, some principals are unable to have difficult conversations with staff and therefor, do not confront mediocre or bad teaching. Finally, some principals focus their evaluations on what is pleasing to the principal, and do not focus on the purpose, which is teaching and learning (Marshall, 2009).

The purpose of teacher evaluation is to improve teacher impact with the intent of improving student learning and achievement (Sartain, Stoelinga, & Brown, 2011; State Collaborative on Reforming Education, 2012, Little, 2006; Organisation for Economic Co-operation and Development, 2009). In order for our students to learn more and achieve at a higher level, our teachers need to be experts at their craft.

Educational researcher, Marzano (2011) states that "when done well, the process of (teacher) supervision can be instrumental in producing incremental gains in teacher expertise, which can produce incremental gains in student achievement" (p.3). The five conditions for developing teacher expertise include a well-articulated knowledge base for teaching, focused feedback and practice, opportunities to observe and discuss expertise, clear criteria and a plan for success, and providing recognition of expertise (Marzano, 2011). Becoming an expert in a craft can be hard work, and educators need time to become experts in their areas of education. In order for the evaluation process to be a meaningful one, evaluators must give effective, significant feedback to educators. The educators must then decide how to take the feedback and apply it to their own work. This process is not always an easy one. "Becoming an expert teacher

is not a gift bestowed on a chosen few, but a journey through a challenging, thorny pathway that require constant pruning" (Mielke, 2012, p.11).

There are several components that are necessary for an effective teacher evaluation model according to Danielson (2012) and "a consistent definition of good teaching is an important place to begin". Teacher collaboration is imperative for teachers to learn to be experts at their craft. Marshall (2009) posited that teams of teachers should meet regularly to develop and plan curriculum units, analyze interim assessment data and student work, share best practices and strategize to support all students' success. The environment must be a collaborative environment in which teachers will be applauded when they take risks in their teaching. A professional culture is a necessary component as well. Most decisions need to be made collectively, and not in a top-down model. Teachers must have a deep knowledge base in teaching with a common language around what good teaching looks like in the classroom. Evaluation must be integrated into the professional development and the school culture. Professional development needs to be connected to evidence that is collected during educator observations and evaluations. In the same way that we must offer differentiated learning opportunities for each child, the evaluation process needs to be differentiated based on what each teacher needs (Marzano, 2011). Finally, in his book Drive, Pink (2011) cites the work of Deci (1969) and Harlow (1949) stating that rather than offering extrinsic rewards, people in general are more motivated by autonomy, mastery and purpose.

The Massachusetts Department of Education has redesigned the educator evaluation model, as have many other states in the US (US GEO, 2013). The MA Educator Evaluation model is a thorough plan that allows teachers' unions to collectively bargain many of their rights regarding the educator evaluation process. Individual school districts were allowed to adopt, or

adapt the model contract language that was created at the state level, or districts could create and submit their own. A system that is very similar to the Massachusetts model is the Ohio educator evaluator model, which will be discussed further in the literature review. It is a model based on observation, but also on a professional growth plan, teacher performance ratings and student growth percentages (education.ohio.gov).

The Massachusetts model contract language that has been created offers several different components. Educators must first complete a self-assessment and submit it to the evaluator. This self-assessment highlights areas of strengths and of need around the topics of student learning and professional practice. There is an extensive educator rubric that correlates to the professional practice portion of the self-assessment with four standards of measurement:

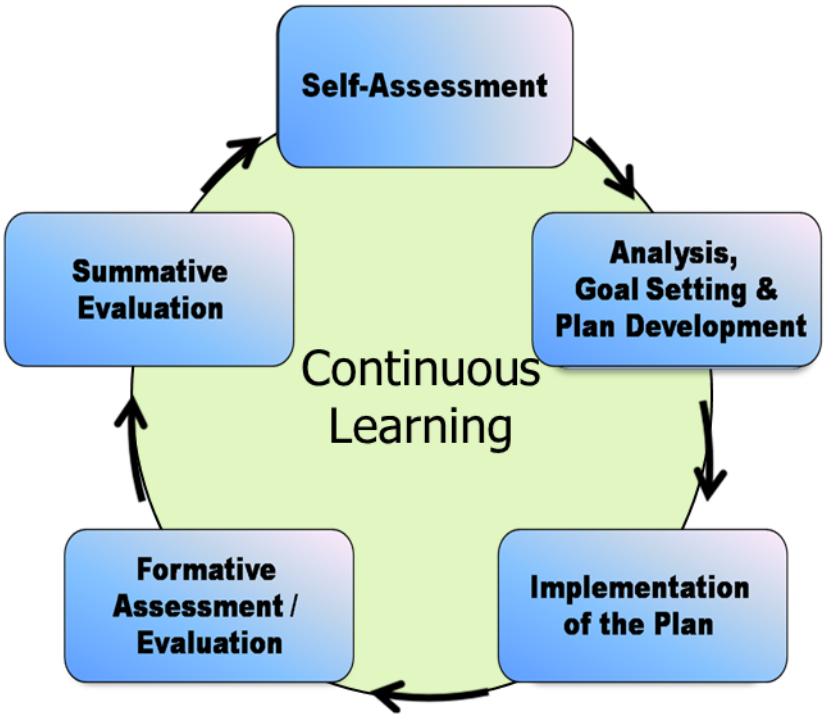
Standard I: Curriculum, Planning and Assessment
Standard II: Teaching All Students
Standard III: Family and Community Engagement
Standard IV: Professional Culture

Once the self-assessment is completed by the educator, the educator has identified the areas of need that will be focused on for the duration of the educator plan. The educator is then responsible for creating at least two SMART goals. SMART stands for **S**trategic, **M**easurable, **A**ttainable, **R**igorous/**R**elevant, and **T**imebound. One SMART goal needs to encompass student learning and the second needs to involve professional practice.

Once the SMART goals are drafted, the educator and the evaluator meet to discuss the goals and how they will be fulfilled. In order to document the plan for meeting the SMART goals, the educator creates an educator plan. This plan also articulates the materials and support needed for goal attainment as well as a timeline for each activity included on the plan.

Along with the self-assessment, goal setting and educator plan, educators are expected to put together a portfolio of artifacts to show their evaluators. These artifacts will provide evidence to the evaluator that the educator has been working on best practices, according to the Educator Rubric (see appendix A). Educators will also be able to use the students' growth percentiles from the high-stakes testing as part of their overall evaluation.

(Massachusetts DESE)



The purpose of this review is to present the scholarly literature on teacher evaluation and its impact on teacher effectiveness. The literature review will be identifying the contemporary themes in the literature defining teacher effectiveness.

Types of Evaluations: Multiple Data Sources

Value-Added Models

Looney (2011) stated that Value-Added Models (VAMs) are measurement of student achievement that refer to gains over a given year, which can be attributed to the contributions of the local education area, the school, or the individual teachers. These gains are the "value-added". The approach is intended to show how educators promote student progress beyond the level predicted by the student's socio-economic status.

Value-added modeling (VAM) has been developed as a supplementary measure to reporting student test results as average test scores or percentages of students achieving proficiency on state standards that are required by NCLB to determine schools' Annual Yearly Progress (AYP) (Mangiante, 2010). Sanders (2003) highlighted the unintended consequences of legislations focused on proficiency scores. From the data that was collected, Sanders (2003) determined that in response to the federal pressure to increase the percentage of students achieving proficiency, teachers focus their instruction on students who are closest to achieving proficiency, while ignoring the highest and lowest achieving students. Jacob and Lefgren (2008) suggest that policy makers incorporate principal assessments of teacher with VAMs to predict future student achievement. Informed by student growth data, principals can observe teacher performance directly in order to address areas in need of improvement such as instruction, curriculum and classroom management (Jacob and Lefgren, 2008; Mangiante, 2010). Value-added assessment of students measured growth by using multiple end-of-year data points. Each student's growth is measured over time, which helps to inform the teacher's evaluation. (Sanders & Horn, 1995b).

Teacher Peer Evaluation

Teacher peer evaluation is an opportunity for teachers who teach the same subject areas to observe their peers and offer feedback and suggestions for improvement. They may use evaluation tools in this process as well. The results can be used formatively, with primary emphasis on providing feedback for improvement or as an additional piece of the formal evaluation process (Looney, 2011).

In a study of the program called the *Peer Assistance Review*, teachers were generally positive of the process of peer review, however they did not want it to replace the administrator's role in the evaluation (Goldstein, 2002). Others found in their research that teachers believed that peers could provide constructive feedback on their teaching and that it was important for building school culture and collegiality between peers (Munson, 1998).

Taylor and Tyler (2012) researched peer evaluation within the Cincinnati Public Schools and deemed it as an essential part of the teacher evaluation process because they found that it may result in teachers being more receptive to feedback from their subjective evaluation relative to how they might view this information were it coming solely from their principal evaluator.

Student Evaluation of Teachers

To inform any teacher evaluation, the evaluator must be apprised of two sources of data: theoretical perspectives with research findings and practitioners' perspectives. Namaghi (2013) studied developing a data-driven conceptualization of teacher evaluation by exploring the conditions, the action and the consequences. The evaluators made use only of the students' evaluation of their teacher through student surveys. The students' evaluation of teaching performance was very superficial: their evaluation reflected the educators' relationship with the students, the teacher's sociability, and the teacher's temperament, the teacher's strictness in

scoring and taking attendance. Students were only able to evaluate the degree to which an educator's teaching was comprehensible (Namaghi, 2013).

Isore (2009) stated that teacher performance ratings by students are relatively rare. While it is newly part of some American teacher evaluation programs, there is no data at this time as to how effective it is. There is evidence that younger students may provide effective feedback on the quality of their learning experiences.

In a survey done by The Middle East Voice of Children in 2006 in three Middle Eastern Countries (Awartani, Whitman and Gordon, 2007). The survey found that students valued teachers who nurtured their curiosity, helped them to develop their thinking skills and encouraged their active participation in class. The concern derived from this survey was with the students' quality of their relationships with teachers, expressing their dissatisfaction with rote learning and teachers who berated the students (Awartani, Whitman, & Gordon, 2007).

While there is a gap in the literature regarding elementary student perception data, it is currently an important question in education today. The exploration for different-but-aligned instruments has led many school districts to adopt student surveys as a complement to other tools such as classroom observations and data in regards to student achievement gains. Analysis by the Measures of Effective Teaching (MET) project discovers that teachers' student survey results are predictive of student achievement gains. The project determined that student feedback indicated that they are aware of when they are in an effective classroom and when they are not. The MET survey results predict student learning and also suggests surveys may provide outcome-related results in grades and subjects for which no standardized assessments of student learning are available. The MET project finds student surveys produce more consistent results than classroom observations or achievement gain measures (MET project, 2012).

Performance Evaluation/Teacher Observation

Teacher performance evaluation can be used to evaluate a teacher's performance, specifically, teacher job behaviors, with a focus on collecting information and data about teacher job quality. This is a subjective assessment made by either supervisors, peers or students (Yonghong and Chongde, 2006). These researchers believe that while there are various focuses on teacher behavior and what effective teaching looks like, behaviors in teacher job performance evaluation should be crucial factors in education and teaching success and failure (Yonghong and Chongde, 2006).

Research has been done regarding how well principals or evaluators can distinguish between more and less effective teachers, where effectiveness is measured by the ability to raise student math and reading achievement (Jacob and Lefgren, 2008). Using teachers of grades two through six, they found that evaluators (typically principals) are quite good at identifying teachers who produce the best and the worst high stakes testing results in their schools, but they have much difficulty distinguishing the teachers in the middle. (Jacob and Lefgren, 2008). Jacob and Lefgren (2008) report that teacher evaluations were significant predictors of student achievement.

Formative and summative evaluations are important attributes to the evaluation process (Looney, 2011). Timely and specific feedback appears to be important in the evaluation as well as in training and professional development (Looney, 2011). Formative and summative feedback and evaluation work best when used in conjunction with each other. However, some evaluators focus on summative evaluation at the expense of formative evaluation. They use summative evaluation to dismiss incompetent teachers rather than help them to gain, grown and learn (Namaghi, 2010).

A reoccurring theme in the literature throughout the discovery of scholarly articles and data is the evaluation process created by Charlotte Danielson. (Kane, Wooten, Taylor and Tyler, 2011; Mangiante, 2010 Namaghi, 2010; Peterson, 2004; Rockoff and Speroni 2010). Danielson's model sets the purpose of teacher evaluation: "to ensure teacher quality and to promote professional development" (Danielson, 2012, p.22). Danielson's model espouses a consistent definition of good teaching, opportunities to engage in meaningful conversations about practice, a collective focus on what is most important, a school culture built on trust, and a focus on using data to drive instruction and measure student learning and growth (Danielson, 2012).

Effective Teaching

Teaching and learning are at the essence of educational practice, and as an important body of research demonstrates, teacher quality is the most important school-level factor affecting student achievement (Looney, 2011). While the ultimate goals of supervision, observation and evaluation are to improve student achievement, before student achievement can be improved, educators must focus their efforts on improving teacher performance and teacher effectiveness. Looney (2011) gives an overview of research on teacher evaluation for improvement and also suggests future directions for policy.

Much research has been done trying to identify the teacher qualities for effectiveness. Effective teachers must be intellectually able and have strong verbal skills. Students achieve more with teachers who perform well with their literacy and verbal ability (Gustafsson, 2003; Hanuske, 1989, 1992; Looney, 2011).

In a meta-analytic research study regarding class size done in 2003 by Gustafsson, the empirical results indicate that among the resource factors including class size, teacher

competence is the single most powerful factor in influencing student achievement. Gustafsson (2003) posits that teacher competence has a stronger determination in terms of student achievement than any other resource factor.

Hanushek (1989, 1992) performed two different studies; one (1992) regarding the quantity of children in a family and a direct link to their achievement, and one (1989) on the cost of school expenditures per pupil and the students' achievement. Hanushek's (1992) study on child quantity and student achievement was an investigation using data from the Gary Income Maintenance Experiment. In this study, Hanushek concluded that the difference in student performance in one school year can vary dramatically if a student has an effective, skilled teacher rather than a teacher with less than effective skills. In his 1989 article, Hanushek summarized 187 Studies of Educational Production Functions. While he was trying to determine if per pupil expenditures had any effect on student achievement, he was unable to do so through this data collection. However, he was able conclude that teachers who score higher on verbal assessments often are the ones who have the ability to promote higher achievement in their students.

Effective teachers have a good working knowledge of the subject-area and competences they are teaching as well as a wide range of teaching methods and strategies to meet diverse learning needs (Langlois and Zales, 1991; Looney, 2011; Mangiante, 2011; Monk, 1994).

Langlois and Zales (1991) developed a general profile of an effective teacher, based on their analysis of over 700 research papers from the 1980s. Through their research, they determined four important categories for effective teachers, including giving students time for learning, setting up and utilizing routines, teacher to student relationships, and praise and accountability.

Listings of what makes a teacher effective have been popular over the years in an attempt to reduce quality teaching to a working list of attributes. As previously listed, the components of effective teaching, however understood, are extensive and not agreed upon or complete (Peterson, 2004). Although a great deal of research has focused on teacher effectiveness, identifying the teacher as a crucial component in the teaching process, it is not exactly clear what 'effective teaching' is. It is not certain that any one research has uncovered the whole domain of effective teaching (Patrick & Smart, 1998, p.165).

For the purposes of this study teacher effectiveness will be defined using the following framework.

	Teacher Qualities for Effectiveness	Researcher/Author
	Self-Efficacy	
Teacher Behaviors	High levels of planning, effort and organization; Persistence when things do not go as planned or with struggling learners; Less critical of and more patience with students when they make mistakes; Resilience when there are setbacks in plans or progress; Greater enthusiasm for and commitment to teaching	Allinder, 1994; Tschannen-Moran & Hoy 2001; Ashton & Webb, 1986; Gibson & Dembo, 1984; Guskey, 1984; Coladarci, 1992;
Teacher Goals and Aspirations	High standards for all students; Strong beliefs that they can teach to enable all children to meet the standards; Teacher confidence about ability to promote learning; Level of motivation a teacher exhibits towards instructional behaviors;	Protheroe, 2008; Finnegan, 2013;
Intelligence	Intellectually able; Strong verbal skills; Students achieve more with teachers who perform well on best of literacy and verbal ability	Gustafsson, 2003; Hanuske, 1989; Looney, 2011
Subject Area Content	Have good knowledge of the subject-area and competences they are teaching as well as a wide range of teaching methods and strategies to meet diverse learning needs	Langlois and Zales, 1991; Looney, 2011; Mangiante, 2011; Monk, 1994
	Professional Relationships	
Relationship Building	Develop positive relationships with their students; Recognize the importance of motivation and emotions in learning;	Immordino-Yang & Damasio, 2007; Langlois and Zales, 1991; Looney, 2011
Empathy	Has empathy—the ability to appreciate the student's perspective, feelings, cultural background, challenges	Cornelius-White, 2007; Looney, 2011

	and needs, and plays a large role in supporting student learning. Educators who show they care about students' learning and set challenging goals for learning are particularly effective.	
Collaboration	Work collaboratively with students and their peers to develop a positive classroom and school climate, to improve overall school performance, and to engage in mutual support and professional learning	O'Day, 2002; Looney, 2011; Mangiante, 2011
Teacher Practice		
Classroom Management	Strong classroom management skills, including clarity in presentation of ideas, well-structured lessons, appropriate pacing, and presentation skills.	Isele, 1992; Langlois and Zales (1991); Looney, 2011; Mangiante, 2011
Student Development Knowledge	Good knowledge of typical learner misconceptions and patterns for progression in the subjects that they are teaching	Looney, 2011 Pellegrino et al., 1999
Assessment	Skilled assessors who use assessment formatively to monitor students and provide timely and specific feedback on what they need to do to improve performance and meet learning goals. They also adjust teaching to better meet the needs of all students.	Isele, 1992; Looney, 2011;
Innovation	Teacher job enterprise, job creativity, occupational commitment; open to new ideas and more willing to take risks in their teaching to meet the needs of students;	Younghong and Chongde, 2006; Berman, McLaughlin, Bass, Pauly, & Zellman, 1977; Guskey, 1988; Stein & Wang, 1988;

Administrators have attempted to use evaluation programs to assess not only teachers' general classroom effectiveness but also personal qualities and characteristics, work done in the community and in professional groups, educational travel, training, experience, professional attitude, and contributions to professional literature (Ovard, 1975, p.90)

Teacher Attitudes

Much research has been done on the attitudes of highly effective teachers. Case studies done on highly effective teachers indicate that highly effective teachers believe two things; that students are competent and capable of excellence and teachers believe it is their role to assume responsibilities for their students' achievement (Mangiante, 2011). In support of this, Mangiante (2011) also concluded that data collection from surveys, data and reports of highly successful

teachers have high expectations and confidence to drive children to high achievement status (Mangiante, 2011).

Research has been done on teacher effort and motivation (Natriello, 1984). Natriello stated that "*leverage* refers to the relationship between the effort put forth by a subordinate and the outcomes resulting from that effort" (p. 585). In this study, Natriello and his team researched the hypothesis if there was a relationship between the frequency of evaluation and teacher leverage. The research was conducted through teacher surveys. In the end, Natriello was unable to confirm a relationship between evaluation and teacher leverage. Teacher leverage refers to the relationships between the effort put forward by a teacher and the effects resulting from that effort. Natriello (1984) was indeed able to confirm that there is considerable support for the argument that increasing the frequency of evaluation leads to increased teacher leverage, but no evidence was found to suggest that after a certain point continuing to increase the frequency of evaluation leads to diminished teacher leverage. Natriello (1984) stated that increasing the frequency with which teachers are evaluated seems to lead to teachers working smarter, not harder.

Teacher attitudes about the evaluation process often argue that it is too subjective. In Utah, a longitudinal study regarding teacher evaluation found that school morale can be negatively affected by the teacher evaluation process (but it improves with teacher involvement); that traditional measurement is not accurate and it too subjective; and finally, that criteria worked out by educators is more accepted by the teacher when used in their own evaluation (Ovard, 1975).

Research also shows that teacher perception and attitudes vary by the stage of their careers. Beginning teachers expect evaluation, seek it as authoritative reassurance and see it as a

desirable activity. Veteran teachers are much less positive about teacher evaluation (Peterson, 2004).

As already mentioned earlier, a small but growing number of empirical studies have found significant parallels between observed teacher practices, as measured by evaluative criteria, and student growth (Taylor and Tyler, 2012). Cincinnati Public Schools adopted the Teacher Evaluation System (TES) in which teacher performance in and out of the classroom is evaluated through classroom observations and a review of work products. The teachers are on cycle for evaluation every five years, and they are evaluated by an administrator and a peer (Taylor and Tyler, 2012).

Teachers are evaluated and scored using Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* rubric which describes educators as "Distinguished", "Proficient", "Basic" and "Unsatisfactory" (Taylor and Tyler, 2012). The researchers compared the achievement of a teacher's students during the year that she is evaluated to the achievement of the same teacher's students in the years before and after the evaluation year (Taylor and Tyler, 2012).

Taylor and Tyler (2012) studied mid-career teachers in grades four through eight during the school years of 2003-2004 through 2009-2010. Their findings suggest that teachers develop skill or change their behaviors in a lasting manner as a result of undergoing the subjective performance evaluations in the TES system (Taylor and Tyler, 2012). In fact, they determined that experienced teachers provided with relatively detailed information on their performance improved substantially (Taylor and Tyler, 2012). Taylor and Tyler created assumptions about their findings and stated that the teachers learned new information about their own performance during the evaluation and consequently cultivate new skills (2012).

Another piece of information derived from this same study is that Taylor and Tyler discovered that teachers' classroom practices, as measured by TES scores, can predict differences in student achievement growth (Kane, Wooten, Taylor, & Tyler, 2011). They stated that they can estimate the total effect a given teacher has on her student's achievement growth. That total effect includes the practice measured by the TES process along with everything else a teacher does (Kane et al., 2011).

While this model is an expensive one and it requires a lot of training on the part of the administrator and educator, the results show very strong evidence on the relationship between teachers' observed classroom practices and the achievement gains made by students (Kane et al., 2011). Even if one is only interested in raising student achievement, effectiveness measures based on classroom practices provide critical information to teachers and evaluators on what actions they can take to achieve their goals (Kane et al., 2011).

Relationships

A study done in 2008 by Reitzug, West and Angel found that relational instructional leadership is a part of instructional leadership. They state that within relational instructional leadership, increased learning and improvement doesn't necessarily happen because of a teacher and principal's relationship, however it does occur in an organic way, as a byproduct of the relationship. They found that the principal's efforts to give explicit feedback and try to help teachers boosted the teachers' self-confidence, which resulted in teachers working harder and making more pride in their work. Reitzug, West and Angel (2008) support "the relational conception of instructional leadership but see it more as a starting point for principals rather than an ending point" (p. 712).

Parkes and Thomas (2007) published a study in regards to observations of effective principals at work. This study determined that the number one value needed to support the work practices of effective principals would be the work values relating to interpersonal relationships. These values included compassion, pleasant demeanor, collegiality, ability to listen to others, approachability, understanding nature and ability to work well with others. Other values included politeness, cooperation and companionship. Finally, Parkes and Thomas found that principals were helpful, cared for others, had concern for the welfare of others and worked hard with and for others.

Finally, in 1992, Marshall conducted a case study in which he cited that a principal's relationship with staff was not only an important piece of a principal's success but it was also an important piece of the success of the school. Like Parkes and Thomas (2007), Marshall determined specific traits that principal's needed to have in order to run a successful school. These traits included an open-door policy, organization skills, and overall commitment to creating a good school. Also, included was the perception that the principal was available when needed, and supported a friendly atmosphere.

Self-Efficacy

Much research has been done relating self-efficacy with self-reflection. In a review of the research done on teacher efficiency, McIntyre (2011) reports that teacher efficacy is the teachers' self-assessment of his or her capacity to support student learning. McIntyre (2011) also reports that teacher efficacy depends upon goal setting and persistence.

In an article written about the correlations of teacher efficacy and specific instruments, by Tschannen-Moran, Hoy and Hoy (1998), it was stated that self-efficacy is more about an educator's own thoughts of their own competence, rather than their true competency. Having

said that, they determined that if teachers overestimate their own competence on their performance, it can have positive outcomes for future overall performance.

In a study done by Elmore in 2015, it was noted that teachers who have a high sense of responsibility for their students' learning and engagement were far more reflective of their own teaching practices and were more willing to change their strategies and methodologies when they were not happy with the student outcomes.

Bruce, Esmonde, Ross, Dookie and Beatty, in a study done in 2010, stated that teacher efficacy facilitates teacher performance but may not improve it. They also maintain that teacher efficacy is a teacher's self-assessment of his or her ability to support student learning. Finally, they stated that when educators overestimate their own level of efficacy, they are unable to access the benefit from necessary professional development opportunities.

In a study done by Firestone in 1996, it is posited that most teachers do not know how to engage in reflection of their own teaching and that they will often resort to going back to the way that they were taught as their own preferred method of teaching. This directly correlates with the other literature found (as mentioned above) that states of the importance of self-reflection for a positive effect on a teacher's performance.

Finnegan (2013) state that teachers often experience a lot of stress and anxiety as a result of their job, because the work of a teacher has become more demanding overall. This degree of stress, anxiety and responsibility influences a teacher's self-efficacy, along with a teacher's psychological and emotional state.

Finnegan (2013) also stated that teachers behave in ways that will enhance their views of themselves as capable teachers. Low teacher self-efficacy becomes apparent when teachers do not expect to be successful with specific students, are less likely to persist in preparation and

delivery of instruction, and retreat with the first signs of difficulty.

Another study by Tschannen-Moran and Hoy (2005) reported a number of factors that appeared to diminish a teacher's sense of efficacy, including demands of the work, poor morale, lack of recognition, lower salaries uncertainty and alienation.

Bandura (1997) posited that teacher efficacy is not necessarily equally distributed across the broadly wide-ranging tasks that teachers are required to perform. A teacher might be very confident about their ability to teach on subject or content area, and have a high sense of self-efficacy regarding that subject, but may have another content area in which they are not as strong in, and have a lower sense of self-efficacy. Rigden (2000) agrees that there is a strong association between teachers' content knowledge and the quality of their instruction.

In a study done by Rosenholtz and Simpson (1990), they stated that teachers with a strong sense of self-efficacy exhibit a stronger commitment to their work. Their rationale for this is when one feels confident about their practice, one tends to work harder for that work. Rosenholtz and Simpson (1990) surmise that teachers with a lower sense of self-efficacy may not exhibit the same level of high commitment to their work. They construe that the teachers are likely still working hard to meet the needs of students, but if it is not coming naturally to them in one particular content area, their efforts may be falling short in some ways.

Feedback and Support

In a study done by Hill and Grossman (2013), it was state in regards to teacher coaching, personalized feedback has been effective in cases where teachers are given explicit, actionable ideas that they can implement immediately during their work with students. This explicit feedback and support in theory, should help to improve a teacher's teaching practices.

Ritter and Barnett (2016) stated within their study that significant teacher evaluation can

generate opportunities in schools for educator to participate in meaningful discussions concentrated on classroom instruction and student achievement. The consequential feedback from observation post-conferences may be the most imperative contribution of improved teacher evaluations systems. The result is a school setting in which educators and evaluators are having regular dialogues about refining instructional practice and student learning.

Chapter III

Introduction and Overview

This chapter describes the methods and procedures used to gain an understanding about the Massachusetts Teacher Evaluation process and to determine if it builds teacher effectiveness related to teachers' work relationships, teachers' self-efficacy and teaching practices. These methods and procedures are discussed in five sections: research sample, overview, research design, data collection and data analysis.

Setting and Participants

The purpose of this study is to gain an understanding of the Massachusetts Teacher Evaluation process and to determine if it builds teacher effectiveness related to teachers' work relationships, teachers' self-efficacy and teaching practices. All teachers and administrators who participated in the qualitative data collection have had 3-5 years of experience using the standards-based teacher evaluation tool in Massachusetts. Teachers and administrators were chosen to participate in interviews using a criterion sampling strategy. Bloomberg and Volpe (2012) state that "|i|n a criterion sampling strategy, all participants must meet one or more criteria as predetermined by the researcher" (p. 248). The criteria for these research participants include: all teachers and administrators are currently working in the elementary level and are currently using a standards based teacher evaluation tool. At the time of this study, the participants chosen were employed in elementary schools within Massachusetts and their experience were with the Massachusetts model adopted by their respective school districts.

Midtown School Demographics

According to 2015-2016 data on the Massachusetts DESE website, Midtown School is a Non-Title 1 school with approximately less than 275 students. There are approximately 40 more

male students than female students in grades Preschool through Grade 4. Midtown School is a Level Two School, and in a Level Two School District.

Overall student enrollment at Midtown School is predominantly Caucasian, with more than 85% compared to the state average of 62.7%. African American students are comprised of under 2% compared to the state average of 8.8%. Asian students are comprised of just over 4% compared to the stated average of 6.5% and Hispanic students are comprised of over 4% compared to the state average of 18.6%. Students with low income is slightly less than 20%. Students with disabilities is at slightly less than 20%. ELL students are at less than 1% of the population.

Midtown School has slightly more than 18 licensed, highly-qualified teachers and a students to teacher ratio of 13.9 to 1. There are more than 40% white teachers at Midtown School with a predominantly female staff. The average age of teachers from younger than 26 to over 64, however, the age range is 41-48 years old.

Prior Educator Evaluation scores reported to the Massachusetts DESE are overall very strong. More than 11% of all educators are rated as exemplary. Slightly more than 80% of all educators are rated as proficient. Just over 7% of all educators are rated as needs improvement and 0% of all educators were rated as unsatisfactory.

Midtown School Participants

Midtown School has three female participants: one principal (Principal Ford) and two teachers (Mrs. Washington and Miss Adams).

Mrs. Washington is a school psychologist who has been in her current position for 25 years at Midtown School. She holds a CAGS in school psychology and is in the age bracket of 50-59 years old. Mrs. Washington's disposition changed remarkably between all three

interviews. She was very negative in regards to the Educator Evaluation process in the very first interview. By interview three, she had admitted to me that she felt that there were some positive aspects in regards to the process.

Miss Adams is a fourth grade teacher who is within her first three years of employment. She is in the age bracket of 21-29 years old and has her Masters degree. Miss Adams was a sweet, young, newer teacher with a very positive attitude. She was incredibly excited about the Educator Evaluation and how she received strong feedback from her administrator.

Principal Ford has been a principal for 6 years, the last two being in Midtown School. She also has ten years as a classroom teacher in a different school district. She holds a graduate degree and also is currently enrolled in a doctoral program. She reported her age to be in the 40-49 year old age bracket. Principal Ford was very positive about the Educator Evaluation process and how it unfolds within her school.

The district has adopted the model contract language that the state of Massachusetts has developed. Principal Ford follows this process to the best of her ability and self-admittedly, struggles with the timelines. She has stated however that the conversations in regards to the observations and teacher's evidence collection are the most important part of the process.

It is stated within the contract language that teachers and evaluators "may" meet if either party requests such a meeting in regards to observations or evidence collection. The only time that teachers and evaluators "shall" meet is when the observation or evidence collection is considered "needs improvement" or "unsatisfactory". Otherwise, it is considered a choice between the evaluator and educator.

Principal Ford meets with her teachers as often as she can regarding observations that she has had, observation reports that she has written as well as evidence collection that she has rated.

She finds that these are the most important conversations and wants to ensure that she is giving her teachers the amount of support and feedback that they need to improve their work.

SeaSide School Demographics

According to 2015-2016 data on the Massachusetts DESE website, SeaSide School is a Title 1 school with approximately slightly more than students. There are roughly equal male students and female students in grades Preschool through Grade 5. Seaside School is a Level Two School, and in a Level Two School District.

> *Massachusetts' Framework for District Accountability and Assistance* classifies schools and districts on a five-level scale, classifying those meeting their gap narrowing goals in Level 1 and the lowest performing in Level 5. Approximately eighty percent of schools are classified into Level 1 or 2 based on the cumulative PPI (progress and performance index) for the "all students" and high needs groups. For a school to be classified into Level 1, the cumulative PPI for both the "all students" group and high needs students must be 75 or higher. If not, the school is classified into Level 2. A school may also be classified into Level 2 if it has low MCAS participation rates for any group (between 90 and 94%).
> (http://profiles.doe.mass.edu/accountability/report/aboutdata.aspx#AccountabilityInformation)

Overall student enrollment at SeaSide School is predominantly Caucasian, with more than 80% compared to the state average of 62.7%. African American students are comprised of slightly less than 3% compared to the state average of 8.8%. Asian students are comprised of just over 1% compared to the stated average of 6.5%. Native American students are equal to the state average of .2%. Just under 6% of students are multi-race/non-Hispanic compared to the state average of 3.2%. Students with low income is slightly less than 20 %. Students with disabilities is just over 11%. ELL students are at between 3-4% of the population.

SeaSide School has between 35 - 40 licensed, highly-qualified teachers and a students to teacher ratio of 12.3 to 1. There are less than 70% are white teachers at Seaside School with a

predominately female staff. The average age of teachers from younger than 26 to over 64, however, the average age range is 49-56 years old.

Prior Educator Evaluation scores reported to the Massachusetts DESE are overall very strong. Just under 30% of all educators are rated as exemplary. Just under 70% of all educators are rated as proficient. Slightly more than 2% of all educators are rated as needs improvement and 0% of all educators were rated as unsatisfactory.

SeaSide School Participants

SeaSide School has three female participants and one male participant: one principal (Principal Kennedy) and three teachers (Mrs. Jefferson, Mrs. Hamilton and Mr. Reagan).

Mrs. Jefferson has worked at SeaSide School as the math specialist for 7 years, but has 26 years of experience all together. She has a graduate degree and is within the age bracket of 40-49. While Mrs. Jefferson felt that Educator Evaluation is important, she did not seem to have a sense of urgency in regards to the timelines and expectations, and relied heavily on her colleagues to keep her on track. She overemphasized "the binder" and sometimes seemed to speak about the process as solely "the binder".

Mrs. Hamilton has worked at SeaSide School as the reading specialist for 6 years, but has 22 years of experience all together. She has a graduate degree and is within the age bracket of 50-59. Mrs. Hamilton was a confident veteran teacher who was not confident about her technological skills. She had very strong opinions about the Educator Evaluation model in regards to evidence collection and timelines.

Mr. Reagan has worked at SeaSide School as a 5th grade teacher for 18 years. He holds a Bachelors degree in Elementary Education. Mr. Reagan seemed disenchanted by the entire Educator Process. He was a bit of an outlier as he stated on several occasions that he felt that the

Educator Evaluation Process had absolutely no bearing on the practice of those teachers in his school.

Principal Kennedy has been the principal of her school for the past 9 years, and was a teacher in that same school for twenty years prior to that time. She is within the age bracket of 50-59 years old and has her Masters degree. Principal Kennedy feels that self-reflection and the evaluation process is a necessary thing, however, does not appreciate the amount of work that goes along with the process.

The district has adapted the model contract language from the state of Massachusetts. This means that they have adopted most of the state has recommended, however, their structure is a bit different. In this district, teachers are expected to collect evidence in the first year of their cycle. In the second year of their cycle, they are to write a short paper explicitly explaining their own progress towards their student learning and professional practice goals. Other than that, the process is the same as the model contract language.

Principal Kennedy does not follow the timeline fastidiously, but is sure to do so for those teachers who are within their first three years of employment and are considered non-professional teacher status. She is also sure to meet the timelines for those teachers that might be considered not meeting the expectations.

Principal Kennedy thinks that the meetings with teachers are the most important part of the process, and works hard to preserve those meetings, as they are the easiest part of the process to let go of, since they are not contractually bound or obligated to do so.

Both Principal Kennedy and Principal Ford follow the processes within their school fastidiously with teachers who are considered non-professional teacher status. This means that they are scheduling several announced and unannounced observations of each teacher within

their first three years of employment. Their rationale for following the process so meticulously is so that if in the end, the teacher needs to be let go for non-performance, the evaluator can state that they process was followed as stated within the teacher contract.

Overview of Information Needed

This study is a qualitative study, using aspects of narrative inquiry and ethnographic fieldwork. Bloomberg and Volpe (2012) state that the four general areas of information that are needed in qualitative studies are contextual, perceptual, demographic and theoretical.

The contextual information needed refers to the school context within which the educators and their evaluators work, most specifically with the Massachusetts Model System for Educator Evaluation. The contextual information provides context and background to help to answer the research questions. Given the nature of contextual information, a review of the evaluation process in the schools being studied will provide knowledge about the process as well as the vision and objectives in regards to the process. In order to gain access to the contextual information, documents relating to the educator evaluation process will be obtained and reviewed.

Bloomberg and Volpe (2012) state that collecting and analyzing demographic information is essential to describing who the participants in the study are, where they come from, and any other history, background, experiences, education, or any other personal information that might be of importance, such as age, gender, position in the school, etc. Demographic information is needed to help the researcher to understand what might be underlying an educator's perceptions as well as compare the similarities and differences between participants in the study. Demographics can help to explain certain findings that might emerge

in a study. Initial participant demographics will be collected using a personal data sheet before the initial interview. More demographics will be collected during the first interview based on Seidman's (2013) Three-Interview Series, which will be discuss later in this chapter.

According to Bloomberg and Volpe (2012), collecting perceptual information related to the evaluation process is important as well. Because this is a qualitative study, where interviews will be the primary data collection source, perceptual information is the most essential of the kinds of information that will be gathered. During the interviews, it will be the researcher's responsibility to uncover the participants' descriptions of their experiences related to the educator evaluation process. These descriptions will hopefully help the researcher to determine if the educator evaluation process builds teacher effectiveness related to teachers' work relationships, teachers' self-efficacy and teaching practices. Bloomberg and Volpe (2012) also caution researchers in remembering that perceptions are what people perceive as facts, but are not really facts. These perceptions are needed to help to tell the story, but should not be misconstrued as right or wrong.

Finally, Volpe and Bloomberg (2012) state that theoretical information must be researched and collected from various literature sources to assess what is already known regarding educator evaluation.

Type of Information	***Information Needed/What the Researcher Wants to Know***	***Method***	***Related Questions/ Possible Interview Questions***
Contextual	Educational background and history; experience with the evaluation process	interview, document review	What are the major purposes of the educator evaluation process in your school? Describe your school's the current evaluation process.
Demographic	Descriptive information regarding participants, such as age, years in	personal data sheet	Age:

	education, school name, grade, subjects taught		Gender: Highest Level of Education: Teaching Licenses Held: Current Teaching Assignment (Teacher): School Name: Grade: Number of Years in Current Position: Number of Years as a Classroom Teacher: Current Administrative Assignment (Evaluator): School Name: Grade Level of School: Number of Years in Current Position: Number of Years as an Evaluator: Past teaching experience including grade levels and number of years in the classroom:
Perceptual	Participants' descriptions and explanations of their experiences with educator evaluation as it relates to this study.	interview, non participant observation	What early experiences with the educator evaluation process have teachers and administrators had? Which steps in the current educator evaluation process are of value? Which steps in the current educator evaluation process are of less value? Describe a way that teachers grow professionally. Describe to me the most and least effective aspects of the educator evaluation process. Describe to me how the evaluation process has affected student achievement. Describe to me how the evaluation process has affected school improvement. If you could give advice to your evaluator in order to improve educator evaluation in your school, how would you make it more effective? How do you typically respond/act upon feedback/suggestions from your evaluators? How might your school's successes be attributed to the evaluation practices in place?
Theoretical	Researcher is looking for the theory and prior research in regards to educator evaluation.	Literature Review, Theoretical Framework	What prior research exists about educator evaluation? What is found in the literature?

Research Design

This study is qualitative in nature, using aspects of narrative inquiry, document analysis and ethnographic fieldwork. For the purposes of this research, narrative inquiry began with the Massachusetts Model System for Educator Evaluation as expressed in lived and told experiences of educators and their evaluators (Creswell, 2013).

Creswell (2013) states that narrative researchers collect stories, documents and conversations about lived and told experiences. These stories are co-constructed between the researcher and the participant, so much of the story is emerged through discussion. While much of this data collection is from discussion, it also can derive from observations and document analysis. Using a social constructivist interpretive framework (Creswell, 2013), the reality of the story is co-created by the researchers and the participants and their individual experiences. In using this framework, the researcher has used emergent ideas obtained through methodologies including interviews, non-participant observation and document analysis.

Emerson, Fretz and Shaw (2011) state that in taking ethnographic notes, the researcher's charge is to uncover the truths in which are apparent in the subjects' lives. The purpose of ethnographic field notes is to "transform witnessed events, persons, and places into words on paper" (Emerson, Fretz and Shaw, 2011, p. 12).

Document analysis occurred when the researcher examined the forms that are used in the evaluation process, including formative and summative evaluations. These documents have been used for triangulation in conjunction with the interviews, and non-participant observation.

Data Collection Methods

During this study, the researcher conducted interviews, non-participant observation/ethnographic field work and document analysis in order to answer the three research questions as seen in the chart below.

Research Questions	***Information Needed/What the Researcher Wants to Know***	***Method***	***Related Questions/ Possible Interview Questions***
RQ1: How can the evaluation process lead to constructive change in an educator's work relationships?	Participants' perceptions about how the evaluation process lead to constructive change in their collegial work relationships.	Interview, non-participant observation	What effect has the educator evaluation process had on improving teachers' work relationships?
RQ2: How can the evaluation process lead to constructive change in an educator's self efficacy?	Participants' perceptions and attitudes about how the evaluation process leads to change in their self efficacy.	Interview, non-participant observation	What effect has the educator evaluation process had on improving teachers' self-efficacy?
RQ3: How can the evaluation process lead to constructive change in an educator's teaching practices?	Participants' perceptions and attitudes about how the evaluation process leads to constructive change in an educator's practice?	Interview, non-participant observation	What effect has the educator evaluation process had on improving teacher's teaching practices? What effect does the educator evaluation process have on improving teaching in the district? What effect does the educator evaluation process have on professional growth of teachers?

A schedule was mapped out as to the steps in this research study as follows. An interview occurred first. The purpose of the first interview was for the interviewee and the researcher to get to know each other. Then, an observation of a teacher teaching a lesson occurred as well as an observation of the evaluator giving the educator feedback based on the observation. After the first observation, a second interview occurred. During this interview, the educators were asked to describe the details to explain the experience of evaluation. This was not an opportunity to give opinions, but more so, an opportunity to discuss the details in which

they have encountered upon which their opinions are built. A second observation occurred after the second interview. Again, the researcher observed a teacher during a lesson observation and then observed in the follow-up with the evaluator. There was a third and final interview in which the researcher asked the participants to reflect on the meaning of their experience (Seidman, 2013).

Interviews

Irving Seidman (2013) posits about the "Three-Interview Series" which allows both the interviewer and the participant to discuss the participant's experience, place it in perspective, and reflect on its significance. For this study, interviews occurred with five teachers at two different schools. Two administrators from two different schools who have had prior involvement in the evaluation process were also interviewed.

Each person interviewed met with the interviewer three times. The purpose of the first interview was in regards to the "Focused Life History". In this first interview, it is the interviewer's responsibility to place the participant's experiences into context by asking them to articulate as much as possible about him or herself regarding their previous experiences on the topic.

Seidman (2013) postulates that the purpose of the second interview is to focus on the concrete details of the participants' present lived experience in the topic of the study. This is not necessarily about their opinions, it is more about the details of their experiences, upon which their opinions may be built. The researcher's task is to reconstruct the countless details of the participants' experiences in the area in which is being studied.

The third interview, as suggested by Seidman, is when the researchers asks the participants to reflect on the meaning of their experiences. It is during this third interview that

the researcher guides the participant to make sense or meaning of their experiences. "The combination of exploring the past to clarify the events that lead participants to where they are now".

All interviews were semi-structured on a one-on-one basis. An interview protocol was designed by the researcher. The interviews were audiotaped and then transcribed and coded.

Non-Participant Observation

Creswell (2013) states that the researcher serves as an outsider of the group that is being observed. The researcher watches and takes field notes from a distance and records data without direct involvement with the people being observed. Emerson, Fretz and Shaw (2011) call these notes "jottings" rather than taking full written notes. Jottings help to capture parts of conversations and actions that can be pulled together to interpret and determine meaning. The jottings are details that show rather than tell about people's behavior. Creswell (2013) advises of a simple observational protocol with a column for the researcher's Descriptive Notes and the researcher's Reflective Notes. This is the type of Observational Protocol that was used in this study.

Document Analysis

Document Analysis is an organized analysis of instructional documents. In this research study, the instructional documentation that was studied and analyzed are the documents pertaining to the educator evaluation process. (The University of Texas at Austin). These documents include but are not limited to the educator's self-assessment, SMART goals or Educator Plans that are created at the beginning of an educator's evaluative cycle. Also being analyzed were the pre-conference notes or forms from before the observation as well as the

evaluator's observation write-ups. Final documents were collected regarding the educator's Formative or Summative Evaluations.

The purpose of the document analysis was to gain insight into the process of educator evaluation by use of the forms that are being completed by both the educator and the evaluator. The researcher examined the documents for patterns, trends and consistency in instructional documents. The document analysis provided information for my interviews of participants and my non-participants observations.

Data Analysis or Synthesis

After the data was collected, the researcher organized it. In any qualitative study, it is important to create and organize files for data. Interviews were recorded and transcribed, half of the interviews were transcribed by the researcher, the other half were transcribed by an online company (Rev.com). The researcher read through the text of the data, and made preliminary notes. From those preliminary notes, the researcher determined initial codes.

Using semi-open coding the researcher began with First Cycle Coding (Miles, Huberman and Saldaña, 2014). In First Cycle Coding, the researcher used a combination of Descriptive Codes and In Vivo Coding. Descriptive Coding is a label given to data to summarize in just a word or a phrase. It is a summary of what that passage of data represents in just one or two words. In Vivo Coding was also used (Miles, Huberman, and Saldaña, 2014). In Vivo Coding is the use of phrases or words from the participant's own language.

In Second Cycle Coding, the researcher began looking for patterns in the data. Miles, et. al, (2014) state that pattern coding is a way of grouping the summaries from first cycle coding into a smaller number of categories and themes.

The researcher had then collected enough information in regards to teacher and administrative perceived beliefs about the educator evaluation process in order to develop a structural description of how it was experienced by all of the parties interviewed. This is where the researcher developed the life experiences of the educators and their evaluators.

After patterns and themes were developed, the research went through two processes of analyzing the data. First, the themes were compared to the Hallinger, Heck and Murphy (2013) Theory of Action for educator evaluation. Connections between the data of this study and the outcomes in this framework were developed. Some outcomes of the Massachusetts Model System for Educator Evaluation found in this study did not fit within the Hallinger, et al., (2013) framework. The researcher then developed the framework by adding two outcomes that had not been included previously. After the findings from this study were used to connect the Massachusetts Model System for Educator Evaluation with the framework, and developed the framework, findings were used to answer the three research questions. The analysis of the framework will be presented in Chapter 4. Chapter 5 will be used to present the analysis of the three research questions.

The final part of the data analysis is the researcher's representation of the data collected and a narrative presentation of the told story of teacher and administrative perceived beliefs of the educator evaluation process and its effect on teacher self-efficacy, professional relationships and teaching practices. Emerson, Fritz, and Shaw (2011), describe this experience as a process of "discovery". However, they challenged their own thoughts by stating that it is more accurate to say that the researcher "creates, rather than discovers, theory" (pg. 199). A considerable amount of analysis was done during the writing, sharing and rewriting of Chapters 4 and 5.

Ethical Considerations

This research study follows the guidelines set forth by Southern New Hampshire University's Institutional Review Board (IRB), as well as the ethical considerations written by Miles, Huberman, and Saldaña (2014). Prior to conducting research, IRB approval was granted, and a copy of the approval will be included in Appendix A.

Prior to data collection, all consent forms were approved by Southern New Hampshire University's Institutional Review Board (IRB). These forms notified potential participants of the purpose of the study, voluntary participation, and the right to end participation at any point, and contact names and information should a participant have any questions.

Consideration for safeguarding participants was of highest priority throughout this study. Participants' identities were protected not only throughout the entire process but especially in reporting the data. All personal identifiers have been removed, and pseudonyms have been used when reporting findings. The researcher has ensured that any description of schools allows for anonymity. Data was coded and securely stored in a locked cabinet so that only the researcher could access it, and it was used for professional purposes only.

Issues of Trustworthiness

Researchers must take care to honor trustworthiness in their study when working with human beings. Bloomberg and Volpe (2012) state that trustworthiness can be found in credibility, dependability, confirmability and transferability. Through these factors, a researcher works to separate personal assumptions from the data to present conclusions that are free from bias.

To test the credibility of the study, the researcher triangulated the data using various data collection methods, including interviews, non-participant observation and document analysis.

Dependability has been established by the researcher memoing (Saldaña, 2013). In memoing, the researcher documents and reflects upon the coding processes and code choices as well as detailed accounts of how all of the data collected was analyzed, coded, and interpreted. As a principal and evaluator who currently works in an elementary school, and implements an educator evaluation process as a large part of her responsibilities, the researcher does bring to the study her own biases about the topic. The researcher used these memos in an attempt to prevent this bias from influencing the research study. Multiple methods of data collection, including interviews, observations, and document analysis, have strengthened the process and ultimately the findings of the study.

Confirmability is the idea that the research findings are a result of the research, and not of the researcher's biases. This again is where memoing and reflection, as well as the record of ethnographic fieldwork and interview transcripts will help the reader to understand how the researcher made the determinations made in the study.

It can be difficult to create generalizable results using qualitative methods of study. Therefore, it has been the intent of the researcher to create a study that has transferable findings. This researcher has worked to write a well written study with details and descriptions will allow for this study to be transferable within the context of the study.

Limitations and Delimitations

There has been potential for researcher bias because the researcher is a principal of an elementary school that utilizes a standards-based teacher evaluation tool as part of the educator evaluation process. While the researcher is aware of the process of educator evaluation in her school, she cannot predict how the process takes place in other schools.

The sample size in this study could be a limitation and may prevent this study from being generalizable to a larger population, however, the data and information could be valuable and applicable to context of similar schools, educators and evaluators. Also, one researcher prevents the ability to ensure inter-rater reliability, thus possibly limiting the perspective of the study.

Lastly, the study takes place in one Northern New England state, possibly limiting its ability to be generalizable to other states or the general population.

Chapter Summary

This chapter outlines the study's methodological procedures. A qualitative study, with components of narrative inquiry, ethnographic fieldwork/ non-participant observation, and document analysis was used to determine if educators and their evaluators believe that the educator evaluation process has any effect on educators' work relationships, educators' self-efficacy and educators' teaching practices. The participant sample will be made up of teachers and evaluators who are currently using a standards-based model for educator evaluation. Each participant was interviewed using Seidman's (2013) Three-Interview Series. Semi open coding occurred using First Cycle Coding and Second Cycle Coding. In First Cycle Coding, Descriptive Coding and In Vivo Coding occurred. In Second Cycle Coding, Pattern Coding occurred.

After patterns and themes were developed, the research went through two processes of analyzing the data. The themes were compared and connections were developed within the Massachusetts Model System for Educator Evaluation, the Hallinger, et al., (2013) framework as well as the 3 research questions. The researcher also participated in memoing in order to keep detailed accounts of how all of the data collected was analyzed, coded, and interpreted.

Chapter IV

Presenting Findings

Introduction

The purpose of this qualitative study was to explore what teachers and principals report related to their use of the Massachusetts Model System for Educator Evaluation process to gain a better understanding of the ways in which the process may support growth in teacher work relationships, teacher self-efficacy, and teacher practices. The researcher believed learning about teacher and principal perceptions regarding the use of the Massachusetts DESE (Department of Elementary and Secondary Education) Educator Evaluation Process would enable other educators and their evaluators to utilize the process in a manner that maximizes the tools' ability to promote teacher effectiveness. This chapter presents the key findings obtained from 21 interviews, teacher observations and document analysis.

The Massachusetts DESE has established a purpose of the Educator Evaluation Model. It is stated as such:

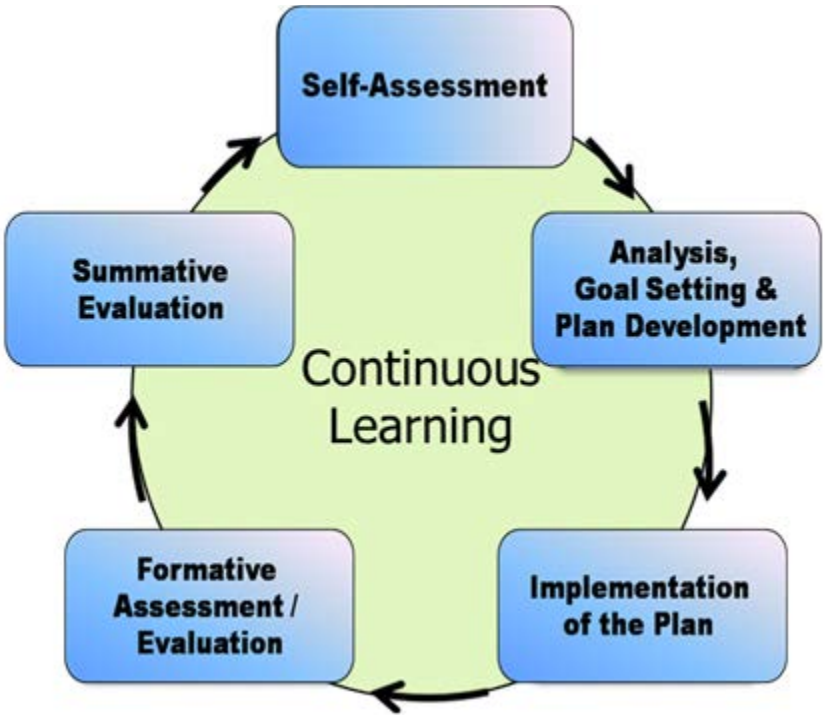
The specific purposes of evaluation under M.G.L. c.71, §38 and 603 CMR 35.00 are:

> (a) to promote student learning, growth, and achievement by providing educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability, and
> (b) to provide a record of facts and assessments for personnel decisions.

(http://www.doe.mass.edu/lawsregs/603cmr35.html?section=01)

The major findings that emerged from this study are organized using the framework of the Massachusetts Department of Elementary and Secondary Education (DESE) 5-Step model (as seen below).

> The goal of the 5-Step Cycle of evaluation is to provide educators with a continuous opportunity for professional growth and development through self-directed analysis and reflection, planning, action steps, and collaboration. Regular, constructive feedback from the evaluator, coupled with opportunities to reflect on and improve practice, drive the cycle from beginning to end. This is the nature of continuous improvement. (Massachusetts DESE 2014)



As discussed in the literature review, Hallinger, Heck and Murphy's Theory of Action (2013) regarding teacher evaluation and school improvement is part of the theoretical framework used in this study. This framework shows the focus of teacher performance being on school improvement, and therefore shows a "causal chain". The framework shows how teacher evaluation will positively impact growth in student learning outcomes through three interrelated paths: removing poor performing teachers, giving teachers meaningful, explicit feedback which will improve the quality of instruction and student learning growth, and creating a school culture that is results-oriented (Hallinger, et al., 2013). Both the Hallinger, et al., (2013) model and the Massachusetts DESE model (2014) have similar prescriptive assumptions about how to improve teacher performance but there are differences as well, as we will discuss in the sections below.

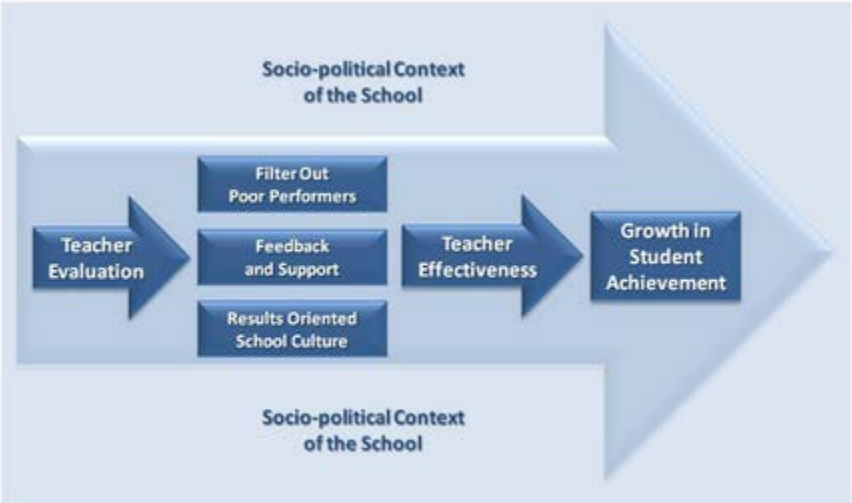
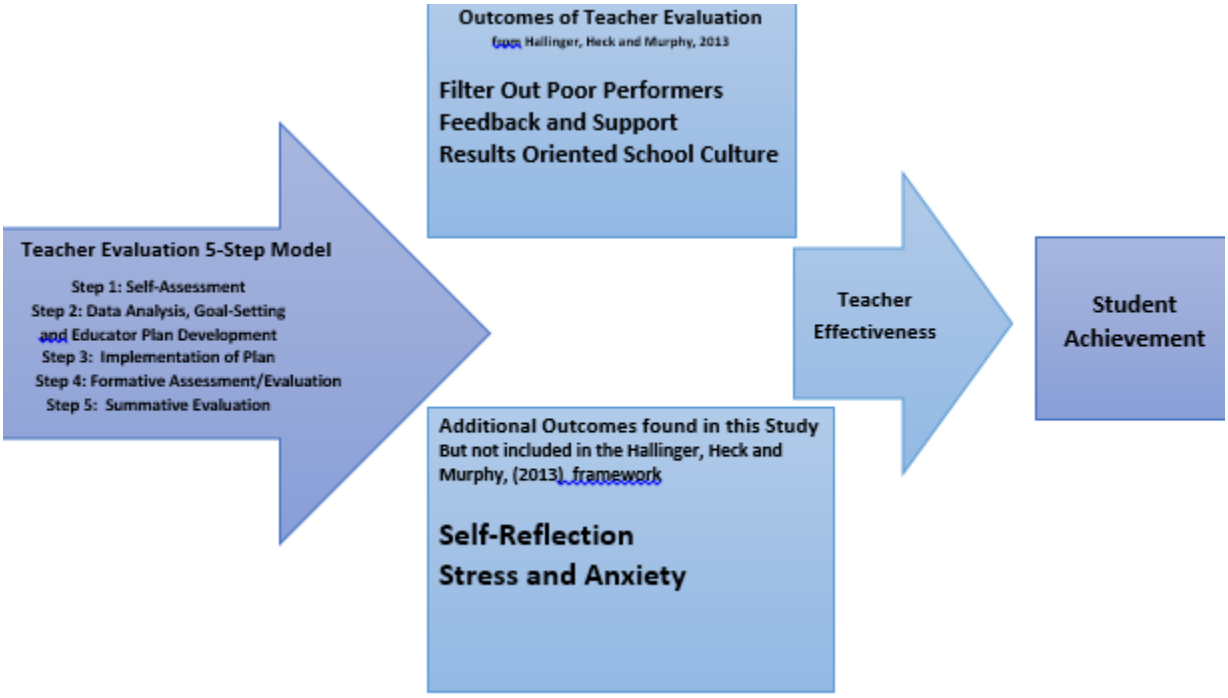


Fig. 1 Theory of action underlying teacher evaluation and school improvement

In this chapter, the researcher explores which parts of the Massachusetts Model System for Educator Evaluation (Mass DESE, 2014) align with the Theory of Action Framework from Hallinger, Heck and Murphy. While many outcomes from Hallinger, et al.,'s (2013) framework were found within the findings of this study, there were also several outcomes that were absent from Hallinger, et al.,'s (2013) framework.



Hallinger, et al., (2013) state that the teacher evaluation process can lead to filtering out poor performers, can offer teachers feedback and support and can help to support a results oriented school culture.

The data from this research study showed that there are missing components to Hallinger, et al., (2013)'s framework. Most specifically, teacher self-reflection, and stress and anxiety were outcomes discovered in this research study that did not map directly to the outcomes in Hallinger et al.,'s (2013) framework.

Both support for the three outcomes in the Hallinger, et al., (2013) framework and those outcomes this research shows are missing from that framework will be organized, discussed and connected to the 5-Step Process within the Massachusetts Educator Evaluation Model.
The findings from this study show that a more comprehensive framework is necessary to explain the experiences that educators and their evaluators have when they are going through the Massachusetts 5-Step Educator Evaluation Model (Ma DESE 2014).

Finding 1: *Step 1 of the Educator Evaluation Process is Self-Assessment and Goal Proposal. The Self-Assessment part of the Educator Evaluation Model caused teachers to be stressed and overwhelmed, but also helped them to self-reflect.*

According to a study done by Ross and Bruce (2007), self-assessment is a powerful technique for self-improvement. Teaching self-assessment skills contributes to a more accurate self-assessment and to higher student achievement. Self-assessment is a mechanism for professional growth that provides pathways for peers and change agents to influence teacher practice.

According to the Resource Guide published in August of 2014 by the Massachusetts DESE, the following is the description of the Self-Assessment and Goal Proposal part of the evaluation process:

Step 1: Self-Assessment & Goal Proposal

WHAT—The first step of the educator evaluation cycle is self-assessment and goal proposal. Educators analyze student data, reflect on their performance, and propose a minimum of one student learning goal and one professional practice goal individually and/or in teams.

WHEN—The self-assessment should be informed by the summative evaluation. Given a typical one or two year cycle, most summative evaluations will occur at the end of a school year—therefore, self-assessment may start at the end of one year as educators reflect on their performance and continue through the beginning of the next year as educators analyze data for their new students.

As stated in the box above, in this first step, educators are expected to use student data to reflect on their own performance for this self-assessment stage. From their self-assessment, the educators then create goals for themselves, one around student learning needs and the other as a personal professional practice goal.

Introduction

The data from this study suggests that during Step 1, teachers' experiences include stress and anxiety as well as self-reflection and effective conversations with their evaluators about students, teaching, and learning. The data collected regarding Step 1 did not map directly to the three outcomes in the Hallinger, et al., (2013) framework and thus stress/anxiety and self-reflection must be included to give a clearer picture of the outcomes of Step 1 in the Massachusetts Education Evaluation Model. The findings related to these added outcomes are discussed below.

Stress and Anxiety

Stress and anxiety experienced in Step 1 are predominantly in regards to the rubrics that the educators and their evaluators use to determine the teacher's score or rating. Stress would be defined as the pressure exerted on teachers from the rubric. Anxiety would be defined as a

feeling of worry, nervousness, or unease regarding the rubrics and how they are being used. Both teachers at the Midtown School brought up the rubric as a source of stress and anxiety. In the Massachusetts model, the rubric includes the four ratings: Exemplary, Proficient, Needs Improvement and Unsatisfactory. Teachers are rated in four standards: Curriculum, Planning and Assessment; Teaching All Students; Family and Community Engagement; and Professional Culture. There are 33 indicators among the four standards. There are several different rubrics that are used depending upon an educator's role. (See Appendix A for the teacher rubric.) Most teachers use the one designed for classroom teachers. There is also a rubric designed for Specialized Instructional Support Personnel (SISP), which includes nurses, school psychologists, speech therapists and other staff. There are also rubrics for school level administrators and district superintendents.

Evidence in the literature has found that rubrics specifically illustrate the characteristics at each performance level, which can provide teachers rated as mediocre or unsatisfactory with an idea of what improvements to make. Rubrics are much less time-consuming for principals since lengthy narrative descriptions are not required, however, some rubrics are so long and detailed that they seem overwhelming to many teachers and administrators (Marshall, 2009; Danielson, 2007).

Mrs. Washington, from Midtown School, who uses the rubric and paperwork designed for the SISP, believes that the process and the paperwork doesn't always match the specialist teachers' roles. She equated it several times to a "square peg in a round hole." Mrs. Washington stated, "It's hard, I mean with the paperwork that they give you. It's really hard (for the school psychologist) to fit (their practice) into that (paperwork)."

Miss Adams, a teacher with non-professional teacher status at the Midtown School, feels overwhelmed with the entire process but it has gotten better as the years progress. In Massachusetts, the model is about five years old, but these two districts have had about three years of experience using the model. "I felt very overwhelmed as a new teacher. Now you have to hit all these {indicators on the rubric} and they give you the standards and you need to see which ones you're proficient in and kind of build your goals over that." She went on to explain that other teachers in her school were overwhelmed, "A lot of people seemed very reluctant to it and they are like, 'I don't know why we need to do this.' Or 'it's just extra work that we need to do.' And I think they were very reluctant to do it." Although, Miss Adams is overwhelmed by the process, she did explain that the anxiety related to Step 1 diminished each year. "Now this is my third year of doing it, so for me it's like I'm not a pro at it, but I know what to expect. And I honestly don't think it is that bad now. The first year, like I said, I was a little confused, it was a lot thrown at us and I don't think that our administrators knew exactly what to expect. In year two, there was less anxiety over it because people had been given the standards and have been able to look through them."

Both teachers at the Midtown School feel strongly that the rubric is flawed and can be overwhelming, but seemingly for different reasons. One teacher believes that the rubric doesn't match her job, and the other believes that there are a lot of indicators on the rubric, which can be stressful to be proficient on them all.

A study done by Hewitt (2015) found that teachers feel an increase of stress, pressure and anxiety within the standards-based evaluation model used in their schools. These feelings of stress, pressure, and anxiety, according to some respondents, have a direct and negative impact on morale. A study done by Mearns and Cain (2003) confirms that occupational stress is a factor

affecting teachers and that this stress related to teacher burnout, anxiety or distress. Acknowledging that stress and anxiety is an outcome of Step 1, might allow for a better understanding of the true impact of the Massachusetts Educator Evaluation Model.

Self-Reflection

Self-reflection was a common theme within the entire 5-Step cycle, beginning with the self-assessment step. Since Step 1 focuses on the Self Assessment tool, where teachers rate themselves against the teacher rubric and point out their own strengths and weaknesses, along with identifying the areas of needs for their students, it is understood that this step would include self-reflection. Having said that, there is nothing within the Massachusetts Educator Evaluation Process that ensures that this self-assessment is accurate. Evaluators hope that the educators will self-assess themselves in an accurate fashion. Self-reflection is a vehicle that allows teachers the ability to explore, contemplate and analyze experiences in the classroom (Malatji and Wadesango, (2014). Kolb (1999) emphasizes these experiences as a cyclical process through the stages of observing oneself as a teacher, thinking about the observed experience to gain understanding and meaning of what is happening, and applying the insights gained to future teaching experiences.

The self-reflection aspect of the evaluation process looks a bit different in each of the two schools involved in this study. In Midtown School, the district uses the self-reflection indicator on the rubric to gauge an educator's self-reflection. The self-assessment can also be used as a self-reflection tool. In Seaside School, the district has negotiated an entirely separate self-reflection piece for year two in which the teachers with Professional Teaching Status (teachers who have taught for more than three years and are no longer considered in the probation period of their tenure) are expected to write a paper self-reflecting on an aspect of their teaching, an area

of growth in which they wish to work on, or another educational topic allowing for self-reflection. Almost all of the participants brought up self-reflection in one facet or another. Mrs. Jefferson admitted that this is a reflective process, "I guess it (the process) did make me reflective. First, even just thinking about the areas that I needed to think about, or that I needed to always have on the back burner. Now, I'm constantly thinking of ways, things that I could do better, ways that I could improve and how I could really help students. I guess I'm just thinking the process was effective in some of the things that made me think about, for example, family engagement being one of them."

Mrs. Hamilton also stated that the self-reflection part of Step 1 was valuable. "That self-reflection is really the most powerful." She went on to explain that in the teaching profession, it is good to have self-reflection as part of the evaluation model, since teachers seem to be hard on themselves, "I think we are quick to judge and know what didn't work. I think we are as professionals less likely to celebrate the successes so I think that's the self-reflection and I find is the most valuable part of the process." The self-reflection step does request that people specify their own strengths and weaknesses, by rating themselves within the teacher rubric. Also during this step, educators are to use student data to identify their students' strengths and weaknesses.

The results from this study show that some parts of Step 1 are difficult yet still beneficial to the teachers. Principal Ford explained that "The student learning goal piece is harder (than the other parts of the rubric), especially at the start of the year. They don't feel like they know their kids well enough." Four of the five teacher participants cited student learning as an area for their own self-reflection. Mrs. Hamilton reported, "In the process of focusing on student learning, there is an opportunity to reflect on my craft and my teaching and how I can improve and support student learning."

Mrs. Jefferson values the self-reflection piece, as evidenced in her comment, "It was valuable to have to think about 'okay, what am I doing for teaching all students? What am I doing for communication with families?" So even just having that was something I needed to be mindful of."

Miss Adams was a little more critical about herself, but feedback from her evaluator helped her use that reflection in a positive way. "Sometimes I'm too reflective. That's one of her {the principal's} suggestions, that I need to take a deep breath and just relax and really take it slow and move on." Miss Adams also mentions that the rubrics help teachers to see where their strengths and weaknesses are. "And the rubrics are overwhelming but when you have certain point of them mentioned, you're like, 'Oh yeah, I do that.' Or 'oh yeah, I am teaching all students because XYZ.' I think that's really great for teachers to grow because they're able to see the areas that they are successful in as well as ones that they necessarily thought they were teaching but they weren't hitting on them as much as they should be."

As a skilled principal, Principal Kennedy felt that practices in place in the past were far more self-reflective than the current model of self-reflection under the Massachusetts Educator Evaluation Model. This is why she has made some changes to the implementation within her district, allowing for the second year of implementing the evaluation model to be solely about self-reflection for PTS staff. "This (the Massachusetts model) process isn't reflective. That's not helpful. I don't care what people did or didn't do. I care what they thought about it and what changes they made for their instruction. There's kind of the long way around the process. It's a little different for PTS and non-PTS (teachers who are within their first three years of teaching, also known as the probationary period). There's not enough reflection the way that it's currently

set up. You have to build that into your conversations. We want empowered learners of students. We need empowered learners of teachers."

While Principal Kennedy disagreed that the organic process from Massachusetts included an element of self-reflection, she was proud to share how her district acknowledges and showcases self-reflection within this process. "For PTS folks, the first year they do the formative stuff toward the end of the year, and actually the second year we've come to agreement that they write a reflective paper, because if there's something missing {within the Massachusetts model process}, it's the reflection. We always had a really heavy reflective process."

Principal Ford discussed how difficult the self-assessment piece has been for the teachers. Since this is the case, and it has no bearing on the overall process, she does not collect the self-assessment and hopes that the teachers will complete this task as a great lesson in self-reflection. "That self-assessment piece is brand new to them. Although I think they do a good job, at least on the professional practice part. What I do is have them go through the rubric and rate themselves and I don't have them share that with me unless they want to. But I just say do that for your own purposes and then pick something from that {to create your goals} and they all seem to get that."

During Step 1, principals meet to discuss the goals that have derived from the teachers' self-assessments and are considered "proposed goals". Principals can choose to review the teacher's self-assessment during this time and discuss it with the teachers, but this is not a necessary step dictated within the process. Principals are required to review the proposed goals and help teachers edit them as necessary. The findings of this study show that during this meeting, many discussions and conversations about students, teaching, and learning take place.

Both Principal Ford and Principal Kennedy stated that they believed the conversations that occur during Step 1 of the evaluation process also help facilitate the teacher's own self-reflection. When asked what the most valuable part of the process is, Principal Kennedy stated, "Always the conversations. They're the most valuable of all. It's always interesting to think where people think their weaknesses are, particularly for really strong teachers." When asked if the process has any effect on improving a teacher's work relationships, Principal Ford reported, "Those conversations, they last maybe 45 minutes, are just very impactful in me understanding them as a teacher and them having a chance to have somebody probe for self-reflection. Everybody has told me after that those are some of the best professional conversations that they've had."

During Step 1 educators are filling out their self-assessment tool, based on the description of this step as noted above and the definition of self-reflection as a vehicle that allows teachers the ability to explore, contemplate and analyze experiences in the classroom (Malatji and Wadesango, (2014), self-reflection should be a fundamental piece of the self-assessment process in Step 1. Furthermore, teachers have the opportunity for self-reflection during conversations with their principals that occur during Step 1. The finding of this study show that although the two schools are implementing different ways for teachers to be self-reflective as part of the evaluation process, this self-reflection is occurring throughout the five steps, and particularly during Step 1 through the use of self-assessment and conversations with their principals.

As demonstrated in the data from the interviews, within Step 1 of the Educator Evaluation process, the two main outcomes are stress and anxiety and self-reflection, which are mapped directly to the outcomes in the *Theory of Action regarding Educator Evaluation* by Hallinger, Heck and Murphy (2013). Most specifically, participants stated that they experienced

stress in regards to the rubric and that they were overwhelmed by the rubric. Participants stated that the self-assessment process allowed for self-reflection particularly during conversations between teachers and their evaluators.

Finding 2: *Step 2 of the Educator Evaluation Process is Data Analysis, Goal Setting and Educator Plan Development. These parts of the Massachusetts Model System for Educator Evaluation are linked to the following outcomes: stress and anxiety, self-reflection, feedback and support, supports a results-oriented school culture, and filters out poor performers.*

According to the Resource Guide published in August of 2014 by the Massachusetts DESE, the following is the description of the Goal Setting and Educator Plan Development Part of the evaluation process:

Step 2: Goal Setting & Educator Plan Development

WHAT—Step 2 of the educator evaluation cycle is goal setting and educator plan development. Educators share their self-assessment and proposed goals with evaluators; evaluators work with educators to refine proposed goals as needed; and educators and evaluators develop Educator Plans that identify evidence, activities and supports that will drive improvement and progress toward goal attainment.

WHEN—Goal refinement and plan development should take place early in the year. Completing the Educator Plan early gives educators sufficient time to engage in the activities to which they have committed while maximizing the use of supports identified in the plan.

As stated above, Step 2 is the part of the process in which the goals are set and educator plans are created in order to map out the process of attaining the goals. Embedded in this step is the idea that educators and their evaluators are having conversations in regards to refining the educator's proposed goals, as well as creating a plan toward the attainment of the goals.

Introduction

The Massachusetts Model System for Educator Evaluation is a data driven process which requires teachers to collect and analyze student data in order to show growth. The previous framework from the Department of Education in Massachusetts did not dictate that teachers collect and analyze data. The data driven model is evidenced by the fact that all seven educators

discussed in their interviews regarding the prevalence, and in some cases, the importance of data collection and data driven decision making.

The data from this study suggests that during Step 2, teachers' experiences again include stress and anxiety however, it is not as prevalent here as it is in other steps. Other experiences include feedback and support from their evaluators, a results-oriented school culture, effective discussion and conversation with their evaluators as well as collaborative discussions with their peers, and self-reflection using data. Two of the experiences identified by participants were included on Hallinger, et al.,'s (2013) framework. In this section, these experiences will be explored through interview data from both teachers and their evaluators.

All seven participants discussed goal setting as an integral part of the Massachusetts Model System for Educator Evaluation. Some participants would like for the goal setting to be a bigger focus, as it is the true work that educators do each and every day. Some participants mentioned that goal setting can get lost in the process, as most educators get distracted by the rubric, evidence and observations.

All educators must create a Professional Practice Goal and a Student Learning Goal every two years, or when their cycle begins. Each year, the Student Learning Goal needs to be changed because the Student Learning Goal is specific to the students who are sitting in seat at that time. Typically, educators edit their Student Learning Goal to meet the needs of the students that they are working with at that time. Professional Practice goals typically last for two years, however, teachers may edit those if necessary as well. One of the schools did not proceed in this manner regarding the timeline for SMART goals and the other did.

Before educators create their SMART goals, they must fill out a self-assessment (as discussed in the previous section), which is, in essence, a copy of their respective rubric in which

they check off their own rating. Since this is a part of the process that can be negotiated through collective bargaining, districts either expect the self-assessment to be done every year, or every other year. SMART goals are then derived from the educator's self-assessment.

Both principal participants referred to the goal setting as an integral part of the Educator Evaluation Model. All five teachers mentioned goal setting as well.

Stress and Anxiety

While not a prevalent theme in this step, stress and anxiety was documented in the interviews with 4 of 7 participants. The stress came from having to make the goals fit for two years, and not realizing that part of the process allows for people to edit or rewrite their goals after one year. Also noteworthy was the fact that the teachers were given autonomy over their goals, which was stressful. So much in education today is prescribed so teachers are not necessarily used to having that level of autonomy. One teacher even mentioned that it is difficult to identify their own area of need, and then articulate that area of need and admit that it is, in fact, an area of need.

Miss Adams disclosed that it is more difficult to make her goals fit for two years, and wished that her district had a different process when it comes to goal setting. “It’s harder to make a goal and stick with it for two years rather than keeping it for one year and just reporting on that. I would prefer to keep my professional goal for two years, but change my student goal yearly. I would like changing every year because you have a different group of students every year that if you’re teaching towards one goal, the next year it may not match the group of children you are working with.” Mr. Reagan also stated that “two year goals can be difficult since it is comparing two different groups of students.”

Another area that Mrs. Hamilton, from SeaSide School, mentioned as a stressor in regards to the process was having autonomy over their Self-Assessment, SMART goals, and Educator Plan. "Having autonomy [to develop goals/plans] is really empowering, and can be a little overwhelming and a little fragmented. It's harder to be an elementary school teacher than ever before because they have to be the expert in all subject areas. I think a knowledge base for the elementary school teacher has incrementally caused some unrest, because then programs are changing. I see a whole lot more pressure and stress at the elementary level than I do at the secondary level." The fact that Mrs. Hamilton felt that having autonomy to complete the Self-Assessment, her personal SMART goals and her Educator plan caused her to be stressed, actually goes against the research done by Pearson and Moomaw (2005) which found that teacher autonomy was a source of motivation, and that autonomous teachers would demonstrate less on-the-job stress.

Principal Ford pointed out how difficult it can be for teachers to develop their own SMART goals. "So the teachers may have good ideas about what they want their kids to learn, but they don't necessarily know how they are going to measure it. So the SMART goal ends up being a little bit tricky." Principal Ford supports the teachers is creating the SMART goals to match their self-assessment.

Miss Adams stated reasons why creating the SMART goals was challenging for her. "It is hard to point out your faults and sometimes I feel like I could stay on the same thing every year."

Again, stress and anxiety was not a pervasive theme found in Step 2, however, it did exist. Teachers found SMART goals to be tricky as they were typically given autonomy to write

these goals, which was a challenge at times Identifying and admitting an area of need was also perplexing for teachers.

Feedback and Support

Hallinger, Heck and Murphy (2013) state that "teacher performance evaluation will provide teachers with meaningful feedback, thereby resulting in improved quality of instruction and growth in student learning" (p. 8). Hallinger, et al (2013), through their study, determined that "the four domains of feedback and support include: providing actionable feedback to teachers, creating professional communities in which teachers share goals, work and responsibility for student outcomes, offering tangible support for the work of teachers and forging systems in which teachers have the opportunity for professional learning".

According to John Hattie and Helen Timperley (2007) "feedback is conceptualized as information provided by an agent…regarding aspects of one's performance or understanding…can provide corrective information…can provide an alternative strategy… can provide information to clarify ideas…can provide encouragement…can look up the answer to evaluate the correctness of a response. Feedback thus is a 'consequence' of performance." Supports given to teachers during the evaluation process and in tandem with feedback from evaluators would be mentoring and professional development opportunities as well as processes in place to support due process and timely decision making (Darling-Hammond, Amrein-Beardsley, Haertel and Rothstein, 2012).

Feedback and support during Step 2 can be in different forms. Educators and their evaluators meet to discuss the educator's proposed goals. Both principals interviewed stated that they helped their teachers refine their goals to make them truly SMART (Strategic, Measurable, Attainable, Rigorous, Time bound), as this can be a challenging task for some teachers. Teacher

participants also agreed that the principal was an integral part to the creation of successful goals. Mrs. Washington explained, "My principal helped me to think of a different way to measure success. She told me 'Obviously you are meeting all these goals in a proficient way, but how do you prove that and how do you look at that?'"

Principal Ford feels strongly about goal setting, but feels that teachers focus more on the rubric and evidence, and in doing so, the goals become secondary. Principal Ford's mission is to make the goals more of a focus in this process. "I have always felt that the goal part of this was the most powerful piece. I think the goals are going to eventually become a really important part. Because that's the piece where you are asking teachers to take a little bit of a risk, to try something different. With the goals, they have an opportunity to pick something that they are interested in and then I think when you collect evidence for that, you can continue to check in on the four standards. But I am hoping that as teachers go through this process a few times, we can really shift to putting a focus on the goal and using that. I think that is going to be really helpful."

Both Principal Ford and Principal Kennedy stated that it was important for educators to be invested in their goals that they created. In an effort to facilitate that, both principals have asked their teachers to create goals around something that they are already working on in their practice. Principal Kennedy stated, "I encouraged staff to pick a goal that was related to one of the initiatives we were working on. To pick something that they felt they needed to work on, but that related to something that's been a focus for us." Principal Ford made the same request of her teachers and then spoke about what happened after stating that with the teachers. "Then, when we met to review the goals and I found, that 9 out of 10 people ended up re-writing their goals from our conversation."

Mrs. Jefferson was pleased with Principal Kennedy's support in creating her SMART goals. She felt that the principal was supportive and did not want the teachers to set themselves up to fail. "The principal would say, 'The goals….keep clear where the goal has to be measurable. Don't say that 80% of all students are going to… Don't set yourself up in that way.' So just that information was helpful in at least choosing our goals. The principal was clear to us that she wanted us to focus our goals on something that we're already working on so that it could be meaningful."

The purpose of the goal setting is to allow the educator to safely identify areas of their own professional growth and areas where the students that they work with need to grow. It can happen that an educator has worked very diligently but has not met their goal. Principal Ford reports that it is not the goal attainment that is important, but that it is the goal analysis as well as the progress towards that goal. **"**What I am looking for, even more than them meeting their goal, is for them to be able to analyze what happened and to analyze the results, even if they met the goal. I told my staff, 'You have to not only document, but analyze and explain your results.' Whether they met it or not, I want them to take some time looking at those results and flushing out how they got to where they are."

Both principals and one teacher discussed the importance of a supportive principal within this part of the process, likely because it is still a newer process for both schools. Principal Ford stated, "So, I set up a meeting with everyone who is in the process of writing goals and we just sit down. We go through what their self-assessment is and look at how it aligns with their goal area. Usually we end up rewriting the goal together, which is fine and then from there sometimes I will help them a bit to figure out what should be in the educator plan."

Principal Kennedy gives teachers more autonomy with their goal setting, but will support teachers as needed. She will, however, help teachers determine how they will measure their goals. "My contribution (regarding teacher goals) tends to be measurement. I'm better, I think, than some about 'how do you measure those goals?' We'll have this kind of conversation and then people will go off and refine their goals."

Mrs. Hamilton is appreciative of her principal's support in this process. "I think certainly our professional goals have really...the principal has worked hard for our professional goals. While I am not discounting student goals, that's why we're here, but when I think about our professional goals, that's where, for me, personally, and I would argue, probably for the school, she's{the principal} has really challenged us to think outside the box as an educator, not just a teacher.

Principal Ford discussed data collection in the form of assessments." Because we don't have a lot of great assessments and we were just beginning to really talk about how we use data and all of that, teachers don't have a good sense of how to self-assess or how to look at student need. And so then when you talk about writing a smart goal and you wanted them to make it measurable we are in the same boat. Like 'how am I going to figure out that students have done this?' So, they may have good ideas about what they want their kids to learn but they don't necessarily know how they are going to measure it." Principal Ford stated that this was a goal for her in regards to her school because she would prefer, in the future that the teachers be allowed to focus primarily on their SMART goals and not focus on the rubric. "The teachers are like, 'Oh, yeah, I have to give you my assessment data!' as well {as other evidence}. And at the end of the day, once we have established where you stand on those four standards, I would rather see them invested in something that they are working on."

Charlotte Danielson (2012), who has designed the Framework for Teaching (2007) stated, "in a standards-based framework, the principal and teacher are engaged in conversation. They compare notes on what happened in the class and interpret it against a rubric that provides clear attributes of what teachers do. We know that {using a standards based} model vastly improves the professional conversation around teacher practice."

One of the ways in which feedback and support were given to teachers during Step 2, was through discussion and conversation. These discussions and conversations occurred between principal and teacher, as well as between other educators. During these conversations teachers discuss their goal setting with their principals and talk to each other about students and best practices. It is within these conversations that teachers are held accountable for student learning, and using the data helps to guide these discussions. Both principals and several teacher participants stated that the data is often a good way to begin the conversation, even if it might be a difficult one.

Principal Kennedy also spoke about the importance of goal setting. "I will say that it helps us to remember to goal set and constantly be looking to improve. The structure does force you to say, 'What's next?' No matter where you are in your teaching career, 'what's next?' 'How do we make it better for students? What else can we do? What can we improve on? How do we want to go at this?' It does force us into a cycle of doing that, having that kind of conversation. 'What more can we do?'"

Principal Kennedy, however, does have a vision for her teachers' goals. "If they're writing their goals and we want the subject of student writing to improve across the board, our School Improvement Plan talks about this, and so people's goals tend to be about writing. There's some connectedness there. We do try to be pretty open about, 'hey, if this is what we're

working on, let's all try to pull the wagons in the same direction. Think about one of our goals…' If we believe that one of our school improvement goals is around creativity, you might want a professional practice goal, either individual or grade level goal around creativity."

Principal Kennedy spoke of one of the purposes of assessment being how teachers will group their students. "What I wanted in our pre-discussion was to see the data on how they're going to group {students}. It spun everybody, because what happened was these young teachers kind of went back to their veteran teachers and said, 'What are you guys using?' Come to find out, some people had it, some people didn't, some people like this stuff. It raises great conversation around, 'What are we doing?'"

Principal Kennedy stated how she can use the data to have difficult conversations with teachers or grade levels. "Sometimes I can stimulate conversation by showing data of certain things, if I'm aware of overall data. I might put that out there. 'Hey, gang. What are we doing with this, because look it? This is what it shows us.' Sometimes it's student survey data. Every year we survey either students, but some years we survey teachers, and some years we survey parents. Sometimes it's a combination of looking at those things and saying, 'Is there anything in here that will help us up our game?'

Mrs. Hamilton continued, "I would wholeheartedly say positively in that it {the Educator Evaluation process} has forced, and I use that word rather deliberately, teachers to document while they have formative, anecdotal. I think it forces teachers to really consider the data that they have and determine if it is necessary, if it shows what isn't working. Not important, but what is necessary for learning. It's raised the conversations amongst teachers, so that teachers are always meeting and talking. It gives teachers a greater focus."

Mrs. Hamilton spoke of how she perceives her principal's thoughts on data collection, "We adjust accordingly based to the kids in front of us. I feel comfortable ... I don't want to say challenging, but supporting or challenging, in that sense, her {the principal's} observations, and because it's a researched-based program, that's the entry. I know my principal well enough. If I can prove it, if there's data, research, and support, she'll listen to that."

Mrs. Hamilton also stated, "I think that has strengthened teamwork because they {teachers} have a common purpose. They always did, but I think it has refined their focus, and I think that together they have been able to share student data and to look at it objectively. Even if they look at it subjectively, the dialogue that I hear between teachers is more, 'This worked well for you. It's the same lesson. What did you do that you have ... These are your results. These are your outcomes for this problem or for this unit that I didn't necessarily see.' I think the ed eval process for those team dynamics has really afforded a stronger cohesive group of professionals."

Principal Kennedy discussed the impact of data driven discussion meetings. "It raises great conversations around, 'What are we doing?' Those are the kind of things that we discuss at faculty meetings that raises everybody's awareness. Those work really well to hone us all in on a focus too of what we're doing." So principals and teachers are not just talking, they are having great conversations about observable data.

Several participants stated that the Educator Evaluation Model "forces" teachers to collect and use data to make knowledgeable decisions about students, drive instruction and hold teachers accountable for their teaching and student learning. Discussions and conversations are done more effectively when structured around the data that is being collected within Step 2.

Results-Oriented School Culture

Hallinger, Heck and Murphy (2013) state that "teacher evaluation will contribute to development of a results-oriented school culture that will support a broader set of policy interventions designed to foster quality in teaching and learning" (p. 8). It was clear through interviews that both schools had different overarching school cultures in regards to data and student assessment. As explained in this section, educators at Midtown School were working on common assessments, however, the teachers at Midtown School spoke about using pre and post assessments. SeaSide School has a stronger culture of using assessment, and the teachers all spoke about how they utilized data to inform their decision making. It was clear, however, through the data, that all of the teacher and principal participants believed that data, in all forms, was essential to being held accountable for student achievement.

When asked if there was a specific part of the Massachusetts Model System for Educator Evaluation that had any effect on student achievement, Principal Kennedy stated, "The goal setting can affect student achievement. It depends on what goal the teacher chose, but my guess for those teachers that are choosing those kinds of goals. They're choosing those kinds of goals because they're good teachers."

When asked if the Educator Evaluation Process had any effect on teacher's teaching practices, Principal Kennedy stated, "I see it in setting their own goals, because my teams tend to set team goals. So the fact that there is a joy indefinite in the goals that they have established means that it pops up in their own discussions, in their meetings and they keep track of it through the year. Of course, then that has an impact {on teaching practices} because this is a job that's hard to be persistent at times, and it allows them to be more persistent because together collectively they set some goals."

Another benefit that Principal Kennedy identifies is the educator's' attention to the teaching standards, curriculum and school improvement and district goals. "It puts the onus on the teachers to keep their eye on those standards, the inner goals, and to provide evidence to that. So it is implied that with this process along with that they have to do for themselves; if they employ any of that in their instruction with kids, I think that's great."

Mrs. Washington reported that she thought that SMART goals helped teachers to plan what they needed to accomplish, determine what they needed to accomplish it, and how they would measure the accomplishment. "Teachers have a much clearer sense that it is their performance being measured to make sure their affecting students' outcomes in a positive way and they can gauge their goals according to curriculum. I think setting goals and actually sitting down and thinking about what I wanted to achieve was very valuable. And kind of really cognitively thinking about how I was going to measure success."

Mrs. Hamilton also felt very strongly about goal setting as well. "What do I hope to show and need to do to support my students? I mean I want it to be a goal that is obviously valuable and worthwhile and measurable. I think that's always the hard part, right? But like how do you quantify it? So I am always cognizant of that."

Mrs. Washington thinks that the goal setting helps to hold educators accountable. "Having student goals and professional goals helps to hold people more accountable for professional development and not becoming stagnant in a field and continuing to educate yourself which obviously benefits kids."

Principal Ford was very hopeful about the progress that her teachers had made thus far in regards to assessment. "And they {a specific team of teachers} are incorporating assessment right from the start which is nice because that's kind of the benefit of having a speech &

language teacher involved. Because they are really, at least this speech and language teacher, she is very driven by data and assessment, and kind of knowing what her kids can do. And I don't think necessarily my preschool teachers thought that way. So they are kind of learning that from her. 'Like, okay, before we start, we really need to know if we are going to choose, you know, directional words to teach the kids then we need really make sure we know which ones they already know and which ones they are trying and which ones maybe they don't know at all."

Mrs. Washington discussed how pre and posts assessments are easier for classroom teachers, than for herself as a school psychologist. "I think it is a little bit easier since I think they {classroom teachers} have a clearer sense of what they're doing with kids. And they have many more data points I think for the kids. Because they are constantly with tests and quizzes and pretests and post-test." However, she discussed how she worked with her fellow classroom teachers to figure out how to utilize pre and post assessments in her own practice. "I have been working with a different kid this year that is struggling with attendance that I'm looking at that data as well--the school reviews it. From there, I will plan my sessions with her and keep track of her attendance."

On several different occasions, Mrs. Hamilton specifically used the phrase, "forces you to use the data." "I think what the 'ed eval' process does is it forces you to use the data to insure that you have the data. So then you can analyze it in that regard. I mean I think teachers particularly elementary teachers are inundated with so much information that sometimes they don't consider. And so I think here, and this is just my perspective, I think elementary school teachers have a dearth of information handed to them."

Mrs. Hamilton stated, "What the educator evaluation process has forced, to some degree, teachers to do is use authentic student work and to use the data. The data will support the

instruction. Clearly, it informs the instruction; it should, but the data is the proof, not only that instruction occurred, but that the instruction, if needed, was adjusted, was impactful, and, I don't want to say fair, but when we're assessing students, we have to ensure ... It's a layer of accountability ... that what must be taught is taught. I think that clearly is most important." Along those same lines, when asked about the least effective aspect of the process, Mrs. Hamilton stated, "I don't know if it's the least effective, but this is a personal observation. As I've stated before, part of the challenge is, in my role as a reading specialist, I have almost too much data, and sometimes it's difficult to winnow that down to really get to the most important data that supports the growth. I can do it, but what I typically see as a Tier 2 person is students. For Title 1 reading, we have LLI (Language Literacy Intervention by Fountas and Pinnell). I see students who come in, if you will, at the same spot, and they progress similarly to other students, so here I am in the second round of the ed eval and my data really supports what my previous data supported. I don't know." She continued to discuss the data collection over time, "At the same time, because as a reading specialist I've been seeing many of my students since kindergarten, I'm very fortunate when a classroom teacher doesn't think that student's growing to ensure and assure them that you don't know how and where they started. In another perspective, I have all that data to really track and trace the growth of a student. I have a different, unique perspective to see them."

When asked about the value of the Massachusetts Model System for Educator Evaluation, Mrs. Hamilton replied, "In that sense, it's linked to where it truly needs to be linked, where before, teacher evaluation was often looked more at perhaps the instruction, the delivery, which there's a piece of that, never was student achievement, student performance, or student data a part of that, a piece of that. It was more about that for teacher and less about student, and

then you question, ‘Well, what are we in this business for, right? We're not in it for teaching; we're in it for learning, for students.’ There's value, certainly, in that respect.”

Mr. Reagan also discussed how important data collection is to his team. “As a team we meet regularly. We go over student data. We're constantly assessing, regrouping, and shuffling kids around for what's best that way. The part that I find the most useful to me as a teacher is really looking at student data and measuring growth. You've got to show evidence, but I think we show it in so many ways every day in everything we do, and all the data we collect, and all the student work, and all the communication we do.”

Two teachers on several occasions discussed that the Educator Evaluation Model “forced” teachers to be sure that they were using data to make informed decisions about students and their own teaching. While this seemed to be a negative way to state it, the evidence that they suggested backing up their statements was more positive. In one school, it felt as though the teachers were already doing this kind of data collection and analysis in an efficient manner which had strong, constructive effects on student achievement and learning.

It was clear through participant interviews that data collection and assessment are integral parts of both Seaside School as well as Midtown School, even though they were in different stages of proficiency in using assessment. Use of data to drive instruction, to measure student growth and to make decisions were all part of the results oriented school culture in both schools and connected to the Hallinger, Heck and Murphy (2013) model. There was also a level of accountability that came through the interviews in which would help evaluators to filter out teachers who were poor performers.

Self-Reflection

Self-reflection is a natural part of Step 2 since one cannot create meaningful, effective goals if they have not reflected upon the data collected regarding student work as well as their own practice (Malatji and Wadesango, 2014). Educators are required to create their own student learning and professional practice goals. The student learning goal is subjective to the data collected regarding the students that they have in seat at that time, however, the professional practice goal is created by the teacher deciding an area in which they want to improve upon or learn more.

Principal Kennedy connects the goal setting to self-reflection. "Teachers are asked to self-reflect on goals. Often that comes quite naturally, depending on student groups coming in, or conversations that we've had prior about different things that we want to do. Goals kind of arise out of those conversations that we have. The goals tend to be group goals or team goals, more than individual goals."

Mrs. Washington states that the goal setting helps other aspects of teacher practices in a positive manner. "I just think in general, people are more thoughtful about what they're doing with students and there's more collaboration I think because some people are setting group goals which is something I like to see and something I was thinking of actually changing for next year with my goal being single minded this year."

Mrs. Hamilton also reports that her goal setting has helped her grow as an educator. "It's through my professional practice goal that I have grown as an educator. If I think about my student achievement goal, I think of a teacher. I'm a teacher for that. My professional goal is where my professional development has afforded me opportunities that are broader, that then

impact my teaching. Personally, I think it's the professional goals that really help the student goal."

When asked if she believed that the Massachusetts Model System for Educator Evaluation process affected student achievement, Mrs. Washington stated, "Maybe with my doing things differently. If I'm analyzing the data and looking at my goals and looking at student outcomes and something really hasn't worked then I would do it a different way the next time. Well I think the evidence speaks a thousand words. Sometimes teachers will come in and they'll bring kids to data meetings {student work and student data} and complain 'I'm not getting anywhere with this kid' but sometimes until you sit down and you look at the data and you look at, 'Yeah, I actually have made a difference in this kid's life,' and if it doesn't work then you reach out to other people to help you find ways to reach the child's needs."

Miss Adams finds benefit from and enjoyed collecting the student data to help her to work with her students, but also to satisfy the artifact collection part of the Massachusetts Model System for Educator Evaluation process. "So I like the whole digital aspect of it so for me collecting data is the most effective piece of the process. For others it might be a little difficult, but the way that I look at my evidence, as I look at the rubric and I say 'where am I heading?'"

As a reading specialist, Mrs. Hamilton expressed very strong feelings in regards to data collection. She is apprehensive about joining a team to create team goals because she doesn't necessarily fit in, in her capacity as a reading specialist. "And so I find it much more isolating because, I certainly could be a part of a team, you know they say 'come aboard'. I wouldn't necessarily in my role in my capacity from the data that I produce, I wouldn't show it wouldn't be my data you know it really be the team data."

Mrs. Hamilton also talked about how she is inundated with data collection because of the

sheer nature of her position. “The data from me as a reading specialist isn't the difficult part because I have the good fortune of running records and we're administering the BASC (Behavior Assessment System for Children). I have the anecdotal because every day they come for 30 minutes and they sit in front of me and so I can trace and track and engage in conversations and capture their thinking. So I almost have too much data, do you know what I mean? That has been a little unnerving at times. But I can track their growth and their progression. And I can quickly adjust because I see what they didn't get. I can retrace our steps and kind of do it differently.” Mr. Reagan reflected on his own data use. “I guess that (self-reflection) would come through, like if there was a new teacher on our team, I think we model that in our team meetings, and through the work we do, and through the steps we go through, and the process we go through with the planning, and looking at data. Just working with students, you're constantly modeling that to other teachers. I think just in that modeling, and then I think you see that in the data you're collecting. It's one thing about when you collect so much data. It's hard not to be reflective, because it's staring you right in the face. You're seeing it right there in the data that what you're doing isn't working, or what you're doing is working. It's not just, "I feel like I'm doing really well." You see it, because you're constantly looking at that and assessing. I think it kind of forces you to be {reflective}.” Mr. Reagan summarized his thoughts around data collection and evidence, “Evidence to prove student progress is more than just a ‘gut feeling’. It is much more data driven now, which forces you to have data.”

Miss Adams prided herself on using self-reflection to ensure that she was meeting the needs of all learners, “So, I change my instruction based on my students’ abilities and performance in how I present lessons. So if the lesson doesn’t go well one day, I don’t necessarily reteach it. I look at how I can do it better and teach it in a different way. I’m very

aware of my students and I'm aware of their learning styles and I manage my lesson based on their performance. I'm constantly looking at them and seeing how I can do better.

Mrs. Washington had an overall sense that this process caused her colleagues to self-reflect on their work. "I just think in general people are more thoughtful about what they're doing with students and there's more collaboration I think because some people are setting group goals which is something I like to see and something I was thinking of actually changing for next year with my goal being single-minded this year."

Principal Kennedy stated that the self-reflection on goals is an organic and common practice at her school. "Teachers are asked to self-reflect on goals. Often that comes quite naturally, depending on the student group coming in or the conversations that we've had prior about different things we want to do. We also note around here of problems of practice."
Two teacher participants mentioned that it was easy to self-reflect since so much data is collected on students regarding student learning. Mr. Reagan indicated, "I think just in that modeling {of self-reflection}, and then I think you see that in the data you're collecting. It's one thing about when you collect so much data. It's hard not to be reflective, because it's staring you right in the face. You're seeing it right there in the data that what you're doing isn't working or what you're doing is working. It's not just, 'I feel like I'm doing really well'. You're seeing it because you are constantly looking at that {data} and assessing. I think it kind of forces you to be {reflective}.

Mrs. Washington's sentiments were similar. She believed that sometimes teachers predicted that the students weren't doing well, or that the teachers were not reaching the students but that the data absolutely proved differently. "Well, I think the evidence speaks a thousand words. Sometimes they'll bring kids to data meetings and complain, 'I'm not getting anywhere

with this kid'. But sometimes, until you sit down and you look at the data and you look at, 'Yeah, I actually have made a difference in this kid's life' and if it doesn't work, then you reach out to other people to help you find ways to reach the child's needs."

When asked if the Massachusetts Model System for Educator Evaluation process had any effect on student achievement, Mrs. Jefferson answered, "Just from my experience. Thinking about goals that teachers had to have, we had to have student achievement goals, and the professional student learning. I'm thinking of my own and then a team that I work closely with. I know when you make goals for student learning, it's making you look at what the students are doing, and at the data, and then make any plans from there. But it did make me focus on creating those assessments, gathering that data, and doing something with it. I also knew that she {Principal Kennedy} wanted me to have that extra piece of bringing it to the team and looking at the classes overall, how kids did on certain parts, so that we could get to the conversation of instruction. 'How are you doing that, what are you doing in your classroom?' Keeping the positive spin on it, looking at good teaching practices and strategies."

Step 2 of the Educator Evaluation Process is the Data Analysis, Goal Setting and Educator Plan Development phase. During this time, educators and evaluators interviewed disclosed that this part of the process can be challenging and stressful because the educators and pointing out their own faults and what they need to improve upon in their own teaching. The principals also revealed that while teachers have had experience creating their SMART goals, they still require support from their evaluator to create appropriate SMART goals. Therefore, both principals stated that more time is needed to be spent on this work. Participants also communicated that Step 2 allows for feedback and support, usually in the form of discussion and conversation between educators and their evaluators as well as discussions and collaboration

between team members when creating team goals. Step 2 also allows for self-reflection, and helps to support a results-oriented school culture. Finally, Step 2 helps to filter out poor performers by holding educators accountable, as defined by Hallinger, Heck and Murphy (2013). "Performance evaluations should be capable of 'weeding out' the weakest teachers, those failing to produce consistently positive effects on student learning" (Bridnes, 1990; Gleeson and Husbands, 2003; Harvey, 2005; Heneman and Milnowski, 2007; Koppich and Showalter, 2005; Odden and Wallace, 2008). Step 2 connects to the outcomes, as stated by Hallinger, Heck and Murphy (2013), but has many other outcomes, not included on the Hallinger, et al., (2013) framework as supported by the data collected and reported.

Finding 3: *Step 3 of the Educator Evaluation Process is the Implementation of the Educator Plan. All participants found the Implementation of the Educator Plan to be stressful as there was added pressure (usually from themselves) that teachers would disappoint their teams or their principals. There was anxiety in regards to evidence collection as this part of the process is time consuming for the educator and the evaluator. Other outcomes include professional growth for new teachers, and feedback and support through discussion between educators and evaluators as well as discussion between teachers and teams.*

According to the Resource Guide published in August of 2014 by the Massachusetts DESE, the following is the description of the Plan Implementation Part of the evaluation process:

Step 3: Plan Implementation

WHAT— The third step of the cycle is plan implementation: responsibility for this step is divided between educators and evaluators. For the duration of their cycle, educators will pursue the attainment of the goals identified in the Educator Plan and collect evidence of practice related to the four Standards. Evaluators will provide educators with feedback for improvement, ensure timely access to planned supports, and collect evidence of educator performance and progress toward goals through multiple sources, including unannounced observations and student or staff feedback.

WHEN—Implementation of the Educator Plan begins as soon as plans are finalized and continues until the end of the cycle, when the summative evaluation occurs.

The plan implementation takes the largest period of time for teachers and evaluators within this process. As stated above, both the principals and teachers have different responsibilities during this time. Teachers need to work on fulfillment of their goals as well as collect evidence towards the four standards in their rubric. During this time, evaluators provide teachers with feedback, both positive and critical, as well work on the classroom observations with written feedback.

Introduction

The data from this study suggests that during Step 3, teachers' experiences are connected to the framework created by Hallinger, et al (2013), noting feedback and support from evaluators through discussion and conversation. The other experiences, not connected to the Hallinger, et al (2013) framework found within the research done in this study include stress and anxiety due to the time that is consumed by paperwork and documentation, as well as educators feeling stressed about their own work as they have to prioritize the educator evaluation expectations over their own teaching and lesson planning. Also found within these findings is teachers' self-reflection on their own work through the collection of artifacts and data analysis.

Stress and Anxiety

All five teacher participants and both of the two principal participants disclosed that the Massachusetts Educator Evaluation Process causes a lot of stress and anxiety on teachers. The teacher participants were reporting about their own personal experiences, but also, what they

knew about their colleagues' experiences as well. Much stress comes from teachers not understanding the process and having to rely on their colleagues to be sure that they are on track and getting their work done. Several participants discussed how the process was unclear and they weren't sure what was expected of them. There were other participants who were unsure of where the information went after it left the principal. Several participants were stressed about letting their principal down, as well as disappointing their teammates, who may be relying on them. Stress also manifested itself when teachers were collecting evidence, whether they were using technology or not.

Mrs. Jefferson did not discuss the stress regarding herself, but she did discuss how the stress affected her colleagues. "It's interesting because I forget sometimes that I've been here for a long time, so I will say something like, 'It's really not that big of a deal'. And other teachers say, 'Yeah, for you it's not that big of a deal, but I've only been here for two years.' So if I feel pressure about it, I can imagine how some people are feeling a lot of pressure."

Several teachers still have many questions regarding what seems to be an unclear process, despite teacher professional learning communities and principals providing different models of training for the new process within the districts. Mr. Reagan, from SeaSide School, stated, "I think that there is a lot of anxiety around all the steps in the process and it's not really been 100% clear exactly what you're responsible for or how it is even going to be used." Mr. Reagan was most concerned about what happens with the data that is sent onto the state, "I am still unsure of the model and what actually goes beyond the principal."

Mrs. Jefferson, from Seaside School, who wasn't as clear about the Massachusetts Model System for Educator Evaluation process in general, and relied heavily on her colleagues to remind her about the deadlines and expectations stated, "I'm sure that it has been all very clear

with my colleagues, but I kind of look and say with my colleagues, 'Where are we? What are we doing?'"

A large source of stress discovered was the pressure that the teachers felt about not letting other people down, albeit, their principal/evaluator or their peers. Mr. Reagan stated, "I feel pressure on me because of other teachers I work with. I want to carry my weight, and I see how hard everyone is working. I think there's a lot of that in here. Everyone sees how hard everyone else is working, wants to work hard to do their part and make sure they're not dropping the ball."

Mrs. Hamilton stated the same concern in a different way, "I think there is a general sense that you don't want to disappoint her {the principal}. It's this odd feeling, and so for non-PTS (non-professional status) teachers and young teachers you know there's that anxiety because they are working, we are all working so hard and you don't want to disappoint or do something wrong or make a mistake type of things. I think for PTS (professional status) teachers, while they're still, I don't want to disappoint her, I think that there's a relationship that feels a lot more collegial."

Mrs. Hamilton, who spoke about stress in all three of her interviews, and is very concerned about disappointing her principal, stated, "So I have some anxiety on my part because I don't want to disappoint my principal and appear to be a slacker. But I'm doing the job, it's just I'm not {doing things on time} and I own that. It's the time, it's the honoring the, 'I've got to do this, it's my responsibility...my professional responsibility.' When you don't {get things done on time}, there's that anxiety." Mrs. Hamilton also stated, "It's hard because I see the value in each step but that doesn't mean I'm adhering to it. And that for me is what I am doing. I feel like the bad school kid that's passing in things late. That's how I feel that kind of guilt and that whole damn, 'What am I doing?'"

While teachers had strong feelings about letting others down, a couple of participants discussed how educators are naturally hard on themselves, and that the stress actually derives from internal pressure, not necessarily external pressures. Mrs. Hamilton stated, "Yikes! I think one of the challenges, you know, I think there is a paradox in that the deadlines are essential. I guess while and again, I go back to and I understand as an administrator, the binders, oh my gosh! I guess it's giving teachers the option for which way works best for them, you know. I feel like this was forced on us. While I will certainly will rise to the occasion, there is a learning curve and it's not how I operate. And so I feel this, well that's my own anxiety, I feel this, but not from my principal. It's this internal kind of angst, like it's this nagging you've got to do this. I think teachers, we are the hardest on ourselves and so I think there's a lot (of effect on school climate)."

Stress came up surrounding the topic of technology and educator evaluation process as well. This was a recurring theme, as all teachers talked about the technology that they used to organize their evidence collection and one principal discussed a new technological platform that they used within the district. Mrs. Hamilton stated, "There's anxiety. It's more about not uploading the documents now for me. The whole *Teachpoint* and technology, while I think it's fabulous for educators, the principal and the evaluators, I'm sure it has fundamentally changed the process in a good way. But I am not a person connected to technology. For me, it's just one more thing to do. Where I didn't necessarily feel that way when I was creating my binder {of evidence} so to speak. So there is anxiety because I didn't upload...you know, I have my folder, I have all of my documents but it is the transferring them into a platform that...sure that's on my things to do. And it just hasn't…. you know, I have my goals but I don't have my timeline yet for year one."

While there is stress about using technology, another area that stress came up in was in regards to the evidence collection. Mrs. Hamilton stated that when you are on cycle for evaluation, "there is a feeling of 'oh, gosh, this is different and new and I don't know if I…. what are the expectations? And am I going to be able to produce this work? What are the products?'" Principal Ford stated, "Teachers are so overwhelmed by gathering artifacts for the four standards that they forget about the goals."

When asked what effect the process has on the school culture, there were some mixed reviews. Mrs. Hamilton stated, "If I were to describe it right now, I view it as disdain. It's just another layer, another level that I have to do." However, Mrs. Washington stated, "Well, I think in general the evaluation process improves school culture in some respects. I mean, it's kind of a conundrum because I think it's caused some stress to teachers but I think anything new causes stress to people." Mr. Reagan stated, "The only effect that I can sense is the added stress it puts on everyone."

Stress and anxiety were widespread factors in Step 3, the implementation of the plan. Educators found many areas in this step to be stressors, including the anxiety put upon themselves regarding disappointing their evaluators or their teammates. Teachers were also stressed about the process in general, as well as what evaluators do with evaluation data once the cycle is over. Finally, teachers found that the collection of evidence, whether using an online platform or not, to be stressful as well.

The new Massachusetts Model System for Educator Evaluation is very structured, has many forms available for educators and their evaluators to fill out and has a rubric in which all educators will be rated against. All participants commented in some way in regards to how

difficult and stressful it was to manage the paperwork that goes along with implementing this process with fidelity as well as the time needed to fulfill this obligation.

Seaside School had been using the same paper system as Midtown School but was just piloting the use of *TeachPoint*, an online platform for all forms, data collection and evidence collection. All three teachers interviewed in Seaside School were in the midst of transitioning from the paper evidence collection to the online platform.

All participants spoke of the time and work that goes into preparing the evidence as well as the scoring of the evidence. Each school has a different methodology, and it seemed that each school was trying to work things through to solidify a strategy of collecting evidence. Midtown School did not use a specific platform for collecting evidence, but teachers were allowed to use a binder system, which hard copies of evidence. Teachers at Midtown School were encouraged to utilize a platform such a *Google Docs* to organize and submit their evidence, but there was no ramifications for not doing so. Principal Ford did not think that the district would ever decide to spend the money on an online platform to organize the evidence and forms because the district thought that things were going well.

Principal Ford felt that the time that the teachers spent on creating and organizing the evidence to match the rubric was an inordinate amount of time, which caused staff to be stressed. Knowing that her teachers spent this much time collecting this evidence and data has made her feel guilty enough to spend an exorbitant amount of time looking, scoring and commenting on what was submitted. She reported, “I hate all of the evaluation reports and writing them. I’ll be honest. I don’t know if it's just that it's so time consuming and you have teachers putting all this time and effort into giving you these artifacts and then you sit. It takes me a good hour per person to just look through the artifacts and really give them a good look over and then maybe

another hour to write the evaluation, which is probably not enough time. I probably should spend more time. I feel like they do all of this work. They hand it in to you. Then you work like crazy to get these reports back to them. The way the deadlines work, I just don't think that those final evaluation documents really lead to better teaching or better instruction." It was clear from the data that this time and work surrounding the evaluating of artifacts was stressful to Principal Ford.

Principal Kennedy felt similarly, but she did find a "work around" to make the task a bit less cumbersome. "I'll tell you one of the things I've learned. The very first year we were doing the formative assessments in mid-year, I was writing stuff out, because people were giving me curriculum work and their differentiated learning work. I was writing something for each one of those pieces. Then they would send me more stuff, and I found that for the formative evaluation, I would ask myself, 'Am I writing something else? Am I writing something more?' I've stopped writing in Standard One or Two, unless I am concerned about something. Until I get to the formative evaluation, I just write in (standards) three and four for their submissions mid-year. This is more of a form *Teachpoint* kind of view, because officially I would write two sentences and theoretically, that is what is expected….Is that okay? It's not who I am, and I don't think it's fair to folks if you are doing all that work to be brief or to be really, really brief. I do think that the writing piece is always a challenge on our end. If I can't get it back to them quick enough, then that's a problem. Then it's not helpful.

In all three interviews, Mrs. Jefferson talked a lot about "the binder". It was a large source of anxiety for her, and she often referred to "the binder" when asked questions about the process. "Every time you say 'educator evaluation process', I just picture my binder. That's what we're talking about for all of this, right? All of the work that went into the whole binder?"

She continued by stating, “Oh, yes...submitting the binder! It was a lot of gathering. You know, a lot of people spend a lot of time on the binder.” She also doesn’t think that the collection of evidence is a valuable experience. She stated, “It is not valuable for me to have this binder. This documentation was not valuable. And I feel like a lot of it was a waste of time. The time spent thinking about it. And I remember the conversations that I had with colleagues like, ‘I could be teaching, I could be planning, I could have a better lesson tomorrow but I'm not going to because I am putting this in my binder.’ I think it’s an overall feeling of “oh, the binder! Where’s your binder?!” When we were doing it, it felt that way.

Mrs. Jefferson was very upset about the amount of time spent on creating “the binder”, and often spoke about what she could be doing instead of creating the binder, “Gathering of the evidence is the least effective aspect of the process, as it felt very time consuming. Whereas, maybe the big picture or the big idea was a good idea, but then to have to prove it all and present it and have her….I can picture in the principal’s office, binder, binder, binder and that didn’t seem as effective. I don’t know what the answer is, people have to be held accountable, but it seemed like a lot of work and a lot of time spent not with kids or planning with colleague rather than hole-punching.” Mrs. Washington echoed this sentiment, “The teachers complained. Everybody was like, ‘I don’t have time for this.’ ‘I’m spending my life collecting artifacts and doing things that I wouldn’t normally do instead of teaching kids.’ ‘It’s taking away from my teaching.’ It was evident from the interview data that some teachers felt stressed about the time that they spend collecting and organizing artifacts, which could be time that they could focus on their teaching and their students’ learning.

Mr. Reagan also commented on the amount of paperwork and the purpose of the collecting of this evidence. He talked about how this is an act of compliance, and really has

found no value in as it does not improve his teaching and does not help him to work towards his goals. “There’s been a lot of tweaking and adjusting over the past couple of years, but is seems to me like a lot of paperwork. {It’s} not necessary…..I felt like I was printing a lot of things that the end of the year to put in there {binder} that I already had done and I’m putting the physical evidence in there. I guess we’re switching over to a digital platform, which seems to make sense, but in the meantime, it feels to me like a big binder of things that I just printed out. In that sense, I am not sure that it is really helping me as a teacher improve or work toward those goals. It is making me more conscious of making sure I have documentation of it.”

Mr. Reagan also discussed what his plans were to meet the expectations in regards to this task, since he hadn’t been working on it all along throughout the school year. “Personally, at the end of the year, I’m going back, where I probably should have been keeping a binder all year and dropping things in, at the end of the year, I’m going back through and printing copies out to go in the binder. It’s a lot of that {backtracking}.” It was evident that Mr. Reagan’s backtracking to collect evidence from the entire school year was something that he found to be a cause of stress.

Mr. Reagan also spoke about how the evidence collection process might be beneficial to new teachers, or teachers new to the process but for a veteran teacher, it is not anything more than a performance of accession--not necessary and not helpful. “Having to go through this process, really spelled out, and really detailed and step by step may be a benefit to someone who’s starting out. I feel like we do those things. We’re doing those things constantly. I feel like it’s taking what you’re already doing and you’ve got to physically document it now. You’ve got to show evidence, but I think we show it in so many ways every day in everything that we do, all the data we collect, and all the student work, and all the communication we do. To then

put it all together in one binder is just added {expectation}. I think there's a better way to do it. This just seems like it's a lot of added layers and work."

Mr. Reagan also expressed compassion for his evaluator regarding the amount of work and time spent on looking on evidence within this process. "The other thing with all {of the evidence collection}...I'm just looking at this binder here {points to binder}. I know I've got two of them that are thick. All of that {evidence} goes in there. I always think of the poor principal who looks at fifty or sixty of these a year. What else is she not able to get to because of that? Other than her, where does it go? Who's looking at that? It just seems like it's a lot, a lot of work on principals as well as teachers and how they're spending their time. I know I'll just pop in over the summer in August, and she's got a stack of binders in her office."

Principal Kennedy expressed that she felt that the teachers could no longer use their professional instinct regarding their students, and that the evidence collection requirement within the Massachusetts Educator Evaluation caused teachers to document everything and collect data for everything.

In Step 3, the major task for educators is to collect and present data, evidence and artifacts aligned to the teacher rubric. Both teachers and evaluators find this arduous task to be a lot of time consuming work for little reward to teachers. It takes a lot of time on the part of the evaluator to give attention to each educator's evidence collection and to do so in a timely fashion. This is an important factor as it was a pattern throughout the data collected. This is notable because both principals' jobs and teachers' are challenging on their own. Teachers and principals are compromising aspects of their own jobs in order to fulfill the obligations spelled out within the Educator Evaluation model.

Self-Reflection

Self-reflection was an outcome within the research regarding Step 3. During Step 3, teachers are going through their artifacts and assessment data and putting together their evidence to support their SMART goals as well as their progress against the rubric.

Mrs. Jefferson and Mrs. Hamilton reflected on specific parts of the process. Mrs. Hamilton stated, "{As I am going through the process of evidence collection}, you know, "check...check...you got that...I got that" I mean, that all went really easily. And then in year two, it was a breeze. Because you're just reflecting, and you're adding a few things but the bulk of the work was done in year one. So that was great as the self-reflection. The first step is setting up an appointment with the principal. And walking in prior to that with some kind of self-reflection on what my professional goal and my student goal."

Two teachers mentioned how self-reflection supports their ability to think of themselves as educators who have high self-efficacy. Mrs. Jefferson stated, "When I do look at my evidence, and when I was putting it together, there was a feeling of, 'I really do a lot. I do know what I am doing!' Which I know I do a lot and I do know what I'm doing, but to see it all there was nice."

In Step 3, the major task for educators is to collect and present data, evidence and artifacts aligned to the teacher rubric. Participants found that this was a good opportunity for them to self-reflect upon the work that they had accomplished throughout the school year as well as to assess their personal progress towards their SMART goals.

Feedback and Support

There is much opportunity for feedback and support within Step 3 of the process. This was noteworthy because all five teacher participants disclosed how important it was to them that

their principal, who is also their primary evaluator, be very supportive. This is also part of the framework from Hallinger, Heck and Murphy (2013). The principal having strong knowledge of the process, but also good teaching practices was considered a very important attribute. Jon Saphier (2008) stated, "Frequent high-quality conversations with a skillful observer who had evidence about what went on and how it is impacting students can be immensely valuable to teachers. We should focus on that." All five teacher participants spoke very highly of their principals and the work that they were engaged in with the Educator Evaluation process.

Mrs. Jefferson comments about how her principal holds her staff accountable, "Our principal holds us accountable for things. So that way that she helps us with that is that she makes it not too much more time-consuming. The process feels natural-ish but I think that's because of her attitude." Mrs. Jefferson also talks about how the principal has a vision and leads and supports her staff towards that vision, "The principal is so focused on making things work. She always behind guiding where she wants teachers to go and what she wants them to do. I think that in her meeting with teams and individuals and helping them, she helps to steer them for their goals." Finally, Mrs. Jefferson commented, "Our principal is really diligent and does a very thorough job. It seems like we here get a lot of feedback, more than other places."

When discussing whether the Educator Evaluation process has any effect on the school culture, Principal Kennedy stated, "I would say if I were the kind of person that didn't have a conversation and used it to kind of slam people, 'Here it is in writing, and I'm slamming you,' it could absolutely change the culture. I don't use it that way, and so I think it doesn't {affect the culture}. It supports the culture, I would say because I use those tools to support the conservation of teaching and learning, not as a firing tool."

Mrs. Jefferson also had an opinion about how her principal gives her feedback, “Anytime I’ve had an evaluation or when I meet with the principal, she has good feedback for me. It’s her feedback that is valuable because she notices things that make me feel good and validates but then she always asks good questions too and she presents in in a way like, ‘have you thought about this?’ or ‘have you thought about that kind of thing?’, and that does make me think...so that is valuable.

Feedback and support through discussion and conversation is a clear outcomes of Step 3. Discussion and conversation occurred throughout Step 3 between teachers and between teachers and evaluators.

Both of the principals and two teachers involved in this study stated that this new process has changed in such a way that it is no longer being done “to you” it is instead, being done “with you”. Meaning that it is not just the evaluator’s responsibility, and that educators play a big part in this process. Several participants also stated that it is not a “gotcha process” and that educators should really know where they stand throughout the process.

This important discourse certainly does not only occur between educator and evaluator. Principal Kennedy also talked about the important conversations that occur between classroom teachers and content coaches who do not have evaluation responsibilities, and are just focused on supporting teachers. “Those kind of discussions matter more than kind of anything.” Inherent in the conversations between classroom teachers and content coaches should be the discussion about student learning. Since typically, these teachers and coaches are working with the same children, it is important for these members of the same team to have these conversations about their students to be sure that they are meeting the needs of all of their students.

Mrs. Jefferson also stated how her principal tried to prevent the teachers at her school from making the task of collecting evidence for Educator Evaluation into something much bigger than it actually is. "My principal asked for authentic artifacts. She told us {the teachers}, 'It can be a copy of your notes from a meeting. I know you're doing this and this. You give me copies of your newsletters or whatever. Don't make a lot of extra work or extra papers necessarily, but just show me your work.'"

Both evaluators interviewed took opportunities during conversations with their teachers to help them to identify important pieces of evidence or artifacts to include, and often recommended them to include work that occurred during their daily practice. Both evaluators and several teacher participants stated that the process was an open one, in which teachers and evaluators shared the responsibilities, which did not allow for a "gotcha" process. Having conversations between teachers and evaluators allowed for this kind of relationship between them.

While the opportunity for teachers being observed by their principal is typically situated within Step 3, findings related to teacher observation by their evaluator will be found within finding 6.

Both educators and evaluators believe that Step 3, including the evidence collection part of the Massachusetts Model System for Educator Evaluation is a significant time commitment, with very little reward in regards to their own teacher practices and their ability to meet the needs of their students, which causes stress and anxiety to teachers. One aspect of this step of the process includes that the implementation of the plan can be stressful to educators as they put a lot of stress on themselves regarding disappointing their team or principal. The evidence collection is time consuming and anxiety provoking for the educators and also time consuming for the

evaluators. Having said that, there was evidence that this step helped provided opportunity for self-reflection, which is not connected to the Hallinger, et al.,(2013) model, allowed for feedback and support through discussion and conversation between teacher and principal as well as between teachers and teams, which is connected to Hallinger, Heck and Murphy (2013).

Finding 4: *Step 4 of the Educator Evaluation Process is the Formative Assessment or Evaluation. The Formative Assessment or Evaluation included the outcomes of feedback and support with self-reflection, professional growth, and as stated in Hallinger, et al (2013), filtering out poor performers.*

According to the Resource Guide published in August of 2014 by the Massachusetts DESE, the following is the description of the Formative Assessment/Evaluation step of the evaluation process:

Step 4: Formative Assessment/Evaluation

WHAT—Step 4 is formative assessment or evaluation, during which evaluators assess educator progress towards attaining goals set forth in Educator Plans, performance on performance standards, or both. A formative assessment/evaluation is most valuable when it is used to prompt reflection, promote dialogue between educators and evaluators, and discuss changes to practice, goals, or planned activities when adjustments are necessary.

WHEN—The formative assessment/evaluation typically occurs at the midpoint of an educator's plan. For educators on plans one year or less in duration, a formative *assessment* occurs halfway through the plan. For educators on 2-year plans, a formative *evaluation* takes place at the end of year 1. Note: formative evaluation ratings are reported to ESE through EPIMS.

As stated above, Step 4 includes the formative assessment or evaluation. This is the time that evaluators meet with teachers and assess them on their progress towards the goals, and their performance on the four standards. Conversations are naturally occurring this time as it is a specific time in which the evaluator is giving the educator constructive feedback about their progress thus far.

Introduction

The data from this study suggests that during Step 4, teachers' experiences generally include feedback and support with self-reflection and professional growth. Filtering out poor performers, as stated in the Hallinger, Heck and Murphy (2013) framework is also part of Step 4.

Feedback and Support and Self-Reflection

Interestingly enough, principal feedback and support helped to cause self-reflection within this fourth step in the model. During the formative assessment/evaluation, principals gave their teachers formative feedback and the teachers took that information, reflected upon it and found this to be a positive experience.

During the Formative Assessment or Evaluation phase, principals are expected to give their teachers feedback regarding their performance thus far in the school year. Two teacher participants and both principal participants commented on the benefits of the feedback given by evaluators as well as the two teacher participants commented on how they reflect on the time spent with their evaluator.

Mrs. Jefferson stated, "I reflect on any time meeting with the principal. She always asks a good question. She is so into reflection too, that she would encourage that. Whatever it was that she would ask me in that meeting, or just give me something to think about every time. Teaching is such a personal craft, you do take things personally. But then, it's with reflection, and it's with knowing that this is for improvement. I do think a lot about her suggestions, because even if at first I think. 'Oh jeez', even if it's a year later, she's always right. I know why she said that kind of thing. Just always having it there and something to think about."

Miss Adams had a positive mindset in regards to feedback, as an opportunity for improvement. "So I think it's important to be reflective and to see...if you are overwhelmed, then take a step back and see what your evaluator is seeing as positive as well as what you can

improve on. Because I don't see this all as negatives, I see them as improvements. You can always improve, you can always work and try harder. But I think that the evaluation process will hold teachers to that standard where they are not just sitting back and coasting through."

Participants believe that the formative feedback that they receive from their evaluator is something that they reflect on, and helps them to improve their own practice. A noteworthy idea is that sometimes, educators may not know why their evaluator is giving them a specific piece of feedback until sometime after, but eventually, the connection is made.

Within Step 4, feedback and support along with self-reflection is connected to conversations and discussions. Both principal participants discussed how they are able to have difficult conversations within the formative assessment because of the way that the structure is set up. Having said that, they are offering support during this time of formative assessment.

Principal Kennedy suggested that the best way to allow a teacher to self-reflect is to do so using student work. "Let's say, for example, I come into your room, and I ... Assume you're a non-PTS teacher for a minute. I come into your room and I'm looking at what kids are doing. I'm thinking that something may or may not be working there. I might respond back or I might touch base with them after and say, 'Hey, you know what? I'm really interested in seeing the student work that came out of that activity today.' We found that if we work off from student work, it's a much more healthier conversation, because every teacher wants the best in their student work. It's not about, 'I noticed you didn't.' It's that, 'You didn't get where you wanted to here, so what's your plan?' That's what I mean about always raising the level of what our expectation is. I'll do the same thing with {a} PTS {teacher}. It doesn't matter kind of who it is. It's just talking about where kids are and what came out of what they had.

Principal Ford also stated that the evaluation process also helps her to have conversations that she might not have been able to broach in the past, but now is able to do so. The new Educator Evaluation Model includes a structure in which conversations and feedback is an essential part of and the previous process did not dictate such conversations. Principal Ford stated, "One of the areas that we're working on in our district is the use of assessment to inform instruction. By highlighting that and making it an important part of the whole (educator evaluation) process we're actually saying it's important how students are performing and bringing that into the equation--it sends a powerful message. It's making us have those conversations that before maybe we didn't necessarily have."

Both principals explained that they are able to have difficult formative assessments when necessary, because of the structure of Step 4. One principal designs her conversations around student work, while the other connects what the teachers are teaching to the district's focus. Both principals feel that this is a strong component of the evaluation process, and allows them the platform to have difficult conversations when needed. While there was a lack of data within the interview data collected in this study supporting the notion of filtering out poor performers, in document analysis of the process in both districts, it was clear that in the Massachusetts model, teachers can be put on Improvement Plans in an effort to improve their teaching. Eventually, if the process is followed appropriately, the Massachusetts model does support filtering out poor performers, as teachers can be non-renewed based on the language within their contract.

Miss Adams also had very positive things to say about her principal, Principal Ford, who is also her evaluator. "I feel very comfortable with the principal. She knows the type of teacher that I am. I'm not going to change my teaching to impress her...I'm not going to read from a

script. I am not going to type up my lesson plan word by word, because that is not reality. For instance, she observed me doing estimation and rounding, which is one of the hardest things to teach and I didn't alter my plan when she came in. I just kept going and went with it. I did what I normally would do. I like it because she's in my room and I'm comfortable with her." When directly asked about the teacher's meetings with the principal regarding her performance, the teacher replied, "The principal often identifies different techniques observed and offers an awareness that helps to build confidence in teachers. That meeting with the principal can be a confidence builder."

When engaged in a dialogue about a teacher who was going to go on an improvement plan, Principal Ford explained that she had to explain to the teacher, "This is not about catching you doing something wrong...I am just really looking for continued improvement." Mr. Reagan, who is not affiliated with Principal Ford stated something similar. When discussing how the staff feel about the entire Educator Evaluation process, he said, "I feel like we are the type of school and we have the type of principal that you would know where you stood before you receive your evaluation. She would have already been in your classroom, giving you feedback, making suggestions before that evaluation came in. I don't think it is catching anyone by surprise."

Principal Kennedy also gave an example of how she gave support to a teacher who was new to her building, but not new to the district or new to teaching. The teacher was struggling in the new position at the new school, and the principal wanted to act on it immediately. She told the teacher, "'Look. This is what I am going to do. Out of fairness to you, I'm going to put you on an improvement plan, because there are certain aspects you've got to pull up, because unfortunately, I know that you honed your skill in something else, but this is the job you have

now. I need you to hone your skill here quick, because you're not a new teacher. You need to come up.'" "The teacher was fine. They were fine with it. I never did the "I gotcha!" That's not the right place for that, but I hold a pretty high bar and I think people know that."

Mrs. Hamilton also comments about her principal who gives feedback in a very safe and positive manner. "Our principal gives you a lot to think about. It's great because when you thought you had it...she pushes your thinking in a good way….in a supportive way." Mrs. Hamilton also appreciates her principal's feedback during meetings, "I certainly appreciate meeting with the principal and having her help me to succinctly say what I do. I think the strength of her certainly as the principal is that she was a teacher--she is a teacher, not was. I think of her as a colleague, and it's always good to ask a colleague to really look at my craft and look at the results and analyze them."

Mr. Reagan echoed many of his colleagues' sentiments, "She's really good about giving guided feedback and making sure that you're using what you're already doing, which I think is the point. She makes a point that you're doing a lot of these things already, so 'find the things you're doing and what can you use that you're already doing?' so you're not reinventing the wheel and starting from scratch?"

Participants stated two connected outcomes regarding Step 4 of the process, Formative Assessment/Evaluation. The outcome connected to the Hallinger, et al (2013) framework included feedback and support which encompassed discussions and conversations with the principal. Another notable outcome of Step 4 included self-reflection, which derived from the feedback and support from the principal.

Finding 5: *Step 5 of the Educator Evaluation Process is the Summative Evaluation. Little data was collected about this specific part of the process. Much of what was found was in regards to feedback and support given by principals during conversations and discussions. Some teacher participants found it anxiety provoking when receiving feedback because it is so personal to them.*

According to the Resource Guide published in August of 2014 by the Massachusetts DESE, the following is the description of the Summative Assessment part of the evaluation process:

Step 5: Summative Evaluation

WHAT— At the summative evaluation, evaluators analyze evidence that demonstrates the educator's performance against performance Standards, as well as and evidence of goal attainment, to arrive at a rating on each Standard and an overall performance rating based on the evaluator's professional judgment.

WHEN—The summative evaluation occurs at the end of each educator's individualized Educator Plan and guides plan development for the subsequent cycle. Most educators will receive a summative evaluation near the end of a school year, although educators on a Directed Growth Plan or Improvement Plan, which can vary in duration, may have more than one summative evaluation in a single year.

As stated above, the Summative Evaluation is the end of an educator's cycle, and it is where the educator is judged by the evaluator against the four performance standards, as well as based on their goal attainment.

During the Summative Evaluation, the evaluator gives the educator their final rating for the school year, which can be one of the four ratings: Unsatisfactory, Needs Improvement, Proficient or Exemplary. This is the point of time when the evaluator decides what type of plan the educator will be on for the subsequent year. Specific conversation during any interviews did not ensue in regards to educator plans or educator ratings. More specifically, teachers and principals were focused on feedback.

Introduction

The data from this study suggests that during this step, teachers' experiences are related to stress and anxiety in conjunction with feedback as well as a results oriented school culture. Feedback and results oriented school culture are components of the framework developed by Hallinger, Heck and Murphy (2013).

Stress and Anxiety and Feedback and Support

Within the fifth step of the summative evaluation, feedback was actually a stressor for some teachers. At times, receiving feedback from their evaluator was stressful for even veteran teachers because they take the feedback so personally.

A stressor that came up with Mrs. Hamilton is regarding feedback from the evaluator. "There's always this level of anxiety (when receiving feedback from your evaluator). I don't care who that evaluator is because I've had both male and female, young and old. Because our profession is so personal, it's your craft, it's your soul, so that for most, I can't imagine it wouldn't be, you can't help but personalize it as….I don't want to say an attack but because it so a part of me, a part of everything that I do, you can't help by personalize it."

Mrs. Hamilton was quick to speak positively about her evaluator, but did have strong feelings about the other primary evaluator in the district. She stated, "I think that with the right educational leader, I don't see it {the process} as being punitive or worrisome. It shouldn't be because you have the support. I don't think that, but I have colleagues, not here, but in other buildings, who do not have that support and therefore have that stress, have those stressors.

While educator evaluation is a large part of an administrator's job, it is not their only responsibility. However, Principal Kennedy feels that it is an integral part of her work. She rhetorically asked and stated, "How many times do we get the opportunity to talk about teaching

and learning with our teachers? Intimately, 'show me your work'. You don't do that as much as you want to. You can never do that enough, and teachers don't get enough feedback."

Again not a lot of data was collected regarding the Summative Evaluation, however, it is noteworthy to mention that stress and anxiety along with feedback were connected when discussing the way that people feel about receiving and giving that type of feedback.

Results-Oriented School Culture

Participants noted that the principal was responsible for the school culture surrounding the Summative Evaluation step and that the type of evaluator they were set the tone for the overall process.

Four participants from both schools expressed to the researcher how important it was to note that they knew that while this was the culture and norm in their own buildings that it did not necessarily work out in that same way in some of their colleagues' experiences in different schools/districts.

When asked about how the process affects the culture, Mrs. Hamilton stated, "I think that with the right educational leader, I don't see it {the process} as being punitive or worrisome." Mrs. Hamilton also speaks about the respect that there is between the teacher and the evaluator, "I think there is that sweet spot where you have to respect the practitioner who sits in front of you, who isn't you, and I think my principal does that. At the same time, what I really respect in her, is how she makes others feel. She makes them feel great about their teaching, which is so important because teaching is so passionate. It's a piece of you." Mrs. Hamilton also speaks of how Principal Kennedy has challenged the staff, "The principal has really challenged us to think outside the box as a teacher, to really think about our role as an educator, not just a teacher."

Mrs. Hamilton thinks is it vital that the evaluator/principal understands the educator evaluation process and that is one of the reasons that it is successful in their school. “I think our principal is really knowledgeable and because she is well-informed, follows those deadlines, meets with teachers, knows professional practice goals and knows student achievement goals, she then can ensure that teachers receive the kind of professional development that's going to help them meet those goals.” Finally, Mrs. Hamilton stated about her principal, “She’s an educational leader and a visionary who wants to grow us. She pushes our thinking differently or opens it. She opens our thinking to opportunities and possibilities that we never envisioned.”

Not a lot of research was found in regards to this specific part of the process. Having said that, teachers found that receiving feedback during the Summative Evaluation was anxiety provoking because it is so personal to their craft. Participants also found that the Summative Evaluation helped to fortify the results oriented school culture, and that the principal’s knowledge and attitude was integral.

Finding 6: *An additional element of the Educator Evaluation Process is the Observation. The observation proves to be an important part of the process, while not a stated “step”. It causes stress on new teachers, and stress and time consumption on the principal. It allows for conversations and discussions in regards to feedback and support as well as allows for more self-reflection.*

Introduction

The data from this study suggests that during the observation step, teachers’ and principals’ experiences include stress and time consumption for principals, as well as stress for new teachers. In a study done by Brimblecombe and Ormston (1995), it was also determined that many teachers have found the experience of teacher observation by a principal to be stressful.

The stress was associated with the degree of control that the teacher had of the observation as well as the fact that they were already consumed by their very stressful job. Other experiences include feedback and support with conversations and discussions as well as self-reflection and professional growth. Again, as stated on the Hallinger, et al (2013) framework, feedback and support are also another outcome of this part of the process. It is important for the reader to note, that while culture is a sub-heading below, it is not connected to the Hallinger, et al (2013) framework, as this is more in regards to how the Massachusetts Educator Evaluation process contributes to the overall culture of the building, and not necessarily in regards to a results oriented school culture.

Feedback and Support

Observations lend themselves a perfect opportunity for principals to give feedback and support to their teachers. Most observations are unannounced, so the principal is able to see real-time lessons, and not necessarily the perfectly planned and scripted lesson as in the past when the observations were announced before they occurred. Some observations can be announced as well, and these lessons are often pre-scheduled in conjunction with the principal and teacher.

Miss Adams, a teacher at Midtown School, felt that the most important and effective part of the Massachusetts Educator Evaluation process is the feedback with the principal with the educator self-reflection that goes along with it. "The most effective part of the educator evaluation process is meeting with the principal along with the reflection that goes along with it. The principal often identifies different techniques observed and offers an awareness that helps to build confidence in teachers."

Miss Adams felt very positively about the feedback given by her evaluator, Principal Ford, not just for herself, but also for her colleagues. "I think it gives them (teachers) a chance to

be more reflective of their practice. And it provides them with feedback that necessarily they might not have been paying attention to."

Mrs. Washington, from Midtown School, stated, "I directly ask my principal for feedback. I'll ask her how I performed at a meeting or what she thought I could have done differently. She gives me feedback readily and tells me helpful things. My principal's evaluation of me was very powerful. It was specific, so specific as to what I did and didn't do and what I could change and do more of. It seemed like it was more well thought out and not pressured. She is always there to answer questions because I really didn't want to embrace this process, so I had a lot of questions. I didn't want to have this one more thing to do, because God knows I have enough to do, and she just made it understandable for me and was just there to answer questions, to give me feedback if I went in to say, 'well what do you think about if I just do this?' and she was available to me and had good suggestions.

The teacher participants felt that the feedback that they are given after the unannounced observations was targeted and specific and often very helpful. Teacher participants appreciated the feedback that they received from their evaluators.

Discussion and conversation are important parts of the post-observation as referenced in Hallinger, Heck and Murphy's (2013) framework and are connected to feedback and support. It is during these discussions that principals are able to clarify any questions that they might have as well as clear up any misconceptions that they might have walked away with from the observation. While a write-up generally occurs during this step, it is the clarification within the conversation that teachers and principals find advantageous.

The two principals believe that the educator evaluation process helps them to facilitate beneficial conversations with their teachers. Neither principal had specific training in regards to

how to have these conversations. They have taken their own experiences regarding giving feedback and have applied it to their work. The structure and process of the Massachusetts Educator Evaluation Model offers an opportunity for the principal who evaluates an educator to have difficult conversations about their practice if needed but it also allows the evaluator to gain a more thoughtful, in depth understanding of an educator's work.

Principal Ford thinks that the debrief conversation with feedback after the unannounced observations are the most powerful and has seen positive results from such meetings. "I think that the unannounced observations with the debrief are really helpful. I've seen definite growth and change in most of my staff because if it. I'm not talking huge, huge changes but just the little fine tuning and then for some staff, some more significant change. It depends a little bit on where they are in their career and where they are in their ability to reflect."

In an interview with Principal Ford, she stated that the previous process "did not give the leverage to have really tough conversations with teachers" and as a new principal, she needed that. Kim Marshall (2009) stated that "providing struggling teachers with a detailed diagnosis and prescription and a chance to improve is an important ethical and legal responsibility. It's also very time-consuming." (p. 168)

Principal Ford stated that after each observation, she writes up what she has seen, but that she feels that the conversation after the write-up is the most helpful. During an interview, Principal Ford stated, "recently I had an observation that I knew was going to be kind of a tough write-up, so I met with the teacher first. I didn't want to just leave it in the mailbox. And I wanted to get some more information, I didn't want to make some assumptions. Which was good because she clarified a few things that helped. But, usually, I do the write-up first and then meet with them. And I think that helps." In the end, this was a good strategy, as the teacher was able

to give some clarity to some of the questions from the observation. It should be noted, that this is not a specified part of the Educator Evaluation Model, however, it is a strategy that Principal Ford has decided to implement as she finds that it is best for her teachers.

Principal Ford finds during the conversation that occurs after the observation is very enlightening and she learns a lot about her teachers that she may not see in just a quick walk through or even in an observation. By asking open-ended questions, this principal is trying to gather other information about their teacher's beliefs and experiences. In the third interview, Principal Ford stated, "I think the parts of it that I've found make the most difference with the staff are the conversations I have after the observations. The conversation is focused on something very specific that happened in their classroom. A lot of times, it ends up branching out and you get into conversations that talk a little bit more about their philosophies, their beliefs, how they're implementing different things that we're trying. These are the best conversations. I learn things about my teachers that I would never have known. I think that those conversations are the best part of the system." This shows that these conversations have various purposes; a discussion about what was observed occurs, but also this conversation often enlightens the evaluator to learn other important information that the educator may not have had the opportunity to showcase in the past such as about the teacher's philosophy, things that the teacher might be struggling with, and specific passions or skills that the teacher might have that are worthy of showcasing and sharing with others. Again, while these types of conversations are not dictated through the Massachusetts Educator Evaluation framework, both Principal Ford and Principal Kennedy have crafted this part of their own practice to obtain optimal amounts of information about their teachers. Chapter Five will discuss the implications of the successful strategies implemented by the two principals in this study.

Principal Kennedy and Miss Adams both stated that these conversations are so powerful that they have a positive effect on teaching and learning, and ultimately the students. Having said that, the principals are basing this judgement on what they are seeing during observations and examinations of student work, and not necessarily standardized tests. Principal Kennedy stated, "Anytime you're having conversation about teaching and learning the odds are you're going to improve that, so if you're having honest conversations about teaching and learning that goes on, if everyone is really set on improvement for the benefits of children." Miss Adams reported that, "Conversations with the principal are very powerful. I'm learning a lot from working with her. And being not very confident, it's been very helpful to have somebody that believes in me and can see what I'm doing and kind of highlight that. The meeting with the principal can be a confidence builder. I do take criticism effectively. I work toward improvement, improving my teaching style, in my teaching for my students." It can be inferred from this statement that in some ways, Miss Adams' drive to succeed comes from the fact that Principal Ford believes in her. Therefore, it could also be linked that Miss Adams receives feedback so readily from Principal Ford because of the relationship that they have built. Knowing that the evaluator has to have a conversation with an educator can also help to streamline the focus of the observation. Principal Ford stated that, "It changes when you go in there knowing you have to have a conversation with a teacher that you have to write something up, you look at it with a lot more of a critical lens."

After having a conversation with the teacher about a classroom observation, Principal Kennedy writes a narrative about the observation. When she gives it to the teacher, she says, "If you are uncomfortable with anything in there, come talk to me," because that's not the point of it. Occasionally they'll come back and say, 'This wording makes me feel uncomfortable.' I'll

say, 'this is what I meant. Propose something for me. Let's work that through.' So that nobody ever walks away feeling like, 'Ah, I got stuck with an awful evaluation.' It doesn't go down like that."

Principal Kennedy also discussed how she handles conversations that might be difficult- she asks to see the student work from that lesson. "I tell the teacher, 'I am really interested in seeing the student work that came out of that activity today.' We found that if we work off from student work, it's a much healthier conversation because every teacher wants the best in their student work. It's not about, 'I noticed you didn't…' It's that, 'You didn't get where you wanted to here, so what's your plan?' It's just talking about where kids are and what came out of what they had." This demonstrates the power of conversations between educators and their evaluators after an observation.

A school culture could easily become negative if a principal was unfair in regards to observations. Participants from both schools stated that it did not work unfairly at their schools, and that the principals were very fair when it came to observations.

Principal Ford commented, "I don't want to write up a bad observation. If I had a really productive conversation that I feel like the teacher is now going to initiate a change, then I am happy, but am on the lookout for that change. If the observation write up is slamming them, I don't think that works to my favor. I think it puts them off of the whole process."

Four participants from both schools expressed to the researcher how important it was to note that they knew that while this was the culture and norm in their own buildings that it did not necessarily work out in that same way in some of their colleagues experiences in different schools/districts.

Within the new Massachusetts Educator Evaluation Model, there are many different opportunities for educators to have meaningful conversations with their evaluators. These conversations can occur at different times within the process, including during the goal-setting process, after observations and when an evaluator reviews an educator's evidence. Principal Ford from Midtown School and Principal Kennedy from SeaSide School both felt that discussion, conversation and debriefing with an educator is the most powerful part of the process.

Stress and Anxiety and Self-Reflection

Stress and anxiety are found in the observation step as well, but more so with new teachers. Veteran teachers did not seem fazed by the actual teacher observation. Noteworthy to mention was that the four veteran teachers who were interviewed were very comfortable with their principals and trusted them to be knowledgeable about the evaluation process and what good teaching looks like.

While not a "step" in the 5-Step process, the teacher observation is an essential piece as the observation feedback is a source of information intended to help teachers improve instruction (Hill and Grossman, 2013). Three participants talked about how the stress for new teachers differed from the stress of veteran teachers, but yet the stress was still there. Mrs. Hamilton stated that she thought that non-professional status teachers were more anxious about the physical observation done by the principal, "I would imagine as a veteran teacher that it isn't the same for a non-PTS (non-Professional Status) teacher. I would think that there is perhaps a bit more, I don't know for sure, but I sense there's a bit more anxiety around the evaluation process whether that is in part because of the observations that occur. I don't feel that as a veteran teacher."

Again, as previously stated, Mrs. Hamilton had a lot to say about teacher stress and anxiety regarding the Massachusetts Educator Evaluation Process. “So it's not that the job or the teaching or the instruction isn’t being done or the results show it, but it's the management of it that I think is also anxiety for me as a veteran teacher. I don’t see that, ironically, for the younger teachers. So their anxiety is in part because of the observation, not that technological component and I am on the other side.”

Both principals discussed the difficulty regarding the written report completed after the observation, however, each principal does it differently. Using the narrative forms from the state, Principal Ford stated, “I do a write-up each time {I do an observation} and that’s part of the requirement but I don’t think the write-up itself is the helpful part. I think it’s the conversation.” She has her own ideas about the write-ups and how they could be helpful, “Write-ups could be helpful if I had fewer people to observe and evaluate. I think the write-ups could be helpful because I would be able to put in the type of detail and information that would make it very useful to the teacher. But if you have to write up 24 of them, in the course of two weeks, or in the course of 4 weeks, or even if it is 17...you can’t put in enough time and energy to make them really useful. I have to stick to what I observed and what was in the artifacts. I think my write-ups are a little more rote.”

Principal Kennedy utilizes an online platform during her observations, which isn’t a narrative but more of a checklist. “It’s more checklist forms, so that’s why...I don’t really love checklists, because it’s not helpful for me. I kind of go right down. It’s two boxes. One of them is kind of what you see, evaluator comments, and then one’s questions for your next visit. I tend to do in those two boxes. I just tend to write down in those two boxes.”

Two participants also had different reactions to the self-reflection practices. While she personally sees value in self-reflection and practices that skill in her own craft, Miss Adams reported out how she perceives some of colleagues' perceptions. "Some teachers see it {the process} as extra work, instead of just being reflective. And I think that some teachers are reflective and they appreciate it, but then there are others that aren't as reflective and they're seeing it as though 'She coming observing me'. I think that's the difference. Miss Adams reported, "I don't think that the evaluation process necessarily makes you a better teacher, it just makes you more reflective. And maybe you will change and improve on that."

Mrs. Jefferson voiced how the process has changed over her years of experience. "Years ago, it was 'here I'm coming in to observe a one shot' and now it's more teachers are involved. I feel like the principal is laid-back about it because of the way that she supports us with it but she also knows there are places where people always need to improve too."

Stress and anxiety were largely found in regards to the observation of teachers. In some ways, educators were happy that it isn't a "one shot deal" any longer. In other ways, some teachers just find the process overwhelming. Both principals found the paperwork and write-up to be arduous, simply because they had so many to complete in a period of time.

While the observation isn't a specific part of the 5-Step cycle, it is an integral piece, yielding data supporting several different outcomes, some connected to Hallinger, et al.,'s (2013) framework, and some not. First, it is very stressful for educators, especially new teachers to be observed in an unannounced fashion, more stressful than for veteran teachers. Principals find the unannounced observation to be very helpful to collecting information about teachers, however, they find the paperwork and write-up after to be stressful and time consuming, and they often cannot give it the time necessary due to the fact that there is a stringent timeline in which they

adhere. The observation offers yet another opportunity for conversation and discussion in regards to feedback and support which can support self-reflection.

Chapter Summary

This chapter presented several findings from this study. Findings were organized using the structure of the 5-Step Massachusetts Educator Evaluation Model. Data from 21 interviews as well as teacher observation and document analysis revealed 7 research participants' perceptions regarding their experiences with the Massachusetts Educator Evaluation Model. Comprehensive illustrations of quotations from participants are included in this report, as typical of qualitative research. By using the participants' own words, the researcher aspires to earn the confidence of the readers by meticulously describing the lived experience of the participants and situations researched.

The chart below organizes which outcomes are apparent within this research study as part of each step in the Massachusetts Educator Evaluation process.

Outcomes of the Ed. Eval Process	Stress and Anxiety	Self-Reflection	Feedback and Support (Hallinger, et al., 2013)	Professional Growth (Hallinger, et al., 2013)	Filtering Out Poor Performers (Hallinger, et al., 2013)	Results-Oriented School Culture (Hallinger, et al., 2013)
Step 1: Self-Assessment and Goal Proposal	X	X				
Step 2: Goal Setting and Plan Development	X	X	X		X	X
Step 3: Implementation of Plan	X	X	X			

Step 4: Formative Assessment		X	X			
Step 5: Summative Evaluation/ Assessment	X		X			X
Step 6: Observation	X	X	X			

The primary finding of this study is that self-reflection along with feedback and support are among the most important aspects of the Educator Evaluation Model of Massachusetts, both related to at least 5 of the 6 steps of the process. Marzano stated, "The five conditions for developing teacher expertise include a well-articulated knowledge base for teaching, focused feedback and practice, opportunities to observe and discuss expertise, clear criteria and a plan for success, and providing recognition of expertise (2011). It is noteworthy that self-reflection was not part of the Hallinger, et al., (2013) framework, yet it was an essential finding in this research. Feedback and support is part of the Hallinger, et al., (2013) framework.

The secondary finding of this study is that stress and anxiety are among the most noteworthy aspects of the Educator Evaluation Model of Massachusetts, relating to 5 of the 6 steps of the process. The other aspect of the process, also supported with the data and connected to stress and anxiety included time consuming paperwork. It is noteworthy that this attribute was also not part of the framework by Hallinger, et al., (2013). It was reported within the literature that "principals have few incentives and many disincentives to invest their time in evaluating teachers" (Bridges, 1990; Cuban, 1988; Marshall, 1996). Hallinger, et al., (2013) reported, "Teacher evaluation requires the time intensive, use of low inference methods of teacher observation and feedback. It is difficult to see how sufficient time and energy of school

administrators can be infused into teacher evaluation to make it a viable tool in ratcheting up instructional quality"

Hallinger, Heck and Murphy's (2013) framework did include outcomes that were also found within the data collection of this study. The other less supported outcomes included: filtering out poor performers and a results oriented school culture. While these outcomes were evident within the data, a preponderance of the data was not part of this framework. Notable outcomes not found on the Hallinger, et al., (2013) framework included self-reflection, discussion and conversation, profession growth, stress and anxiety and time consumption. When comparing what matched the Hallinger, et al (2013) framework with what was absent from the framework, it is clear that the framework needs to be more comprehensive and include self-reflection as well as give information regarding the stress and anxiety that teachers and evaluators experience during most steps in the process.

Chapter V

Analysis, Interpretation, and Synthesis of Findings

The purpose of this qualitative study was to explore what teachers and principals report related to their use of the Massachusetts Model System for Educator Evaluation process to gain a better understanding of the ways in which the process may support growth in teacher work relationships, teacher self-efficacy, and teacher practices. It was hoped to determine the parts of the process that educators and their evaluators found valuable as well as those parts of the process that the educators and their evaluators found as insignificant or not valuable.

This research used the Seidman's (2013) Three-Interview Series to collect qualitative data by conducting in-depth interviews and collecting supporting data with observations and document analysis. Participants in the study included 5 elementary school teachers and 2 elementary school principals. The data was coded, analyzed, and organized by themes, and then categorized by using the Massachusetts Model System for Educator Evaluation, which is a five-step model. The study was based on the following three research questions:

1. How does the current Massachusetts teacher evaluation process lead to or support constructive change in an educator's work relationships?
2. How does the current Massachusetts teacher evaluation process lead to or support constructive change in an educator's self-efficacy?
3. How does the current Massachusetts teacher evaluation process lead to or support constructive change in an educator's teaching practices?

Chapter 4 presented the findings of this study by organizing the data from interviews, document analysis and observations into the Massachusetts Model System for Educator

Evaluation. The purpose of this chapter is to provide interpretative insights into these findings. This final chapter will answer each of the three research questions using the finding from Chapter 4 as well as other supporting evidence from this study. During analysis, the researcher searched for connecting patterns and themes that emerged among the various categories. The relevant theory and research are synthesized with the findings from this study, as these themes are compared and contrasted to issues raised in the literature. The findings in Chapter 5 are intended to depict a more integrated picture, and what emerges is a layered synthesis (Bloomberg and Volpe, 2012).

The following sections will consist of answers to the three research questions, along with a synthesis of relating finding from Chapter 4, supporting evidence for each research question, related research, and finally, a final interpretation and recommendations for each research question.

Research Question One:

How does the current Massachusetts teacher evaluation process lead to or support constructive change in an educator's work relationships?

Through feedback and support as well as self-reflection, the data collected within this research study shows that the evaluation process has the potential to support constructive change in the area of teachers' work relationships.

Feedback and Support

Feedback and Support was one way that the Massachusetts Model System for Educator Evaluation led to or supported constructive change within teachers' work relationships. These relationships could be between peers or between teachers and evaluator.

Synthesis of related findings from Chapter 4

The first research question sought to determine if educators and their evaluators believed that the Massachusetts teacher evaluation process lead to or supported constructive change in an educator's work relationships. As stated previously, work relationships could include the relationships between colleagues, as well as between educators and their evaluators. During participant interviews, it was specified that the relationships could include the relationships between teachers and their students as well as teachers and the students' parents, however, no participants discussed these relationships during this study.

An analysis of the data demonstrated that one way the Massachusetts Model System for Educator Evaluation lead to constructive change in work relationships was through the discussions and conversations between principals and teachers and among teachers. As stated in *Finding 2* during Step 2, teachers experience feedback and support in relation to work relationships. This was evidenced by the teacher participants' beliefs that the principal was an integral part of the creation of successful goals and that during this process they received constructive feedback and support. *Finding 2* demonstrates that the teachers and principals had a strong professional work relationship, and that the feedback and support that the administrator afforded helped teachers to be successful. Also connecting relationships to feedback and support within *Finding 2* is the teamwork and collegiality that teachers spoke about in interviews. As stated in Chapter 4, Mrs. Hamilton believed, "I think that has strengthened teamwork because they {teachers} have a common purpose. I think the ed eval process for those team dynamics has really afforded a stronger cohesive group of professionals."

Finding 3 shows that there is a connection between teacher relationships and feedback and support during Step 3. Mrs. Jefferson comments about how her principal holds her staff accountable and how the principal has a vision and leads and supports her staff towards that

vision. It was clear that through the principal's feedback and support, Mrs. Jefferson felt that the principal was also building relationships with her teachers. As stated in Chapter 4, it was evident that the teachers and principals from both schools felt that the relationships built among teachers and between teacher and administrators had a positive effect on the school culture. Also noted in Chapter 4, was the importance of discourse between educator and evaluator and also between colleagues, or teacher to teacher. Principal Kennedy also talked about the important conversations that occur between classroom teachers and content coaches who do not have evaluation responsibilities, and are just focused on supporting teachers. It was this important discourse, that could take place with norms and safety, which helps to build strong collegial relationships between colleagues.

Mrs. Jefferson also had a positive opinion about how her principal gives her feedback as noted in Chapter 4. "It's her feedback that is valuable because she notices things that make me feel good and validates but then she always asks good questions too." Mrs. Jefferson's identification of her principal's thoughtful questioning and the way that Principal Kennedy makes her feel about her teaching and performance has helped to attribute to a strong relationship between teacher and principal. Having conversations with feedback and support between teachers and evaluators allowed for this kind of positive relationship between them.

Both principal participants discussed how they are able to have difficult conversations within the formative assessment because of the way that the structure is set up. It is due to the fact that they have taken the time to form relationships with their teachers, and that it is established that this is not a "gotcha" process, that the staff is open to having these difficult conversations, if necessary. For example, a scenario was reported in Chapter 4, in which Principal Ford had to engage in a dialogue with a teacher who was going to go on an

improvement plan. Principal Ford explained that she had to explain to the teacher that the purpose was not to try to catch the teacher doing something wrong, more so, that the principal was looking for continued improvement. Mr. Reagan, who is not affiliated with Principal Ford stated something similar. When discussing how the staff at SeaSide School feels about the entire educator evaluation process, he said, "I feel like we are the type of school and we have the type of principal that you would know where you stood before you receive your evaluation. She would have already been in your classroom, giving you feedback, making suggestions before that evaluation came it. I don't think it is catching anyone by surprise." It is clear that in this regard, teacher relationships with their principals is linked to feedback and support.

In Chapter 4, Principal Kennedy specifically discussed how feedback and support helped her to work with a new teacher who needed improvement. In the end, the teacher was able to turn around his practice and benefitted from the support from the principal. This was an excellent example of how feedback and support helped a teacher to understand what was necessary in order to improve his or her craft. It is also a good example of how the principal worked diligently to form a trusting relationship with the staff member in order to give the feedback and support, and allow the teacher to take advantage of it.

Mrs. Hamilton and Mr. Reagan also commented about their principal, Principal Kennedy, who gives feedback in a very safe and positive manner. Mrs. Hamilton also appreciates her principal's feedback during meetings. The way that Principal Kennedy gives feedback and support to her teachers has nurtured effective relationships between the principal and her teachers. These relationships help teachers to accept critical feedback and allow for the principal to offer support when needed.

An example linking relationships to feedback and support within *Finding 5* was Mrs. Hamilton, who was quick to speak positively about her evaluator, but did have strong feelings about the other primary evaluator in the district who was not as supportive or knowledgeable about the process. Mrs. Hamilton was concerned that the teachers in the other school within the district did not receive the feedback and support from their evaluators, and didn't feel that inequity was fair to those teachers. She also feared that the teachers from the other building were not building relationships with their principal in the same manner that she and her colleagues from SeaSide School.

Mrs. Hamilton thinks is it vital that the evaluator/principal understands the educator evaluation process and that is one of the reasons that it is successful in their school. It is clear that through the relationships and culture that the principal has developed, the staff trusts her and believes in her leadership as evidenced by Mrs. Hamilton's strong opinions regarding her supportive principal in Chapter 4.

Data found within *Finding 6* links teacher relationships to feedback and support within the observation step. Miss Adams, a teacher at Midtown School, felt that the most important and effective part of the Massachusetts Educator Evaluation process is the feedback with the principal with the educator self-reflection that goes along with it. Miss Adams felt very positively about the feedback given by her evaluator, Principal Ford, not just for herself, but also for her colleagues.

The teacher participants felt that the feedback that they are given after the unannounced observations was targeted and specific and often very helpful. Teacher participants appreciated the feedback that they received from their evaluators. Mrs. Washington, from Midtown School, stated, "I directly ask my principal for feedback. She gives me feedback readily and tells me

helpful things. My principal's evaluation of me was very powerful. It seemed like it was more well thought out and not pressured. She was available to me and had good suggestions." Mrs. Washington appreciated the principal's support and feedback; her relationship is such that she seeks out the feedback from her principal.

Principal Ford discussed how she finds the conversation that occurs after the observation very enlightening and she learns a lot about her teachers that she may not see in just a quick walk through or even in an observation. By asking open-ended questions, this principal is trying to gather other information about their teacher's beliefs and experiences and can lead to the principal finding out other important information about the teacher that may not have come up in typical conversations. Again, it is through these conversations, the principals are building strong relationships with their teachers.

Teachers experienced feedback and support in relation to teacher relationships in *Finding 6* as evidenced by the conversations that occur. At times, these conversations can be difficult ones, but the principal participants are comfortable with that, since they have worked on building relationships as part of this process. This demonstrates in Chapter 4, the power of conversations between educators and their evaluators after an observation as well as the relationships that she has developed with her teachers.

Supporting Evidence

Further evidence not connected directly to the findings in Chapter 4, but found during the research process will be discussed in this next section.

Principal Ford believes that having team goals is beneficial in helping teachers work more collaboratively, therefore strengthening the teachers' relationships with other teachers. She stated, "The effects of doing units of study as teams has been very successful. It's become just

part of their practice that they are working on these units and talking about different elements of them and checking in on student progress. There's a lot more collaborating going on." Mrs. Jefferson stated, "I think for the most part teachers have team goals. I think they do that for different reasons, but because we work closely in teams, teaming is always a natural part of what we do. It's also a 'let's get through this together and let's figure this whole process and let's support each other through that.' It lends itself pretty easily to the work that we already do in teams."

Mrs. Hamilton (a reading specialist) stated, "Again, at the elementary level, what I see, I see teams of teachers who work together to create goals. Even though I'm a specialist and I could have written individual student and professional goals, I worked with a team. I don't know of any teacher that's working in isolation on student and professional goals. I think that has strengthened teamwork because they have a common purpose. They always did, but I think it has refined their focus, and I think that together they have been able to share student data and to look at it objectively. Even if they look at it subjectively, the dialogue that I hear between teachers is more, 'This worked well for you. It's the same lesson. What did you do that you have? These are your results. These are your outcomes for this problem or for this unit that I didn't necessarily see.' I think the ed eval process for those team dynamics has really afforded a stronger cohesive group of professionals." The teamwork that Mrs. Hamilton refers to here can be linked to feedback and support. Teams of teachers work together, often with the principal, and in this case, with a reading specialist. The conversations that happen between teachers and the principal are a good representation of the feedback and support that occurs during the goal setting process in found in *Findings 1 and 2*.

Mrs. Washington, whose affect inexplicably and completely changed from the beginning interview to the last interview also felt that the Massachusetts Model and the process surrounding it encourages collaboration between peers, most specifically around technology. She stated, "I think it's definitely helped improve. I've seen people collaborating much more. A lot of teachers here were actually used to having group goals and that's worked well but I think that in any system you have someone who grasps something a little bit more or through the process people have asked help from each other. What I found from one of the last meetings we had was around technology. Some of the younger people and other people as well are very good around technology and some of us old people aren't. I would like to submit everything electronically next time to the principal so I see the collaboration around helping each other as to things that they've done and things that have worked for them and kind of demystifying the technology piece around this. I think teachers working more together collaboratively around units of instruction and technology. Again, it is this collaboration between teachers and the principal that support the teachers in their growth with the process around the Massachusetts Model System for Educator Evaluation.

Miss Adams also feels that the Massachusetts Model System for Educator Evaluation has allowed for stronger collaboration with her peers. She stated, "The process has brought me closer to my colleagues as we are always working together to find the smartest way to do something, whether it is a new way to use technology, or solve problems. The process affords us the opportunity to use each other's strengths to get the job done."

Related Research

A study done by Reitzug, West and Angel in 2008, found that:

> Relational instructional leadership is an indirect theory of instructional leadership. That is, in relational instructional leadership, increased learning and improvement in

> instruction does not occur as a result of working directly with the instructional program, but rather as a byproduct of relationship building—specifically, the principal's efforts to help….faculty feel better about themselves and thus try harder and take more pride in their work (p. 697)

It was evident through the research collected regarding teachers' relationships that this is what the two principals in this study had achieved. Their leadership styles were such that they expected increased learning and improvement, but did so after creating strong relationships with the teachers. As Reitzug, West and Angel (2008) found, these teachers did go out of their way to make people feel better about their own teaching but also gave teachers feedback and support. This feedback and support allowed for teachers to work harder, and want to achieve success for their principals.

Parkes and Thomas published a study in 2007, regarding observations of effective principals at work. This study determined that the number one observed, accepted and espoused value consistently underpinning the work practices of effective principals is the work values relating to interpersonal relationships. This study showed that these interpersonal relationships worked because the principal was compassionate, pleasant, collegial, willing to listen, approachable, understanding and worked well with others. Other attributes of these effective principals regarding their interpersonal relationships included politeness, cooperation, and companionship. Finally, Parkes and Thomas (2007) found that other attributes were that the principals were helpful, the cared for the well-being of others, they worked for the welfare of others and worked hard with others.

The Parkes and Thomas (2007) study connects to the research found regarding teachers' relationships within the two schools and the seven participants. All five teacher participants spoke very highly of their principals and voiced many of the same attributes that Parkes and Thomas cited within their study.

Finally, a case study, written by Marshall (1992), cited that a principal's relationship with staff was not only an integral piece to a principal's success, but it was also imperative to the success of a school. Marshall (1992) cited and credited a principal's open-door policy, a high level of organization and overall commitment to creating a good school to his success. Marshall also determined that the principal was perceived as being available when needed and supports a friendly atmosphere. Having said that, Marshall (1992) stated that staff reported that they received feedback only through the annual evaluation process and that they were unsure what the silence in interim periods meant. Others stated that the principal would speak with a teacher if there was a problem and that the silence should be assumed to mean approval.

The Marshall (1992) case study connects to the research found regarding feedback and support. It didn't seem as though all of the teachers within this study knew where they stood with their evaluator. This is the antithesis of how the teachers within this research study felt—they felt supported by their principals, and were given immediate, specific feedback.

Through research collected in interviews, it was determined that the current Massachusetts teacher evaluation process leads to or supports constructive change in an educator's work relationships. This was supported first within Chapter 4 in the six findings presented. It was then supported with additional research collected within this study. Finally, it was supported with further evidence linked to research.

The chart on pages 35 and 36 within *Chapter 2* shows the definitions of teacher effectiveness as proven within the literature study. Within that chart, one part of professional relationships, collaboration, is defined as "working collaboratively with students and their peers to develop a positive classroom and school climate, to improve overall school performance, and to engage in mutual support and professional learning" (O'Day, 2002; Looney, 2011; Mangiante,

2011). This definition connects directly with this finding as it is this collaboration between teachers and principals as well as teachers and other teachers that supports constructive change within a teacher's professional relationships.

Further Interpretations and Recommendations

Feedback and support can lead to constructive change within teachers' work relationships. These relationships include peer to peer as well as between teachers and the evaluator. Feedback and support was discussed within Chapter 4 and often resulted in discussions and conversations between principals and teachers and among teachers. The conversations allowed the principals to view their teachers in a different way, often giving them insight to information that they would not normally have access to through just ordinary interactions. Both principals spoke very highly about the discussions and conversations that they had with their staffs, and how they were able to offer a lot of feedback and support to teachers based during and after these conversations.

Also connecting relationships to feedback and support is the teamwork and collegiality that the teachers experienced through the evaluation process. Teachers often work together on projects or goals, with a common purpose. Teachers relied heavily on each other and some supported others through the entire educator evaluation process. It was evidenced in Chapter 4 that participants believed that the positive team dynamics created a stronger, more cohesive group of educators.

Participants discussed how feedback and support was associated with teacher-principal relationships through the way that the principal supported her staff towards the principal's vision. Participants discussed how their principals held the staff accountable but supported the staff towards that expectation.

It was evident within the data collection that how the principal delivers the feedback and support was an important aspect to teachers. Because both of these principals offered critical feedback in a safe way, often asking questions of the teachers to think a little deeper, the teachers felt positive and enjoyed engaging in with the principals in this manner.

Having the meaningful conversations with staff helped the principals to build relationships with staff. These relationships helped when the principal had to have conversations with staff that might have been a little more difficult. Having the conversations with staff for positive reasons set the stage of trust and respect for those times in which the conversations might not be as positive.

During document analysis of the model contract language that both districts in this study adopted through the Department of Elementary and Secondary Education (DESE, 2010), it was noted that these conversations were not a mandatory part of the Massachusetts Model System for Educator Evaluation. The model language states that the meetings afterward were up to the discretion of either party, meaning that if the principal didn't request a meeting, and the teacher didn't request a meeting, then the meeting did not happen. If the meetings were not occurring, then there would be no opportunity for the feedback and support that has been apparent with the two principals within this study and their five teacher participants.

The two principals within this study both shared that the meetings occurred because they requested their teachers to meet with them. They both found the value of these meetings to be so important and didn't want to chance a missed opportunity to not meet with a teacher, even if there was only positive information to share with the teacher.

The power of the conversation was illustrated within Chapter 4. It is an essential part of the Massachusetts Model System for Educator Evaluation, but not one that is required within the

model. It is essential because it is the face to face time that teachers and principals are able to sit and discussion teaching and learning, and principals are able to offer feedback and support.

The recommendations going forward regarding feedback and support, which connects to building teachers' relationships include:

1. In order to build professional relationships, those involved with teacher evaluation should consider the value of feedback and support as seen through the meaningful conversations between teachers and their evaluator, as described in this study. By adding specific recommendations in regards to how and when these conversations should take place during the evaluation process, both teachers and their evaluators can make sure time is spent on this important part of the process.
2. To help ensure conversations between teachers and their evaluators led to the type of collaboration and professional relationships seen during this study, those involved with teacher evaluation should determine ways in which evaluators can participate in professional development focused on providing feedback and support throughout the evaluation process.

Self-Reflection

Self-reflection was another way that the Massachusetts Model System for Educator Evaluation led to or supported constructive change within teachers' work relationships.

Synthesis of Related Findings from Chapter 4

Finding 4 illustrates how feedback and support with self-reflection is linked to teacher's relationships within step 4. Teacher and principal participants commented on the benefits of the feedback given by evaluators, and teacher participants commented on how they reflect on the

time spent with their evaluator. Teacher participants had very positive opinions in regards to feedback, which led to stronger relationships between administrators and teachers.

Both Principal Ford and Principal Kennedy stated that they believed the conversations that occur during Step 1 of the evaluation process also help facilitate the teacher's own self-reflection. Principal Kennedy noted that the conversations are the most valuable. She finds it interesting to understand where people think their weaknesses are, particularly for really strong teachers. When specifically asked if the process has any effect on improving a teacher's work relationships, Principal Ford reported, "Those conversations, they last maybe 45 minutes, are just very impactful in me understanding them as a teacher and them having a chance to probe for self-reflection. Everybody has told me after that those are some of the best professional conversations that they've had."

The data collected in Chapter 4 reflects the importance of a supportive principal within this part of the process, likely because it is still a newer process for both schools. Principal Ford meets with everyone who is in the process of writing goals. She thoroughly goes through the teachers' self-assessments and looks at how it aligns with the teacher's goal area. Usually the principal and teacher end up rewriting the goal together. The relationship that the teacher and the principal have built together helps this to happen. It allows for the teacher to be open to the self-reflection that the principal is trying to facilitate, and it allows for the principal to help teachers refine their goals.

Principal Kennedy gives teachers more autonomy with their goal setting, but will support teachers as needed. She will, however, help teachers determine how they will measure their goals. "My contribution (regarding teacher goals) tends to be measurement. I'm better, I think, than some about 'how do you measure those goals?' We'll have this kind of conversation and

then people will go off and refine their goals." It is these conversations that lead to self-reflection regarding a teacher's goal setting. The teachers know that they can rely on the help from their principal when needed to write comprehensive goals.

Miss Adams had a positive mindset about receiving feedback, and viewed it as an opportunity for improvement. "So I think it's important to be reflective and to see…if you are overwhelmed, then take a step back and see what your evaluator is seeing as positive as well as what you can improve on. But I think that the evaluation process will hold teachers to that standard where they are not just sitting back and coasting through." Miss Adams also had very positive things to say about her principal, Principal Ford, who is also her evaluator. She is very comfortable with her principal and feels that through observations, the principal has gotten to understand her better. The Massachusetts Model System for Educator Evaluation allows for teachers and principals to build strong relationships with each other.

Principal Kennedy also discussed how she handles conversations that might be difficult. She asks to see the student work from that lesson, and she feels that if they use the student work as a focus, it is a much healthier conversation. Principal Kennedy believes that all teachers want the best in their student work, so the teachers are more apt to engage in reflective thinking if they are basing the difficult conversation on student work. This demonstrates the power of conversations between educators and their evaluators after an observation as well as the relationships that she has developed with her teachers.

Supporting Evidence

Principal Ford believes that the process has improved her relationships with staff because she is able to guide them through the evaluation process, and have conversations about teaching and learning. She stated, "I would say that I feel like it's improved my relationship with staff.

Those conversations are just very impactful in me understanding them as a teacher and them having a chance to have somebody probe for self-reflection. Everybody has told me after those that those are some of the best professional conversations they've had. I think it helps me understand them and then they feel more comfortable with me because they feel like I really get what they do."

Mrs. Washington also noted how self-reflection has improved relationships within her colleagues. She stated that they were working together, and during those collaborative meetings, they would ask each other to discuss their successes with students. "They want to know 'How can we work together as a unit to look at student outcomes and changes in assessment practice to really improve what we're doing and make kids' lives better and make the assessment process more worthy?'"

Principal Kennedy agreed that the educator evaluation process can help a teacher improve their relationships with others and was able to cite an example of how using this model helped a specific teacher who was PTS. Principal Kennedy thought that this teacher was an excellent teacher, however, she considered her "a lot of work". Principal Kennedy could not find any fault with the teacher's work ethic, time and effort that she put in as well as their teaching, as it was considered "phenomenal". Principal Kennedy noted that the teacher had great ideas, but a fault of hers was that she believed that her ideas were the "only ideas". Most specifically, when it comes to the peer relationship pieces, the teacher is "hard on people". Principal Kennedy reported, "I don't mean hard on people because they say hard things, they're hard on people because in order to make an adjustment, they're one of those people that you have to have seventeen conversations with before they finally kind of go like, 'Oh, is that what you were talking about?'" Principal Kennedy continued to discuss how it took so long to open up this

teacher's mind that there is another perspective, and it was through the feedback and support and relationship building that she was able to have a difficult conversation with the teacher. Principal Kennedy rhetorically asked, "So, how do you do that when you've got this really high performing in many, many ways teacher who is putting in effort, and so on. Standards one and two you can't fault, and standard three you can't fault them, you know, parents love them, but it's that last professional culture one, that it's not even their lack of willingness, it's their challenge in hearing other points of view." Principal Kennedy disclosed that the topic of the teacher's affect came up as a goal-setting piece, within the context of a conversation between the principal and teacher, where they talked about the teacher's inability to take other's perspective was a weak point. The teacher and principal together decided to read the book Change or Die, and discuss it. The teacher and principal set up a series of read and discuss kind of meetings, and then those goals got embedded within the context of the teacher's next year's goals. This was a strong suggestion on the part of the teacher, that they read this book and look at that closer and try to strengthen that area of weakness. The principal credits the teacher, however, for taking the goal working on it very deliberately. Principal Kennedy reports that it took a year to achieve the goal, but that the teacher was able to be reflective about her behavior that shuts other people down and to make some adjustments in how she presents her thoughts and ideas. Principal Kennedy stated that she thought that this worked because the person was willing to make it work. This was a great example of how the principal utilized a book study in order to help a teacher to self-reflect on her own work toward improving relationships between staff members.

Related Research

During a review of the literature, no other research was found linking self-reflection to peer relationships, or having any impact on a teachers' relationships. This is so important to note

because it was such a large outcome of the research done within this study and should be explored further in future studies.

Further Interpretation and Recommendation

Self-reflection was an outcome of the Massachusetts Model System for Educator Evaluation in connection to building teachers' relationships, as discussed in Chapter 4. Again, the conversations that occurred during the process helped teachers to self-reflect on their own practices. At times, the principals discussed having to "probe for self-reflection", however, the teachers spoke about how the conversations with the principals lead naturally to self-reflection.

Principals felt that the biggest areas that they facilitated self-reflection in teachers were in regards to creating their SMART goals, collecting and analyzing data for their goals, and sometimes, just guiding teachers through the process.

Self-reflection allowed for strengthening relationships between principal and teachers, but also between colleagues. Teachers within both schools worked collaboratively and collegially toward the same goals.

The recommendation going forward regarding self-reflection, which connects to building teachers' relationships include:

1. In order to help ensure that teachers are able to set goals that are strategic, measurable, attainable, rigorous, and time bound, they should be offered more professional development opportunities focused upon creating SMART goals and understanding how to write a goal. Evaluators should to meet teachers where they are in regards to the creation of these SMART goals in order to make this a learning process.

Research Question Two:

How does the current Massachusetts teacher evaluation process lead to or support constructive change in an educator's sense of self-efficacy?

Through self-reflection, the data collected within this research study show that the teacher evaluation process can lead to or support positive constructive change in a teacher's self-efficacy.

Self-Reflection

Self-reflection was one way that the Massachusetts Model System for Educator Evaluation led to or supported constructive change within a teacher's self-efficacy.

Synthesis of Related Findings from Chapter 4

Self-Reflection was discussed within five of the six findings in Chapter 4. It was a large part of what was found through the interview process. Teachers found that the self-reflection piece was valuable. Mrs. Hamilton reported that she felt strongly in favor of self-reflection, and went on to explain that in the teaching profession, it is good to have self-reflection as part of the evaluation model, since teachers seem to be hard on themselves. This links directly to self-efficacy, the belief that educators believe that they can reach all learners and perform successfully in their work.

Self-efficacy came up within the self-assessment piece to the Massachusetts Model System for Educator Evaluation. Four of the five teacher participants cited student learning as an area for their own self-reflection. Mrs. Hamilton directly reported, "In the process of focusing on student learning, there is an opportunity to reflect on my craft and my teaching and how I can improve and support student learning." This self-reflection helped teachers with positive self-efficacy.

Mrs. Jefferson values the self-reflection piece, as discussed in Chapter 4 as it is a time for her to think about what she is doing to meet the needs of all of her students and families. It helped to be mindful of how she might need to change her practice. This self-reflection was key in helping Mrs. Jefferson to develop her positive sense of self-efficacy.

Miss Adams was a little more critical about herself, but feedback from her evaluator helped her use that reflection in a positive way. She mentioned in Chapter 4 that the rubrics help teachers to see where their strengths and weaknesses are and she thinks that's really great for teachers to grow. Miss Adams benefitted from the feedback from her evaluator, which helped her to reflect as an educator and ultimately supported her own self-efficacy.

As discussed in Chapter 4, Principal Kennedy, a skilled principal, designed conversations and opportunities for teachers to self-reflect. Her hopes were that this would build her teachers' sense of self-efficacy. "You have to build that (self-reflection) into your conversations. We want empowered learners of students. We need empowered learners of teachers." Principal Kennedy helps to build empowered learners of teachers by guiding them through self-reflection, which ultimately builds the teachers' self-efficacy.

The purpose of the goal setting is to allow the educator to safely identify areas of their own professional growth and areas where the students that they work with need to grow. In Chapter 4, Principal Ford discussed how it is possible that an educator has worked very diligently but has not met their goal. She reports that it is not the goal attainment that is important, but that it is the goal analysis as well as the progress towards that goal. She wants to see the teachers analyze growth over time, and to analyze the results, even if they met the goal.

As discussed in Chapter 4, educators and their evaluators connect the goal setting to self-reflection. The educators report that they use self-reflection to ensure that they are meeting the

needs of all learners. Two teachers mentioned how self-reflection supports their ability to think of themselves as educators who have high self-efficacy. Mrs. Jefferson stated, "When I do look at my evidence, and when I was putting it together, there was a feeling of, 'I really do a lot. I do know what I am doing!' Which I know I do a lot and I do know what I'm doing, but to see it all there was nice." The self-reflection part of the Massachusetts Model System for Educator Evaluation allows teachers to have a high self-efficacy about their work that they do each day with students.

Supporting Evidence

Both principals had difficulty explaining if they felt that the Educator Evaluation Model helped teachers with their own self-efficacy. Principal Ford stated, "I have no evidence to prove that question either way. It is still too early to know." Principal Kennedy believes that the process and the paperwork is counter to what self-efficacy is. She tries to encourage the teachers to "Try it and go for it" but they are so consumed with "What do I need to submit? How much do you need?" that they are unable to show their self-efficacy. Principal Kennedy equates it to, "How long is the paper, and what font?" and, "How many pages?" She believes that the paperwork and expectations of the model belittles the concept of, "You can make any change anywhere". Principal Kennedy believes that "the paperwork and the process sometimes diminishes the message that any teacher can affect any kid anywhere".

Mrs. Hamilton and Mr. Reagan both felt the same way, stating that teachers (in their school) have a strong sense of self-efficacy despite the Massachusetts Model System for Educator Evaluation. Mr. Reagan stated, "It would happen anyway." Mrs. Hamilton stated, "Yes, but I think {SeaSide School} is an anomaly in another regard, in that I think our teachers felt that before. That really is a unique and glorious thing. I think it makes {Seaside School}

special in comparison to the teachers at the other school in town. I don't sense the same collegiality from them. So I think here at Seaside School, for sure it has helped with self-efficacy, but I think the Massachusetts Model System for Educator Evaluation gave the staff that platform. It happened authentically, and I think it just happened anyways because that's the way this place operates here. I think it just gave proof, I guess. It's the proof that this is how we operate."

Related Research

The evidence found in this study and reported in Chapter 4 show a strong connection between self-efficacy and self-reflection. This is substantiated in a review of the research done on teacher efficacy, McIntyre (2011) reported that teacher efficacy is the teachers' self-assessment of his or her capacity to support student learning. McIntyre (2011) also states that teacher efficacy depends upon goal setting and persistence. This is important to note as goal setting was another area within the Massachusetts Model System for Educator Evaluation that teachers and principals discussed in regards to a positive self-efficacy.

Tschannen-Moran, Hoy and Hoy (1998) state that "self-efficacy has to do with self-perfection of competence rather than actual level of competence" (p. 211). They also stated that in most cases, slightly overestimating a teacher's true competences had the most positive effect on overall performance.

Elmore (2015) notes that teachers who have a high sense of responsibility for their students' learning were reflective about their practices and were willing to change their strategies and methodologies when they were not happy with student outcomes. Bruce, Esmonde, Ross, Dookie and Beatty (2010), report that teacher efficacy "mediates, it does not cause improved

performance. Teacher efficacy is the teachers' self-assessment of his or her ability to support student learning" (p. 1599).

Firestone (1996) warns that most teachers do not know how to engage in reflection of their own teaching, and often resort to going back to the way that they were taught as their preferred method. Bruce, et al., (2010) stated that when educators overestimate their own level of efficacy, they are unable to access the benefit from necessary professional development opportunities. This is unfortunate as these teachers specifically need these opportunities for learning.

The chart in *Chapter 2* shows the definitions of teacher effectiveness as proven within the literature study. Within that chart, one part of self-efficacy, teacher behaviors, is defined as:

> High levels of planning, effort and organization; persistence when things do not go as planned; less critical of and more patience with students when they make mistakes; resilience when there are setbacks in plans or progress and greater enthusiasm for and commitment to teaching
> (Allinder, 1994; Tschannen-Moran and Hoy, 2001; Ashton and Webb, 1986; Gibson and Dembo, 1984; Guskey, 1984; Coladarci, 1992)

Another part of self-efficacy, teacher goals and aspirations, is defined as:

> High standards for all students; strong beliefs that they can teach to engage all children to meet the standards; teacher confidence about ability to promote learning, and level of motivation a teacher exhibits towards instructional behaviors. (Proteroe, 2008; Finnegan, 2013)

These definitions connect directly with this finding as it is these teacher behaviors as well as their teacher goals and aspirations that support constructive change within a teacher's self-efficacy.

Further Interpretation and Recommendations

Self-reflection and self-efficacy were strongly connected within Chapter 4 as well as in the further research section above. It was self-reflection was found in almost all steps within the evaluation process.

There were different ideas from participants regarding self-reflection and self-efficacy. One principal believed that teachers were harder on themselves. Several teacher participants spoke about reported that they reflected upon their craft, and they took this self-reflection very seriously. Some teacher participants also spoke of how they used the feedback from their evaluators to help them to self-reflect upon their practice.

Both principal participants spoke of how important it was to build self-reflection into their conversations with teachers. They felt that they were instrumental in facilitating that with their teachers. Interestingly enough, it did come up that teachers may not meet their goals, but that the true growth came from the analysis of the data collection, and the understanding of why the goal was not met. Teachers interviewed were not penalized if their goals were not met, and they still felt as though they learned a lot from the process.

One principal participant stated that the process overall does not foster a strong sense of self-efficacy in her teachers because they were so consumed with the minutiae of the process.

The recommendations going forward regarding self-reflection, which connects to building teachers' self-efficacy include:

1. In order to gauge a teacher's sense of self-efficacy, evaluators should take the time to review a teacher's self-assessment and allow an opportunity for discussion between the evaluator and educator.

2. Principals should model the self-assessment piece with their staff. Perhaps having a transparent process, and identifying the principal's own strengths and weaknesses to their staff will make the self-assessment a more authentic piece of the process.
3. In the related research section, it was acknowledged that some teachers do not know how to self-reflect. Perhaps engaging in mindfulness activities regarding a fixed and growth mindset (Dweck, 2007) might be helpful in helping teachers to participate in authentic self-reflection activities.
4. Institutions of higher education should continue to develop ways to train pre-service teachers how to self-reflect. Self-reflection involves a specific set of skills that must be a continual point of development and focus throughout a teacher's career - beginning in pre-service. Pre-service teachers should be given the appropriate professional development in order to gain the skills needed to self-reflect while in their field placements and in their career.

Stress and Anxiety

Stress and anxiety were outcomes of teachers participating in the Massachusetts Model System for Educator Evaluation. Stress and anxiety did not lead to or support constructive change within a teacher's self-efficacy. At times, stress and anxiety had a negative impact on a teacher's sense of self-efficacy, with some participants stating that as teachers trying to go through the evaluation process, they struggled with their self-efficacy. At no time did teacher participants struggle with their own sense of self-efficacy relative to their practice as teachers during the interviews.

Data Linked to Chapter 4

While one might think that having autonomy within their job would relation positively to teachers' sense of self-efficacy, as reported in Chapter 4, some participants found that having autonomy over their Self-Assessment, SMART goals, and Educator Plan was overwhelming and stressful.

Another participant cited the stress to be coming from the creation of SMART goals, as she felt like she was pointing out her own faults within her practice. This specific teacher wished that she could work on the same goals for several years, as there was some stress in having to reach and achieve those goals in a year's time.

An area in which many participants disclosed stress and anxiety was in regards to the unclear process of the Massachusetts Model System for Educator Evaluation. Even though there had been training, some teacher participants were still not sure of what they needed to do next. Another teacher cited anxiety about all of the steps in the process, and wanting clarity about what the district if going to do with the data collected about specific teachers.

A large area of stress and anxiety manifested itself within the participants being very worried about letting others down, whether it was their evaluator, their team, or even just themselves. All teacher participants discussed having high expectations for themselves, and so this stress was internal pressure, not necessarily external pressure.

One principal expressed that she felt that the teachers could no longer use their professional instinct regarding their students, and that the evidence collection requirement within the Massachusetts Model System for Educator Evaluation caused teachers to document everything and collect data for everything, but also just caused stress and anxiety.

Stress and anxiety were the factors that came between Massachusetts Model System for Educator Evaluation and self-efficacy. Participants felt that the stress and anxiety of the

Massachusetts Model System for Educator Evaluation did not allow for teachers to have high self-efficacy as teachers moving through the evaluation process.

Related Research

Teachers often encounter a large amount of stress and anxiety within their job, as the work of a teacher has become more and more demanding overall (Finnegan, 2013). Chapter 4 discusses how teachers experience stress and anxiety specifically in regards to the Massachusetts Model System for Educator Evaluation. Finnegan (2013) discussed how this degree of stress, anxiety and responsibility influences a teacher's self-efficacy, along with a teacher's psychological and emotional states.

Finnegan (2013) stated that teachers behave in ways that will enhance their views of themselves as capable teachers. Low teacher self-efficacy becomes visible when teachers do not expect to be successful with specific students, are less likely to persist in preparation and delivery of instruction, and retreat the first signs of difficulty. This could certainly connect to the stress and anxiety as discussed with the research found within this study. In her article (2013) Finnegan is left to wonder what will happen to teachers' performance, if their motivation is directly correlated to their evaluations, and then their own self-efficacy.

Finnegan (2013) also reported that teachers who held expectations of diminished success with specific students were less likely to persevere in planning and delivery of instruction and more likely to withdraw at the first signs of difficulty. This could also be a likely cause of teacher stress and anxiety.

Tschannen-Moran and Hoy (2005) reported a number of factors that appeared to diminish a teacher's sense of efficacy, including demands of the work, poor morale, lack of recognition,

lower salaries, uncertainty and alienation. All of these aspects could also lead to stress and anxiety.

Bandura (1997) construed that teacher efficacy is not necessarily equally disseminated in across the broadly wide-ranging tasks that teachers are required to perform. Meaning, a teacher may be very confident about their ability to teach one subject and have a high sense of self-efficacy regarding that subject, but may have another subject that they are not as strong in, and have a lower sense of self-efficacy. This may be another cause of stress if they are trying to do the best that they can, but are unable to perform the way that they think they should be performing. In fact, Rigden, (2000), states that "there is a strong reliable relationship between teachers' content knowledge and the quality of their instruction" (p. 1).

Rosenholtz and Simpson (1990) stated that teachers with a strong sense of self-efficacy exhibit a stronger commitment to their work. When one feels confident about their practice, one tends to gravitate toward that work. From this data, one could construe that teachers with a lower sense of self-efficacy may not exhibit the same high level of commitment to their work. Basically, they are likely still working hard to meet the needs of their students, however, if it is not coming naturally to do so in a subject area that is not of their choice, their efforts may be falling short in some ways. This weaker sense of self-efficacy could surely cause stress and anxiety.

There has been a large amount of research done regarding teacher efficacy as well as reviews of the research (McIntyre, 2016). While most of this research speaks directly to high teacher self-efficacy and student achievement, the outcome of this study does not speak to student achievement. This study focuses more on self-efficacy and how it related to the process of the Massachusetts Model System for Educator Evaluation. Much of the stress and anxiety

related to self-efficacy is in relation to the parts and steps of the model that are arduous and complicated for teachers.

Further Interpretations and Recommendation

Stress and anxiety were found within Chapter 4 in many forms. The stress and anxiety experienced for the most part was an outcome of the overall process and was a relatively negative experience for teachers.

Unfortunately, one principal felt that the process did not allow for teaches to use their professional instinct about their students, and that teachers always needed to collect data to prove their professional convictions correct. Overall, data collection and evidence collection was a huge source of stress and anxiety for teachers.

Teachers were also stressed about letting down their peers and their evaluator. This put a lot of pressure on them to ensure that they held themselves accountable.

The recommendations going forward regarding stress and anxiety, which connects to building teachers' sense of self-efficacy include:

1. To help lessen stress and anxiety, and to help improve a teacher's sense of self-efficacy, it is recommended that districts work to determine a way to have the rubric be more useful in the self-reflection of teachers. Scaffolding the rubric for teachers to better understand what is expected of them is essential.
2. To help ensure constant self-reflection and supporting a teacher's self-efficacy, districts need to determine a way to make the data collection and artifact/evidence collection easier for teachers. Since data collection and analysis is such a vital part of the process, as found within this study, those involved with teacher evaluation

should determine ways that teachers can collect data and evidence in an efficient manner.

Research Question Three:

How does the current Massachusetts teacher evaluation process lead to or support constructive change in an educator's teaching practices?

Through feedback and support as well as self-reflection, the data collected within this research study shows that the evaluation process supports both positive and negative constructive change in an educator's teaching practices.

Self-Reflection

Self-reflection was one way that the Massachusetts Model System for Educator Evaluation led to or supported constructive change within an educator's teaching practices.

Synthesis of related findings from Chapter 4

Data found in this research study found a link between self-reflection and teacher practices. Most participants agreed that the evaluation model is a reflective process. It helped educators to think about the areas they need to focus on in their practice. Teachers found this reflection to help them to think of ways that they could refine their teaching and improve their work to help their students.

Goal setting is found within Step #2 of the Massachusetts Model System for Educator Evaluation. As discussed in Chapter 4, Principal Ford feels strongly about goal setting, but feels that teachers focus more on the rubric and evidence, and in doing so, the goals become secondary. Both Principal Ford and Principal Kennedy stated that it was important for educators to be invested in their goals that they created. In an effort to facilitate that, both principals have

asked their teachers to create goals around something that they are already working on in their practice--something related to one of the initiatives the school or grade level was working on or to pick something that the teachers felt they needed to work on, but that related to something that's been a focus. Goal setting has become a reflective practice for all seven of the educators involved within this study.

Also discussed in Chapter 4 was the importance of data collection in order to have evidence of goal attainment. Participants had mixed opinions about the amount of data collection that was being done within their schools. Principal Ford discussed data collection in the form of assessments. Her staff still requires a lot of help with this skill, and it is something that she is eager to continue working on with them. Principal Ford stated that this was a goal for her in regards to her school because she would prefer, in the future that the teachers be allowed to focus primarily on their SMART goals and not focus on the rubric as often, the teachers hyper focus on the rubric, and do not collect the data needed for their goals.

Principal Kennedy also spoke about the importance of goal setting and feels that the structure of Massachusetts Model System for Educator Evaluation helps the teachers to work on goal setting and looking for continuous improvement. Principal Kennedy has a vision for her teachers' goals. Principal Kennedy identified that she would like for the educators' attention to be on the teaching standards, curriculum and school improvement goals and district goals. As reported in Chapter 4, goal setting is an important part that works in conjunction with the self-assessment.

As discussed in Chapter 4, educator participants stated that they felt that the Massachusetts Model System for Educator Evaluation process forced teachers to document data regarding student achievement. This data collection has raised the conversations amongst

teachers, so that they are always meeting and talking about student learning. It gives teachers a greater focus. This discussion helps the teachers to self-reflect upon what is working for students, but also gives them the opportunity to ask their colleagues what they are doing that is leading to success.

When asked if the Educator Evaluation Process had any effect on teacher's teaching practices, Principal Kennedy stated, "I see it in setting their own goals, because my teams tend to set team goals. So the fact that there is a joy indefinite in the goals that they have established means that it pops up in their own discussions, in their meetings and they keep track of it through the year. Of course, then that has an impact {on teaching practices} because this is a job that's hard to be persistent at times, and it allows them to be more persistent because together collectively they set some goals." Principal Kennedy believes that the goal setting, whether as team goals or as individual goals, offers opportunities for teacher to work collaboratively together, which is a strong teaching practice.

Mrs. Washington reported that she thought that SMART goals helped teachers to plan what they needed to accomplish, determine what they needed to accomplish it, and how they would measure the accomplishment. Mrs. Hamilton also felt very strongly about goal setting as well as a way to help to determine what her students need. Mrs. Washington thinks that the goal setting helps to hold educators accountable. As previously stated, goal-setting is again, a way in which the self-reflection leads to positive change within a teacher's practices.

Principal Ford was very hopeful about the progress that her teachers had made thus far in regards to assessment. Having said that, Mrs. Hamilton felt that she has an exorbitant amount of data for her students—almost too much data. Mr. Reagan felt that the data collection was the most useful to him as a teacher—looking at student data and measuring growth. It was clear

within the data that each school was in a different place in regards to data collection. However, the data collection that they used was helpful within the teacher practice of self-reflection.

Further Evidence Linked to Additional Data Collected

Other data, not found in Chapter 4 was collected regarding self-reflection and how it connects to this study.

Throughout the interviews, Mrs. Washington spoke about her thoughts about data collection, and this being the most important change to a teacher's practice, "To me that's {data collection} number one ... Well, that and the collaboration are the areas that it impacts the most. I think people really look at different pieces of data to really kind of gear teaching. I think it's a much more thoughtful practice than we've done in the past around instruction." Mrs. Washington's description of using data to inform instruction is another way to show that data collection connects with self-reflection as well as improves teacher practices.

Mrs. Hamilton stated, "I think it {the process} does {improve teaching practices} when there's certainly that common-shared goal. I think when teams work together for the student goal or their professional practice goal, they are far more collegial when the professional development opportunities present and are offered. It goes back to that building capacity ... there always seems to be one team member that is involved in the professional development opportunities whether that's the school year or summer. Then they bring that back to their team to share. I think the principal always is looking in terms of building capacity." Again, Mrs. Hamilton made the connection between goal-setting and teacher practices, "I think, because teachers work often on a similar student goal, student achievement goal, and/or professional goal, it does affect teacher practices. I think the (new) Educator Evaluation model has afforded teachers that."

The chart in *Chapter 2* shows the definitions of teacher practice as proven within the literature study. Within that chart, one part of teacher practice, innovation, is defined as "teacher job enterprise, job creativity, occupational commitment; open to new ideas and more willing to take risks in their teaching to meet the needs of students" (Younghong and Chongde, 2006; Berman, McLaughlin, Bass, Pauly and Zellman, 1977; Guskey, 1988; Stein and Wang, 1988). This definition connects directly with this finding as it is these teacher behaviors that support constructive change within a teacher's practices.

Further Interpretations and Recommendation

As stated several times, self-reflection was found to be an important outcome of the Massachusetts Model System for Educator Evaluation. Specifically, self-reflection connected to teacher practices, as discussed in Chapter 4. Goal setting and data collection were two areas that was discussed fully. Teachers are expected to create SMART goals, and then they need to collect the data to satisfy those goals. The purpose of these goals and the data is to ensure continued improvement of teachers, and hopefully, students. This goal setting along with the data collection offers an opportunity for teachers to work collaboratively for team goals.

Data collection was also discussed by participants in regards to using data to drive their instruction. Teachers discussed using pre- and post-assessments to help them to see what needed to be taught. This data collection also helped teachers to group their students accordingly and differentiate their instruction as needed.

The recommendations going forward regarding self-reflection, which connects to teacher's teaching practices include:

1. In order to facilitate self-reflection as a teacher practice, those involved with teacher evaluation must explicitly teach teachers how to self-reflect by using their data

regarding student achievement. This professional learning opportunity should begin in the education preparation programs, and continue at the district level.

2. Administrators, evaluators and principals are responsible for creating a positive message regarding data collection, analysis and use. This should be a priority for helping teachers to self-reflect within their own practice, which was described within this study. Engaging staff in a book study regarding data analysis, such as Data Analysis for Continuous School Improvement (Bernhardt, 2013) or Using Data to Improve Student Learning in School (Bernhardt, 2006) would be beneficial to professional development regarding data.

Feedback and Support

Feedback and Support was another way that the Massachusetts Model System for Educator Evaluation led to or supported constructive change within an educator's teaching practices.

Synthesis of Related Findings from Chapter 4

Feedback and support was discussed throughout Chapter 4. Feedback and support can also be understood as conversations and discussions with the principal as well as collaboration with teammates or a colleague.

One area that feedback and support was discussed was in regards to data meetings that occurred with the principal and teams of teachers. This was a great opportunity for productive conversations regarding student learning as well as future planning. Principals and teachers are not just talking; they are having productive conversations about observable data. This is a teacher's practice, linked with feedback and support.

These productive conversations are sometimes lead by using student work. One principal found that this was a safer way for her to have conversations with staff, as most staff admit that they want their students to be successful and the student work can provide that place to work from. Again, using student work to lead any conversation is a strong practice for principals and teachers. It allows for the principal to give the teacher feedback and support.

Principal Ford also stated that the evaluation process also helps her to have conversations that she might not have been able to broach in the past, but now is able to do so. The Massachusetts Model System for Educator Evaluation includes a structure in which conversations and feedback is an essential part of and the previous process did not dictate such conversations. The two principals believe that the educator evaluation process helps them to facilitate beneficial conversations with their teachers.

Principal Ford thinks that the debrief conversation with feedback after the unannounced observations are the most powerful and has seen positive results from such meetings regarding a teacher's practices. Principal Kennedy and Miss Adams both stated that these conversations are so powerful that they have a positive effect on teaching and learning, and ultimately the students.

Principal Kennedy stated how she can use the data to have difficult conversations with teachers or grade levels. "Sometimes I can stimulate conversation by showing data of certain things, if I'm aware of overall data. I might put that out there. 'Hey, gang. What are we doing with this, because look it? This is what it shows us.' Sometimes it's student survey data. Every year we survey either students, but some years we survey teachers, and some years we survey parents. Sometimes it's a combination of looking at those things and saying, 'Is there anything in here that will help us up our game?'

New Supporting Evidence

Both principal participants stated that they felt that they had experiences where the Massachusetts Model System for Educator Evaluation helped to shape an educator's teaching practice. In Chapter 4, Principal Ford spoke of a specific instance she had to work explicitly with one of her 4th grade teachers who wasn't planning instructional units consistently and had quite a few really bad observations. The principal started meeting with the teacher, working on unit plans, holding him accountable, and he ultimately implemented that practice. Principal Ford responded, "I'd like to think he would have done that anyway, just from professional conversations with me, but I think having that added fear of getting a "needs improvement" was what was needed for motivation perhaps." This is a good example of how feedback and support are linked to teacher practices as it was clear that his teacher improved his practice with the help of his principal.

Principal Ford suggested that the Massachusetts Model System for Educator Evaluation is leading to positive changes for exemplary teachers as well as her less strong teachers. "For my good teachers, and I have some really great teachers, even if I haven't suggested big changes, I think little things, like even just going in and saying, 'Your lesson was great, everything was great, but your classroom is so overwhelming right now with anchor charts everywhere. I felt like the walls were closing in.' Principal Ford stated that often times, after having given critical feedback to a teacher, the next time she goes in, the teacher has made a change. The principal feels that it is through her feedback and support that teacher practices have changed in that regard.

Principal Ford noted that sometimes, you may not even have critical feedback. "Sometimes, just validating for people that what you see in their room is effective. It helps sustain them as teachers because it's a very challenging job." Principal Ford also suggested that

it might not necessarily change a teacher's practice, but it reinforces for them what works. "A lot of the evaluation system, I feel like, is like a feel-good type of thing for good staff, because they don't necessarily get that feedback."

Mrs. Jefferson reported, "It's probably had an effect in different ways, such as how Principal Kennedy is helping to steer the goals, they're going to be around teaching practices." Mrs. Jefferson feels as though the feedback and support from Principal Kennedy has to be "raising the level regarding specific goals, or assessments with the intention of improving student achievement, but also to get to teaching practices with those conversations around it." She also spoke about how the feedback and support has to improve the level of instruction. Lastly, Mrs. Jefferson stated, "I imagine if other teams are doing the same kinds of things with their goals, it's spreading school wide." Mrs. Jefferson spoke highly about the feedback and support that she and her team received from Principal Kennedy and inferred that if it was helping her and her team change their practices, then it must be affecting the rest of the staff in the same positive manner.

Related Research

Hill and Grossman (2013) stated that in regards to teacher coaching, personalized feedback has been effective in cases where teachers are given explicit, actionable ideas that they can implement immediately during their work with students. This explicit feedback and support in theory, should help to improve a teacher's teaching practices.

Ritter and Barnett (2016) stated that significant teacher evaluation can generate opportunities in schools for educator to participate in meaningful discussions concentrated on classroom instruction and student achievement. The consequential feedback from observation post-conferences may be the most imperative contribution of improved teacher evaluations

systems. The result is a school setting in which educators and evaluators are having regular dialogues about refining instructional practice and student learning. Again, the feedback and support of the principals to the teachers is supposed to be having a positive effect on teacher's teaching practices.

The chart in *Chapter 2* shows the definitions of teacher effectiveness as proven within the literature study. Within that chart, one part of teacher practice, assessment, is defined as:

Skilled assessors who use assessment formatively to monitor students and provide timely and specific feedback on what they need to do to improve performance and meet learning goals. They also adjust teaching to better meet the needs of all students. This definition connects directly with this finding as it is the assessment and meeting the needs of all learners that supports constructive change within a teacher's practice.

Further Interpretation and Recommendations

As previously mentioned, feedback and support were widely discussed in Chapter 4. Much of what was discussed in relation to teachers' practices is similar to what was discussed in relation to the section in regards to feedback and support connected to teachers' work relationships.

Again, in regards to an educator's teaching practices, it was evident that feedback and support was connected to conversations and discussions with the principal as well as between peers. These conversations and discussions often were the positive teacher practice, also known as collaboration.

Principals and teachers often will have productive conversations about observable data and one principal discussed how she utilizes student work to drive these conversations, especially after a questionable teacher observation.

One principal also reported that the process is leading to positive changes, not just for her weaker teachers, but also for her exemplary teachers. Her best teachers are still getting better.

The recommendations going forward regarding feedback and support, which connects to teacher's teaching practices include the same two recommendations from research question 1, as well as one additional recommendation:

1. In order to build professional relationships, those involved with teacher evaluation should consider the value of feedback and support as seen through the meaningful conversations between teachers and their evaluator, as described in this study. By adding specific recommendations in regards to how and when these conversations should take place during the evaluation process, both teachers and their evaluators can make sure time is spent on this important part of the process.
2. To help ensure conversations between teachers and their evaluators led to the type of collaboration and professional relationships seen during this study, those involved with teacher evaluation should determine ways in which evaluators can participate in professional development focused on providing feedback and support throughout the evaluation process.
3. To help ensure feedback and support is occurring within a school, principals and teachers should be open to having exemplary teachers model instruction for those teachers who may need to see a skill or a method explicitly taught. This should be done in a nonthreatening manner, and should be part of the school culture.

One Other Finding not within Chapter 4

There was one other major finding from this study that did not fit within the three research questions. The additional finding was regarding the fact that the teachers in this study did not have a unified, mutual understanding of what the purpose of the Massachusetts Model System for Educator Evaluation. This additional finding will be discussed here.

Purpose of the Massachusetts Model System for Educator Evaluation

Through the data from the research, it was clear that one thing that was missing was a general understanding of the purpose of the Massachusetts Model System for Educator Evaluation. When asked to state the purpose of the Massachusetts Model System for Educator Evaluation, all 7 participants had very different understandings of the purpose.

All five teachers and two principals were asked what their understanding of the purpose of the Massachusetts Model System for Educator Evaluation process was. While there were some similarities between the understandings, as well as some connections to the language from the state, as stated in Chapter 4, there were some discrepancies as well; most specifically, some thought it was more of an act of compliance rather than something that made a difference in teaching and learning. Some picked out one part of the process as the purpose, rather than stating an over-arching purpose.

Mrs. Washington stated that the purpose of the Massachusetts Model System for Educator Evaluation process is "to better understand teacher competency in how it affects student learning in general. Having student goals and professional goals and holding people more accountable for professional development and not becoming stagnant in a field and continuing to educate yourself which obviously benefits kids."

Miss Adams succinctly stated that "the purpose {of the Massachusetts Model System for Educator Evaluation process} is to make sure that teachers are teaching the curriculum and hitting all aspects of the rubric."

When asked what the purpose of Massachusetts Model System for Educator Evaluation was in her school, Mrs. Jefferson reported, "Well, I think first and foremost, we follow the rules. We do what's mandated and what we're supposed to do. Our principal is very supportive, in the way that she wants to help us to make sure that we're doing something that's meaningful to us. So while it does or did feel overwhelming, like so much about this mandate, the principal is very clear on 'what you are you working on?' 'I know you have goals---we all have goals---let's take something that you're working on and document and see how you can see what you can do to improve.'"

Mrs. Hamilton stated, "I think the purpose clearly is with a focus for student learning. I think that's the impetus and I think that's the center of the purpose. With a focus on student learning. And in the process of that, an opportunity to reflect on my craft and my teaching and how I can improve and support that student learning."

Mr. Reagan stated, "It's to help teachers with goal setting, and improving their teaching and give administrators a tool to evaluate, and provide feedback to teachers as well on things they're doing really well, places to improve, so that overall as a school community, we build strong teaching through that."

Principal Ford reflected the purpose back to her own practice, "I really wanted to be able to use the rubric to help my teachers understand what good teaching looks like in a concrete way. Because I think a lot of the conversations we have with teachers end up being related to a particular situation that is going on and it doesn't always allow a teacher to take that step back

and say what does really good teaching look like? Those indicators and elements give you that in a snap shot, beyond anything you might be dealing with. It is the opportunity to have more professional conversations, and then you have the ability to refer back to the rubric and know that it just wasn't my opinion, but it was these standards that the state is expecting, this is what the union has negotiated, so we are all in agreement that this is what good teaching is. We are going to be able to take that rubric out and have a conversation about something based on that.

Principal Kennedy succinctly stated, "The major purpose is to continuously raise our level of skill and our level of ability to address student need. From a purposeful point of view, we're constantly looking at improvement, 'How can we be any better?'"

The state has supplied all Massachusetts educators with an established purpose of the process. It wasn't clear that all seven educators were even aware that the state had a purpose, and none of them indicated a clear understanding of the intended purpose.

Further Interpretation and Recommendations

As the researcher of this study, it was concerning that when asking seven different educators what they understood the purpose of the Massachusetts Model System for Educator Evaluation to be, there were seven vastly different answers.

The purpose of this model is widely communicated through the model contract language and is restated here:

The Massachusetts DESE has established a purpose of the Educator Evaluation Model. It is stated as such:

The specific purposes of evaluation under M.G.L. c.71, §38 and 603 CMR 35.00 are:

1. to promote student learning, growth, and achievement by providing educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability, and

2. to provide a record of facts and assessments for personnel decisions.
(http://www.doe.mass.edu/lawsregs/603cmr35.html?section=01)

It is up to the district's discretion to prioritize this purpose, or to communicate this purpose to the evaluators and educators within the district. It wasn't clear that this had been done at either of these schools, as the ranges of answers regarding the purpose of the process was from an act of compliance and teachers teaching the curriculum, to goal-setting and student learning.

The recommendations going forward regarding setting and communicating a purpose for the Massachusetts Model System for Educator Evaluation include:

1. In order to gain a mutual understanding with all stakeholders, districts must determine a purpose to the Massachusetts Model System for Educator Evaluation. This purpose must be communicated to all who work within this model to ensure that all understand it. The purpose statement must also be reviewed annually.
2. In order to gain a mutual understanding with all stakeholders, along with the purpose statement regarding the Massachusetts Model System for Educator Evaluation, should be a consistent, shared understanding of a definition of good teaching.

Recommendations for Future Research

1. Under M.G.L. c.71, §38 and 603 CMR 35.00, the purpose of the Massachusetts Model System for Educator Evaluation is to promote student learning, growth, and achievement by providing educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability. Due to time constraints, this study did not focus upon student learning, growth and achievement. Educators would benefit from further research focusing upon whether the Massachusetts Model System for Educator Evaluation has any effect upon student learning and achievement.

2. Other future research might entail replicating this study with two schools from the same school district. This was the researcher's plan from the very beginning, however, it did not work out. This might help to identify how much fidelity the Massachusetts Model System for Educator Evaluation is within implementation in one school district.

3. As part of the model contract language, the DESE has also created training modules (http://www.doe.mass.edu/edeval/training/) for districts to use with their teachers. Both districts used these training modules to training their teachers and staff. Further analysis of these modules as well as training materials is recommended for future studies.

4. The Hallinger, Heck and Murphy (2013) framework was missing two critical outcomes that was discovered within this study, most specifically, self-reflection and stress and anxiety. Other future research may include replicating this study, using the Hallinger, et al., (2013) framework with the two additional outcomes.

5. There is a gap within the literature regarding self-reflection in connection to peer relationships, or having any impact on teachers' work relationships. Further research regarding this topic should be considered.

Conclusion

This chapter synthesized these three major outcomes with the three research questions asking if the Massachusetts Model System for Educator Evaluation leads to or supports constructive change in an educator's work relationships, in an educator's self-efficacy or in an educator's teaching practices. Through the research found in this study, most specifically through interview data, it was determined that the Massachusetts Model System for Educator Evaluation does support teacher efficacy, specifically through self-evaluation; does support a teacher's work relationships, specifically through feedback and support and self-reflection; and

does support an educator's teaching practices, specifically through feedback and support and self-reflection. An additional outcome, stress and anxiety, is related to all three questions and at times, was a hindrance to the data regarding constructive change. In all, it can be determined through this study that the Massachusetts Model System for Educator Evaluation can support an educator's self-efficacy, an educator's professional relationships and an educator's teaching practices, however the stress and anxiety found within the model makes the process much more difficult.

The Massachusetts Model System for Educator Evaluation is in its fifth year of implementation throughout the Commonwealth of Massachusetts. The researcher is a principal who implements this model and realizes and understands the amount of time it takes to implement this process with fidelity as well as the pressure it puts upon teachers and administrators.

The researcher took upon this study to determine the value, if any, of the Massachusetts Model System for Educator Evaluation. While teachers and evaluators interviewed had mixed reviews, with both positive and negative opinions regarding this model, each of the seven participants had positive things to report as well, as reported within Chapter 4. Most specifically, the process is a self-reflective process. This means that teachers are thinking and reflecting upon their own teaching in order to meet the needs of students, but also to improve their own practice.

If the Commonwealth of Massachusetts along with the school districts across the state could really focus their attention on the purpose of this model, as well as filter out the most important parts of the process, as stated in the recommendations, the process may become easier for teachers and administrators to fulfill.

As a principal and evaluator, I have learned things from these seven educators that I can change within my own practice to ensure that this process is done efficiently as well as with fidelity in my school. Ultimately, we are working together for what is best for students and if we continue to have students at the forefront of all of our decisions and purposes, then we are heading in the right direction.

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Appendix A: Massachusetts Model Rubric

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Teacher Rubric At-A-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum and Planning Indicator 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. Well-Structured Lessons	**A. Instruction Indicator** 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs	**A. Engagement Indicator** 1. Parent/Family Engagement	**A. Reflection Indicator** 1. Reflective Practice 2. Goal Setting
B. Assessment Indicator 1. Variety of Assessment Methods 2. Adjustments to Practice	**B. Learning Environment Indicator** 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation	**B. Collaboration Indicator** 1. Learning Expectations 2. Curriculum Support	**B. Professional Growth Indicator** 1. Professional Learning and Growth
C. Analysis Indicator 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students	**C. Cultural Proficiency Indicator** 1. Respects Differences 2. Maintains Respectful Environment	**C. Communication Indicator** 1. Two-Way Communication 2. Culturally Proficient Communication	**C. Collaboration Indicator** 1. Professional Collaboration
	D. Expectations Indicator 1. Clear Expectations 2. High Expectations 3. Access to Knowledge		**D. Decision-Making Indicator** 1. Decision-making
			E. Shared Responsibility Indicator 1. Shared Responsibility
			F. Professional Responsibilities Indicator 1. Judgment 2. Reliability and Responsibility

How to reference parts of the rubric:

Indicator terminology: under the "Teaching All Students" Standard (II), the "Instruction Indicator" (A) can be referred to as *Indicator II-A*

Element terminology: under the Instruction Indicator (A), the Student Engagement Element (2) can be referred to as *Element II-A-2*

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

Standard I: Curriculum, Planning, and Assessment. *The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

Indicator I-A.	**Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.**			
I-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
I-A-1. Subject Matter Knowledge	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.	**Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.**	Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.	Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to move toward meeting intended outcomes.	**Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.**	Demonstrates expert knowledge of the developmental levels of the teacher's own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element.

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

I-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
I-A-3. Rigorous Standards-Based Unit Design	Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.	Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills.	**Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.**	Designs integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula. Is able to model this element.
I-A-4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	**Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.**	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.

Standards and Indicators of Effective Teaching Practice: Teacher Rubric

Indicator I-B.	Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.			
I-B. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
I-B-1. Variety of Assessment Methods	Administers only the assessments required by the school and/or measures only point-in-time student achievement.	May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.	**Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.**	Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element.
I-B-2. Adjustment to Practice	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	**Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.**	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.

Standards and Indicators of Effective Teaching Practice: Teacher Rubric

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.				
I-C. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
I-C-1. Analysis and Conclusions	Does not draw conclusions from student data beyond completing minimal requirements such as grading for report cards.	Draws conclusions from a limited analysis of student data to inform student grading and promotion decisions.	**Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.**	Individually and with colleagues, draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data that improve short- and long-term instructional decisions. Is able to model this element.
I-C-2. Sharing Conclusions With Colleagues	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback.	Only occasionally shares with colleagues conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning.	**Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.**	Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning. Is able to model this element.
I-C-3. Sharing Conclusions With Students	Provides little or no feedback on student performance except through grades or report of task completion, or provides inappropriate feedback that does not support students to improve their performance.	Provides some feedback about performance beyond grades but rarely shares strategies for students to improve their performance toward objectives.	**Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.**	Establishes early, constructive feedback loops with students and families that create a dialogue about performance, progress, and improvement. Is able to model this element.

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

Standard II: Teaching All Students. *The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.*

Indicator II-A.	**Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.**			
II-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
II-A-1. Quality of Effort and Work	Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.	May states high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately low expectations for quality and effort.	**Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.**	Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.
II-A-2. Student Engagement	Uses instructional practices that leave most students uninvolved and/or passive participants.	Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants.	**Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.**	Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during independent work and home work. Is able to model this element.
II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	**Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.**	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

Indicator II-B.	**Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.**			
II-B. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
II-B-1. Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	**Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.**	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
II-B-2. Collaborative Learning Environment	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	**Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.**	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.
II-B-3. Student Motivation	Directs all learning experiences, providing few, if any, opportunities for students to take academic risks or challenge themselves to learn.	Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take academic risks.	**Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn.**	Consistently supports students to identify strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Models these skills for colleagues.

Standards and Indicators of Effective Teaching Practice:
Teacher Rubric

Indicator II-C.	Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.			
II-C. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
II-C-1. Respects Differences	Establishes an environment in which students demonstrate limited respect for individual differences.	Establishes an environment in which students generally demonstrate respect for individual differences	**Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.**	Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this practice.
II-C-2. Maintains Respectful Environment	Minimizes or ignores conflicts and/or responds in inappropriate ways.	Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	**Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.**	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently. Is able to model this practice.

Standards and Indicators of Effective Teaching Practice:
Teacher Rubric

Indicator II-D.	Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.			
II-D. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
II-D-1. Clear Expectations	Does not make specific academic and behavior expectations clear to students.	May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them.	**Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.**	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	**Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.**	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
II-D-3. Access to Knowledge	Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students.	Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students.	**Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.**	Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element.

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

Standard III: Family and Community Engagement. *The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.*

Indicator III-A.	**Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.**			
III-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
III-A-1. Parent/Family Engagement	Does not welcome families to become participants in the classroom and school community or actively discourages their participation.	Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning.	**Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.**	Successfully engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element.

Indicator III-B.	**Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.**			
III-B. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
III-B-1. Learning Expectations	Does not inform parents about learning or behavior expectations.	Sends home only a list of classroom rules and the learning outline or syllabus for the year.	**Consistently provides parents with clear, user-friendly expectations for student learning and behavior.**	Successfully conveys to most parents student learning and behavior expectations. Is able to model this element.
III-B-2. Curriculum Support	Rarely, if ever, communicates with parents on ways to support children at home or at school.	Sends home occasional suggestions on how parents can support children at home or at school.	**Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.**	Successfully prompts most families to use one or more of the strategies suggested for supporting learning at school and home and seeks out evidence of their impact. Is able to model this element.

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

Indicator III-C.	**Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.**			
III-C. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
III-C-1. Two-Way Communication	Rarely communicates with families except through report cards; rarely solicits or responds promptly and carefully to communications from families.	Relies primarily on newsletters and other one-way media and usually responds promptly to communications from families.	**Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.**	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning. Is able to model this element.
III-C-2. Culturally Proficient Communication	Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.	May communicate respectfully and make efforts to take into account different families' home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.	**Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.**	Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

Standard IV: Professional Culture. *The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.*

Indicator IV-A.	**Reflection: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.**			
IV-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	**Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.**	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
IV-A-2. Goal Setting	Generally, participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.	Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data.	**Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.**	Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student learning data. Is able to model this element.

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

Indicator IV-B.	**Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.**			
IV-B. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-B-1. Professional Learning and Growth	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.	Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice.	**Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.**	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element.

Indicator IV-C.	**Collaboration: Collaborates effectively with colleagues on a wide range of tasks.**			
IV-C. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-C-1. Professional Collaboration	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning.	Does not consistently collaborate with colleagues in ways that support productive team effort.	**Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.**	Supports colleagues to collaborate in areas such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Is able to model this element.

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

Indicator IV-D.	Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.			
IV-D. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-D-1. Decision-Making	Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.	May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	**Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.**	In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element.

Indicator IV-E.	Shared Responsibility: Shares responsibility for the performance of all students within the school.			
IV-E. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-E-1. Shared Responsibility	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.	**Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.**	Individually and with colleagues develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.

Appendix B: Personal Data Sheet

Personal Data Sheet

Demographic Questions

The purpose of the following questions is to ascertain specific demographic information from research participants. This information will be considered confidential.

1. Are you male or female?

- ◯ Male
- ◯ Female

2. What is your age?

- ◯ 21-29
- ◯ 30-39
- ◯ 40-49
- ◯ 50-59
- ◯ 60 or older

3. What is the highest level of school you have completed or the highest degree you have received?

- ◯ Bachelor degree
- ◯ Graduate degree
- ◯ Doctorate degree

Other (please specify)

[ ]

4. What are the Massachusetts educator licenses that you currently hold?

[ ]

5. Current Teacher Assignment (for Teachers only)

School Name	
Grade Level/Content Area	
Number of Years in Current Position	
Number of Years as a Licensed Teacher employed under licensure	

6. Current Administrative Assignment (for Evaluators only)

School Name	
Grade Level of School	
Current Job Title	
Number of Years in Current Position	
Number of Years as an Evaluator	
Past Teaching Experiences including grade levels and number of years in said positions	

7. Participant's Name (confidential)

Appendix C: Interview Protocol

Research Questions:

1. How can the evaluation process lead to constructive change in and educator's work relationships?
2. How can the evaluation process lead to constructive change in an educator's self-efficacy?
3. How can the evaluation process lead to constructive change in an educator's teaching practice?

First Interview: Focused Life History

Experiential Questions:

1. Follow up on demographic questions (Teacher)

a. current teaching assignment

b. how many years in the position

c. number of years in education

2. Follow up on demographic questions (Evaluator)

. current administrative assignment

a. how many years in the position

b. number of years as an evaluator

c. past teaching experiences/grade levels/number of years

3. What are the major purposes of the educator evaluation process in your school? (contextual)
4. Describe your school's current evaluation process. (Contextual)

5. What early experiences with the educator evaluation process have teachers and administrators had?(perceptual)
6. Describe ways that teachers grow professionally.(Perceptual)
7. Which steps in the current educator evaluation process are of value? (Perceptual)
8. Which steps in the current educator evaluation process are less of value? (Perceptual)

Second Interview: Concrete details of lived experiences

1. Describe to me the most effective aspects of the educator evaluation process. (perceptual)
2. Describe to me the least effective aspects of the educator evaluation process. (perceptual)
3. Describe to me how the evaluation process has affected student achievement. (perceptual)
4. Describe to me how the evaluation process has affected school improvement. (perceptual)
5. (Educator Question only) If you could give advice to your evaluator in order to improve educator evaluation in your school how would you make it more effective? (perceptual)
6. (Educator Question only) How do you typically respond / act upon feedback / suggestions from your evaluators? (perceptual)
7. (Evaluator Question only) How do you know if feedback you have given is taken into consideration by your teachers? (perceptual)
8. How might your school successes be attributed to the evaluation practices in place? (perceptual)

Third interview: Reflecting on Meaning of experiences

1. What effect has the educator evaluation process had on improving teachers' work relationships?

2. What effect has the educator evaluation process had on improving teachers' self-efficacy?
3. What effect has the educator evaluation process had on improving teachers teaching practices?
4. What effect does the educator evaluation process have on improving teaching in the district?
5. What effect does the educator evaluation process have on professional growth of teachers?

Appendix D: IRB Approval

Research Proposal Cover Page
Issued by the IRB

The following is to be filled out by the principal investigator of the proposed study:

Researcher(s) involved with the proposed study:

Diane Carreiro

Date Submitted: 11/24/2015

Address of Principal Investigator:

57 Lawrence Rd.
Salem, NH 03079
Diane.carreiro@snhu.edu

Title of proposal:

Educator Evaluation and the Impact on Teacher Effectiveness

Type of Review: Exempt [__] Expedited [X] Full[__]

The Decision of the Committee is as follows:

[X] Approved

[__] Approved with the following recommendations/ comments:

[__] Disapproved

Comments

Reviewer(s) Signature(s)

Chair, IRB — Date 12/2/15 — Provost/VPAA — Date 12/3/15