

**EVALUATING PUBLIC SCHOOL TEACHERS IN WESTERN PENNSYLVANIA:  
HOW AND WHY HAS IT CHANGED SINCE NCLB?**

by

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Submitted to the Graduate Faculty of the  
School of Education in partial fulfillment  
of the requirements for the degree of  
Doctor of Education

University of Pittsburgh

2009

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# **EVALUATING PUBLIC SCHOOL TEACHERS IN WESTERN PENNSYLVANIA: HOW AND WHY HAS IT CHANGED SINCE NCLB?**

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The purpose of this study is to determine whether or not Western Pennsylvania public school districts have changed their teacher evaluation forms since the inception of the No Child Left Behind Act of 2001. Thirty-eight superintendents from the Tri-State Area School Study Council and the Forum for Western Pennsylvania School Superintendents completed a survey that provided information regarding the teacher evaluation methods used in their school district along with other descriptive data.

It was found that 76% of the school districts self-reported that they had changed their teacher evaluation forms since 2001. 71% of the school districts are currently using PDE 426 to evaluate teachers with an Instructional I teaching certificate and 47% of the districts are using PDE 428 to evaluate teachers with an Instructional II teaching certificate. PDE 426 and PDE 428 are teacher evaluation forms that were developed by the Pennsylvania Department of Education in 2003 and are designed around the four domains of Charlotte Danielson's Framework for Teaching. Superintendents stated that the main reasons for implementing these new forms is that they are consistent with quality teaching, they provide a better process of evaluating teachers (compared to the previous model) and they increase student achievement. Union issues and the collective bargaining agreement were identified as the main reason for not adopting these new teacher evaluation forms.

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## ACKNOWLEDGEMENTS

A Japanese proverb states “When you have completed 95 percent of your journey, you are only halfway there.” This is certainly applicable to the journey of completing a dissertation. It is the final process that is the most difficult, but also the most rewarding.

I am indebted to a number of individuals who have not only helped me in the process of writing this dissertation, but have also supported me in my professional, educational and personal journey to this point in my life.

First, I would like to thank my dissertation advisor, Dr. Sean Hughes. Your support during my progression through the doctoral program in general, and my research in particular, is very much appreciated. I would also like to express my gratitude to the other members of my committee, Dr. Michael Gunzenhauser, Dr. Diane Kirk and Dr. Charlene Trovato. Your insights, advice and encouragement helped to push me in completing this dissertation. Every recommendation you made has certainly improved the final product. Thank you!

This journey actually began in the 90’s during my undergraduate and graduate work at Indiana University of Pennsylvania. I was so very fortunate to work with a cadre of individuals who provided me with wonderful opportunities to grow both educationally and professionally. You always encouraged me to pursue a doctoral degree and I promised that I would. Thank you Dr. William McPherson, Dr. Wayne Moore, Dr. Linda Szul and Dr. Dawn Woodland.

I have been blessed over my career to work with a number of educational leaders who took an interest in my professional and educational goals. Dr. Bill Englert, thank you for serving as a role model to me. I learned so much from you in such a short period of time. I must also thank Dr. Margaret Boden. You were the one who pushed me to become a school administrator and helped craft the path that has led me to where I am today. The time you spent with a group of young aspiring administrators (Jerri, Jeff, Shannon and I) will never be forgotten.

I must thank my family, both immediate and extended. To my parents, Bob Scherrer and Audrey Lengyel, you have always encouraged me to pursue my goals in life. You will never know how much your support has meant to me. To my brother Jimmy, I am excited to watch you as you successfully move through your own doctoral program journey at the University of Pittsburgh. To my sister Sammi, continue to excel in everything you do. Judy and Assunta, I am grateful for everything that you have done. I also want to recognize those family members that were with us when the journey began but are now unfortunately gone. Big Jim, this one's for you.

Finally, I must acknowledge the wonderful support provided by my wife Jen. You always knew when I needed time to study and write and were able to keep everything else running smoothly in my absence. This was no easy task with two active children and a career of your own. To my kids, Olivia and Max, you are the inspiration for everything that I do. Always remember that there is nothing in this world that you cannot accomplish. I am probably most excited in the fact that by writing this sentence, I am one step closer to being able to spend more time with the both of you and completing this journey.

## **1.0 INTRODUCTION**

### **1.1 PURPOSE OF THE STUDY**

The purpose of this study is to determine whether or not Western Pennsylvania school districts have changed their teacher evaluation forms since the inception of the No Child Left Behind Act of 2001. If school districts did not change their evaluation forms, what are the reasons? Conversely, what are the reasons certain school districts did change teacher evaluation forms? Finally, the data gathered will attempt to describe whether there is a relationship between the teacher evaluation forms utilized by a school district and its demographics or adequate yearly progress status.

### **1.2 JUSTIFICATION FOR THE STUDY**

“The most important factor affecting student learning is the teacher.” (Wright, S.P., Horn, S.P., & Sanders, 1997, p. 63). This statement is supported by Bill Sanders’ work on the cumulative effect of teacher effectiveness on student achievement. In his research, Sanders (1996) found that when 3<sup>rd</sup> grade students had three years of high-performing teachers, on average, they scored at the 96<sup>th</sup> percentile on a statewide math exam at the end of 5<sup>th</sup> grade. On the other hand, when other 3<sup>rd</sup> grade students, with similar backgrounds, had three years of low-performing teachers, they scored at the 44<sup>th</sup> percentile on the same assessments. If a gap this large is attributed to the

work of the teacher, then it becomes so important to ensure that all students have access to high-performing teachers.

Ensuring high quality teaching can be accomplished through an effective teacher evaluation system. Unfortunately, not all teacher evaluation models are created equal. Some evaluation models set clear expectations, explain appropriate evidence of those expectations, promote professional growth, create a sense of collaboration between the teacher and the administrator and are both formative and summative in nature. Others, unfortunately, are nothing more than glorified checklists that do little to encourage teacher professional growth. The latter is an example of the state-approved model being used in Pennsylvania prior to 2003.

The implementation of the No Child Left Behind Act of 2001 raised the stakes for measurable student performance across the nation. The legislation mandates that all students are proficient in the areas of math and reading by the year 2014. If the research shows that high quality teaching impacts student achievement, then it is imperative to design and implement effective teacher evaluation models to ensure that high quality teachers are working with students.

Noting the need for a better way to evaluate teachers, the state of Pennsylvania looked into changing the teacher evaluation model that is mandated by the Public School Code of 1949. In 2001, the Pennsylvania Department of Education created a Certification Assessment Design Committee to review and recommend possible changes to the teacher evaluation system in Pennsylvania. The committee reviewed current trends in teacher evaluation, analyzed the relevant research, and elicited the services of Educational Testing Services (ETS). In addition, the committee received feedback from 2,325 Pennsylvania teachers on various evaluation considerations. The data gathered, along with the expertise of ETS, provided the necessary

information needed in order to create a new teacher evaluation model. It was determined that the model would follow the framework for teaching developed by Charlotte Danielson (1996). In 2003, the Pennsylvania Department of Education adopted this new model for teacher evaluation.

Three new teacher evaluation forms were created based upon the Danielson model: PDE 426 (the semi-annual employee evaluation form for teachers with an Instructional I certificate), PDE 427 (the Instructional I to Instructional II evaluation form), and PDE 428 (the annual employee evaluation form for teachers with an Instructional II certificate). However, school districts are only required to utilize PDE 427 for teachers applying for their Instructional II certificate.

Some school districts are utilizing PDE 426 and PDE 428, yet others continue to make use of the same teacher evaluation instruments that were in place prior to 2003. If the new Pennsylvania Department of Education teacher evaluation forms are based upon the research foundation of Charlotte Danielson's Framework for Teaching model, the domains of the teacher evaluation form impact student achievement, and improved achievement for all students is mandated under the No Child Left Behind Act of 2001, then why are all schools not using these teacher evaluation forms? If school districts are not using these forms, then what are they using to evaluate teachers and why? These questions are the basis for this study.

In order to begin answering these questions, thirty-eight superintendents from the Tri-State Area School Study Council and the Forum for Western Pennsylvania School Superintendents completed a survey that provided information regarding the teacher evaluation methods used in their school district. Each superintendent provided descriptive data regarding his or her district as well as the forms that are used to evaluate teachers. In addition, the

superintendent was asked why the school district decided whether or not to implement PDE 426 or PDE 428 to evaluate teachers.

By collecting and analyzing this information, the researcher is interested in identifying the reasons why districts may or may not have implemented new teacher evaluation forms, in particular PDE 426 and PDE 428. Finally, the researcher explored what patterns, if any, are evident among school districts that adopted new teacher evaluation forms.

This research presents snapshot on the status of teacher evaluation in Western Pennsylvania. The data might prove useful to policy makers as they consider the issue of teacher evaluation in Pennsylvania. This information is also helpful to school districts that are contemplating the implementation of a new teacher evaluation model.

### **1.3 STATEMENT OF THE PROBLEM**

How and why have Western Pennsylvania public school districts changed their teacher evaluation forms since the inception of the No Child Left Behind Act of 2001?

### **1.4 RESEARCH QUESTIONS**

1. What is the research base that Pennsylvania used to develop new teacher evaluation forms in 2003?



2. Have school districts in Pennsylvania changed their teacher evaluation forms since the inception of the No Child Left Behind Act of 2001?
  - a. Are school districts using PDE 426 to evaluate teachers with an Instructional I certificate?
  - b. Are school districts using PDE 428 to evaluate teachers with an Instructional II certificate?
  - c. Are school districts using an updated teacher evaluation form that is not PDE 426 or 428 to evaluate Instructional I and II teachers?
3. If school districts are not using the PDE 426 and PDE 428 teacher evaluation forms, what are the reasons?
4. If school districts are using the PDE 426 and PDE 428 teacher evaluation forms, what are the reasons?
5. What patterns, if any, are evident among school districts that adopted new teacher evaluation forms?

## **1.5 DEFINITION OF TERMS**

Teachers with Instructional I certification- Pennsylvania currently has two levels of certification. The initial teaching certificate, Instructional I, is valid for six service years from the time an individual begins to teach full-time. During this time the teacher must complete 24 semester credits (graduate or undergraduate level) or 24 Pennsylvania Department of Education-approved credits beyond the initial bachelor's degree. Once the additional credits are amassed, the teacher

has completed three successful years of teaching and received six satisfactory semi-annual evaluations; the teacher may apply for Instructional II certification. If not converted within six years, the Instructional I certificate becomes invalid.

Teachers with Instructional II certification- Teachers who have completed at least three successful years of teaching and received six satisfactory semi-annual evaluations, along with amassing 24 semester credits (graduate or undergraduate level) or 24 Pennsylvania Department of Education-approved credits beyond the initial bachelor's degree. These teachers are then eligible to apply for Instructional II certification.

PDE 426, PDE 427, PDE 428-In 2003, the Pennsylvania Department of Education adopted new teacher evaluation forms. PDE 426 is the teacher evaluation form intended for teachers with an instructional I certificate, PDE 427 is the form that must be completed in order for teachers with Instructional I certification to apply for Instructional II certification, and PDE 428 is the teacher evaluation form intended for teachers with an Instructional II certificate. Each of the evaluation forms is based upon Charlotte Danielson's framework for teaching.

No Child Left Behind (NCLB)-No Child Left Behind, or NCLB, is the common term used for the landmark federal education legislation passed in 2001 and signed into law in 2002. The legislation is an amended version of the Elementary and Secondary Education Act of 1965 (20 U.S.C. § 6301 et seq.). The purpose of the legislation is to ensure that all students are proficient in reading and math by 2014.

Achievement gap- Historically in America, there has been an “achievement gap” between white and Asian-American students and their African-American and Hispanic counterparts. An “achievement gap” also exists between students who are classified with low socioeconomic status and those who are not. This achievement gap exists on standardized test scores, graduation rates, and levels of educational attainment.

Adequate yearly progress (AYP) - Under No Child Left Behind, each state establishes a definition of "adequate yearly progress" (AYP) to use each year to determine the achievement of each public school district and individual school. Schools are held accountable for the academic progress of every child, regardless of race, ethnicity, income level, or geographic area. AYP is diagnostic in nature, and intended to highlight where schools need improvement and should focus their resources. In Pennsylvania, AYP determination is based upon student performance in reading and math on state standardized tests called the Pennsylvania System of School Assessment or PSSA's, student participation on those state standardized tests, and the attendance or graduation rates of schools. NCLB mandates that each state establish consequences for schools and districts that do not make AYP.

School districts-School districts are local education agencies that are responsible for educating students in grades K-12 who reside in a particular region. In the state of Pennsylvania, there are currently 501 public school districts. Some school districts encompass one community, while others service multiple areas. School districts vary in population and geographic size. Each school district has an elected, or appointed, school board that is responsible for setting policy at the local level, while adhering to federal and state mandates.

## 2.0 LITERATURE REVIEW

If one is to move forward, then one must first understand the past. Eichelberger (1989) states that a review of literature is carried out to accomplish the following: “Learn the history of the problem, become familiar with the theoretical background of the problem, assess the strengths and weaknesses of previous studies, identify promising ways to study the problem, develop a conceptual framework and rationale for the present study” (p. 70). The literature review that follows addresses the elements that Eichelberger mentions. First, it focuses on the history of teacher evaluation in America. Second, it explains the difference between formative and summative teacher evaluation. The next two sections look at an historical overview of teacher evaluation models using performance domains and provides for an overview of Charlotte Danielson’s (2007) framework for teaching model. The review then explores the history of teacher evaluation in Pennsylvania. The links between teacher quality and student achievement are explored as well as the role of the federal government in addressing issues of teacher quality and student achievement over the last fifty years. This is followed by a brief review focusing on innovation and change in education. Finally, the review of literature summarizes the previous sections and provides the rationale for conducting this study.

## **2.1 TEACHER EVALUATION AND SUPERVISION IN AMERICA**

Teacher evaluation has changed significantly since the late 17<sup>th</sup> century. Social and political values and norms, as well as educational research, have always played a part in this educational endeavor. The following sections describe the metamorphosis of teacher evaluation from 1640 to the present day year of 2009. However, it is important to point out that teacher evaluation and supervision has been poorly documented as a field of study over the years (Glanz, 1994). Following the history of trends and change (Rogers, 2005), most of these changes are not abrupt nor does everyone implement the change at the same time, if at all. As such, it can be difficult to develop a definitive chronology of the changes in teacher evaluation over time. It is also important to note that much of the literature uses the terms supervision and evaluation interchangeably.

### **2.1.1 1640's-1870's inspection as supervision**

The earliest days of documented teacher evaluation or supervision focused on whether or not teachers were educating students well enough to read the Bible. In 1647, the Old Deluder Law was passed in Massachusetts (Olivia & Pawlas, 2004). The foundation of this law was that an educated citizen would better understand and follow the moral principles laid out in the Bible.

As the proliferation of schools increased, clergy and laypeople took on the responsibility of supervising, or inspecting schools. The purpose of these inspections was to ensure that teachers were adhering to the strict moral and religious values of the community, not necessarily the instructional capacity of the teacher (Glanz & Sullivan, 2005). As the number of schools

continued to grow during the 1800's, the responsibility of supervising teachers shifted away from the clergy and laypeople and to newly created positions titled principals and headmasters (Olivia & Pawlas, 2004).

### **2.1.2 1870's-1920's bureaucratic supervision**

The inspection as supervision methods continued late into the 1800's, however there was now a focus on building more efficiency into the system (Glanz & Sullivan, 2005). In the early 1900's, Max Weber, a noted economist and sociologist, created the characteristics of a bureaucratic organization (Olivia & Pawlas, 2004). This organizational structure advocated for a top down management approach along with rigid rules and procedures, one that is still apparent in many organizations today. During this same time, Frederick Taylor authored the *Principles of Scientific Management* (Glanz, 1991). These principles focused on the duties and responsibilities of the manager in order to improve production, efficiency and coordination. As the business world embraced these principles, so too did education. Together, Weber and Taylor's work led to the increased development and utilization of evaluation systems for teachers. The thinking was that if one could clearly study what a successful teacher was doing, then one could create a simple rating form or checklist of descriptors that other teachers must follow (Glanz & Sullivan, 2005).

### **2.1.3 1920's-1930's democratic supervision**

In the 1920's, educational leaders and reformers, including John Dewey, began to recognize that successful teacher evaluation and supervision should include the teachers and not be done to them (Glanz & Sullivan, 2005). As such, more democratic methods of supervision began to emerge. Teacher evaluation began to focus on ways to help the teacher improve as opposed to simply removing poor teachers. According to Pajak (2000), educational supervisors began to apply cooperative problem solving techniques in order to improve educational problems. However, in some cases, Ellet and Teddlie (2003) report teacher evaluation was concerned more with the personal characteristics of the teacher rather than their ability to actually teach.

### **2.1.4 1930's-1970's scientific supervision**

The 1930's ushered in a time where the democratic supervisory practices became more widespread. There became a greater awareness of the role and training involved in order to effectively supervise and evaluate teachers. Supervisors must understand both how to instruct students and how to instruct teachers (Glanz & Sullivan, 2005). Supervisors realized that they could improve classroom instruction through more thorough classroom observations and effective feedback to teachers.

During the 1940's and 1950's, the traits of successful teachers were studied more in-depth. Danielson and McGreal (2000) explain "Educators of this era believed that teachers who possessed these traits were more likely to perform effectively, so these traits became the centerpiece items in local teacher evaluation criteria" (p. 13).

In the 1960's, Ellet and Teddlie (2003) report that educational researchers began to look at effective teaching methods and practices that led to a variety of student outcomes during this time. This focus laid the foundation for the work in clinical supervision.

### **2.1.5 1970's-1990's clinical supervision**

In the early 1970's, the work of two educational researchers came to the forefront of teacher supervision and evaluation. Goldhammer (1969) and Cogan (1973) developed a new model termed clinical supervision. This model merged what was known about effective teaching at the time from multiple perspectives. Teachers and supervisors worked together to examine and improve teaching and learning. This model was originally meant to be collegial and formative in nature. Following the work of Goldhammer and Cogan, Madeline Hunter (1982) developed her own clinical supervision model; however it was viewed as being less collegial than Goldhammer's and Cogan's, and less formative. Hunter's lesson design model focused on seven essential elements of classroom instruction. Hunter posited that when these elements were implemented appropriately, student learning was maximized.

Schools and states throughout the nation began to adopt new teacher evaluation models that were derived from the work in clinical supervision, and in many cases incorporated Hunter's seven steps in lesson design (Danielson & McGreal, 2000). Unfortunately, the adoptions of these clinical supervision models "promoted a simplistic, summative orientation toward evaluation" (Danielson & McGreal, 2000, p. 14).



### **2.1.6 1990's-2000's alternative forms of supervision**

Many forms of alternative supervision began to emerge in the 1990's. While the clinical supervision model was still quite popular, many schools began to look into other ways of collaborating with teachers in the development of new evaluation models. For instance, differentiated supervision, peer supervision, developmental supervision and action research were identified as alternative models that schools were exploring (Danielson & McGreal, 2000).

In 1996, Charlotte Danielson published *Enhancing Professional Practice: A Framework for Teaching*. This framework focused on teacher performance domains and provided a rich description of what a professional educator does in the areas of planning and preparation, classroom environment, instruction and professionalism. Like Hunter's model, schools and states began to explore reworking their teacher evaluation systems around this framework.

### **2.1.7 2000's standards-based supervision**

The beginning of the 21<sup>st</sup> century saw the development and passage of the No Child Left Behind Act of 2001 (20 U.S.C. § 6301 et seq.). This landmark piece of legislation held school districts, and teachers, accountable for student achievement through high-stakes testing. States began to develop or revise rigorous academic standards to meet the federal requirements of No Child Left Behind. In turn, schools modified their curriculums to ensure that these standards were being taught to all students. In response to the legislation, many schools and states began to rethink their teacher evaluation systems to ensure that quality teachers were educating all students. In some cases, teachers were now being evaluated on whether or not they were teaching the

standards. Unfortunately, Glanz and Sullivan (2005) argue that some educational evaluators and evaluation systems have reverted back to more autocratic supervisory techniques from the early 1900's.

## **2.2 FORMATIVE AND SUMMATIVE TEACHER EVALUATION**

While teacher supervision and evaluation has taken on many forms since 1640, there are certain elements that should be included in the design of a teacher evaluation system. Haefele (1993) writes that an evaluation system should include the following seven elements:

1. screen out unqualified persons from certification and selection processes
2. provide evidence that will withstand professional and judicial scrutiny
3. aid institutions in terminating incompetent or unproductive personnel
4. provide constructive feedback to individual educators
5. recognize and help reinforce outstanding service
6. provide direction for staff development practices
7. unify teachers and administrators in their collective efforts to educate students

Items one, two and three above, are defined as summative in nature. Summative evaluation can provide quality assurance that the teacher is meeting the requirements necessary to be an effective educator. These types of evaluations rely on someone else, typically a school leader, making a decision regarding the performance of a teacher. If the performance is not satisfactory, then a summative evaluation is used as documentation in the termination process of the teacher.

Formative evaluation includes items four through seven in the list above. Formative evaluation provides an opportunity for continued professional growth on the part of the teacher. This can be accomplished through portfolio development, self-assessment, goal setting, and

action research. One way that a teacher can reflect on current practice is by observing his or her own teaching (Good & Brophy, 2007). Lessons can be taped, and then the teacher can view the video individually, or with other professionals who might provide substantive feedback.

Effective teacher evaluation should include both formative and summative evaluation (Danielson & McGreal, 2000; Howard & McColskey, 2001; Milanowski & Heneman III, 2001). That being said, creating a model that includes both can be difficult. Danielson and McGreal (2000) note that these two seemingly incompatible concepts can be combined to form an evaluation system that is effective. The effectiveness relies in the evaluation structures and procedures that are utilized. One model that can be used for both formative and summative teacher evaluation is Danielson's (1996) framework for teaching.

### **2.3 CHARLOTTE DANIELSON'S FRAMEWORK FOR TEACHING**

Charlotte Danielson first published her framework for teaching in 1996. In *Enhancing Professional Practice: A Framework for Teaching*, Danielson (1996) sought to identify "those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning"(p. 1). The framework is clustered into four different domains, the domains are divided into twenty-two components, and each of the components contains two to five elements. The overarching domains are planning and preparation, classroom environment, instruction, and professional responsibilities.

Much of the framework is based on the Praxis III: Classroom performance assessments criteria, which Danielson helped to prepare and validate. From 1987-1993, ETS conducted

educator job analyses, synthesized the research on effective teaching, and surveyed countless educators in order to draft the assessment criteria for the Praxis III (Dwyer, 1994). The draft was then reviewed by expert panels and subjected to various field tests. The final version of the Praxis III differs from the framework for teaching in two ways. First, the Praxis III is meant for beginning teachers, whereas Danielson's framework is meant for all teachers. Second, the Praxis III was developed solely as an assessment for those beginning teachers. Danielson's framework is more comprehensive and is not meant to serve only as an evaluation tool.

Educators have found different uses for the framework. For instance, Danielson (2007) explains how the framework has been used for teacher reflection and self-assessment, teacher preparation programs, recruitment and hiring, mentoring and induction, peer coaching, and finally for supervision and evaluation. In the case of supervision and evaluation, the goal is to ensure that all students are provided with high-quality teachers. In Danielson's words:

To the extent that the framework for teaching is a research-based definition of good teaching used by a school or a district, then the obligation to ensure good teaching is a matter of ensuring that teachers can demonstrate the knowledge and skill described in the framework. (p. 177)

Meeting this obligation requires more than one annual classroom observation. In order to accurately utilize the framework as a tool for supervision and evaluation, classroom observations, pre and post-conferences, teacher portfolios, collecting communication logs, and analyzing student work are all examples of the types of activities that should take place collaboratively with the teacher and the supervisor. According to Danielson, doing so will paint a broader picture of where the educator stands as a professional. The framework also provides clear expectations through a common language that Danielson hopes will promote a professional learning community among the teachers and the supervisors.

As mentioned previously, Danielson's framework for teaching is organized into four domains. The first domain is planning and preparation. As Danielson describes it, it is the "critical, behind-the-scenes work of organizing for classroom instruction" (Danielson, 2007, p. 43). This involves having a deep understanding of content and pedagogy and knowing the learning needs of the students, then taking that knowledge, setting the outcomes for the learning, designing meaningful and engaging lessons, differentiating the lesson where necessary, and finally assessing the students on their learning.

The second domain in Danielson's (2007) framework is classroom environment. This involves creating the type of learning environment that Danielson's research proves most effective in educating students. "Students can't concentrate on the academic content if they don't feel comfortable in the classroom" (Danielson, 2007, p. 64). High expectations for students and their learning, clear routines and procedures, and an organized and inviting physical environment are all important in developing the type of classroom environments where students learn, want to succeed and do well.

Instruction is the third of Danielson's (2007) performance domains. Here the emphasis is placed on the implementation of the learning tasks and assessments that are taking place in the classroom. Are students highly engaged in their own learning and that of their classmates? How is the teacher communicating the learning needs and progress of each student to each student? Is the teacher differentiating the learning for the different students in the classroom?

Finally, the fourth domain is professionalism. This focuses on how "teachers demonstrate their commitment to high ethical and professional standards and seek to improve their practice" (Danielson, 2007, p. 92). Maintaining accurate records, communicating with

families, and continuing to reflect and grow as a professional, and as part of a learning community, are examples of professionalism.

Each of the domains is based upon prior research conducted by Danielson and others within each of her component areas, and she provides the appropriate references for this information. Danielson provides a rationale and explanation of the component, demonstrates what that component looks like in practice, and then provides a figure outlining the elements of each component and the four different levels of performance: Unsatisfactory, basic, proficient and distinguished. The tables that follow break each domain down into the various components (Danielson, 2007, pp. 184-192).

**Table 1: Domain 1-Planning and Preparation**

Component 1a	Demonstrating knowledge of content and pedagogy
Component 1b	Demonstrating knowledge of students
Component 1c	Setting Instructional Outcomes
Component 1d	Demonstrating knowledge of resources
Component 1e	Designing coherent instruction
Component 1f	Designing student assessments

**Table 2: Domain 2-The Classroom Environment**

Component 2a	Creating an environment of respect and rapport
Component 2b	Establishing a culture for learning
Component 2c	Managing classroom procedures
Component 2d	Managing student behavior
Component 2e	Organizing physical space

**Table 3: Domain 3-Instruction**

Component 3a	Communicating with students
Component 3b	Using questioning and discussion techniques
Component 3c	Engaging student in learning
Component 3d	Using assessment in instruction
Component 3e	Demonstrating flexibility and responsiveness

**Table 4: Domain 4-Professional Responsibilities**

Component 4a	Reflecting on teaching
Component 4b	Maintaining accurate records
Component 4c	Communicating with families
Component 4d	Participating in a professional community
Component 4e	Growing and developing professionally
Component 4f	Showing professionalism

A second edition of Danielson’s framework for teaching was released in 2007. The updated version includes slight revisions to some of the components in two of the domains. In the first edition, component 3d was “Providing feedback to students.” Noting that this was just one way to assess students in the classroom, Danielson made it just one element under a broader component that reads “Using assessment in instruction.” Component 4d was previously titled “Contributing to the school and district.” In the second edition, it is renamed “Participating in a professional community”; however the elements are the same. The second edition also includes frameworks not only for teachers, but for school nurses, counselors, and psychologists as well.



## **2.4 EXAMPLES OF TEACHER EVALUATION USING PERFORMANCE**

### **DOMAINS**

Danielson's framework for teaching is an example of performance domains being used to evaluate teachers. There are a number of research studies that describe other teacher evaluation systems that include teachers' performance domains and standards along with a measurement of the performance. Based upon these examples, the feedback suggests that teachers and administrators seem to favor these models over previous evaluation systems due to their clear explanations of teacher performance standards, and the attempt to include both formative and summative assessment.

The first documented implementation of this type of evaluation was the System for Teaching and Learning Assessment and Review (STAR) developed for use in Louisiana in 1990 (Claudet, 1999; Ellet, 1990). While the STAR system was developed prior to Danielson's framework, it does include similar elements. For instance, this system moved the basis for teacher evaluation from teacher behavior to classroom-based assessments of teaching and learning.

Another system was implemented by the Miami-Dade County School District. The Professional Assessment and Comprehensive Evaluation System (PACES) identifies seven major domains of teaching and learning (Ellett & Teddlie, 2003). PACES also encourages self-reflection and professional growth.

In 1998-1999, the California legislature allocated over \$67 million to help support beginning teachers (Olebe, Jackson, & Danielson, 1999). To support the new legislation, the California Commission on Teacher Credentialing, the California Department of Education, and

Educational Testing Service, where Charlotte Danielson was currently working, helped develop the California Formative Assessment & Support System for Teachers (CFASST). While strictly formative in nature, the assessment contains six domains of teaching. This system provides new teachers an opportunity to improve their level of teaching and engage in the type of reflection that Danielson sees as so important to professional growth.

While the CFASST focused on beginning teachers, the North Carolina State Board of Education was looking for an evaluation model for experienced teachers. In 1998, various groups in the state collaborated to develop performance expectations for experienced teachers. A private organization, SERVE, took these elements and developed an evaluation model with six domains of teaching with twenty-two performance dimensions (Howard & McColskey, 2001). The rubric for evaluating these dimensions is based upon Danielson's framework. This model was field-tested with forty-seven classroom teachers and eight administrators. Teachers and administrators positively commented on how the new model allowed for the opportunity to evaluate the overall effectiveness of the teacher as opposed to a one-time classroom observation. Twenty other districts in North Carolina implemented the same system following the field test.

The Washoe County School District in Nevada developed a teacher evaluation pilot program in the late 1990's (Sawyer, 2001). Educators complained that the old evaluation system did little to encourage professional growth and was something that was "done to them" rather than "done with them." A district task force researched various teacher evaluation models then created and proposed a system that was aligned with Danielson's framework. Over a two-year field study, 1795 teachers were evaluated with this model. At the end of the study, data was collected through the use of surveys and focus groups to evaluate the effectiveness of the system. A majority of the teachers and administrators responded favorably to the new model by saying

that the system increased meaningful dialogue between teacher and evaluator, portfolio artifacts gave the evaluator a more complete picture of teacher performance, and that the teacher performance standards under each domain clearly explained the expectations for the teacher. Following the success of the field study, the new teacher evaluation model was officially adopted for all teachers.

For similar reasons cited by the Washoe County School District, a medium-sized Midwestern school district looked to update its process for teacher evaluation. The old system was cumbersome, used outdated language, and placed little emphasis on instruction (Milanowski & Heneman III, 2001). The district piloted a new evaluation system during the 1999-2000 school year. The evaluation grouped 16 standards under the same four domains explained by Danielson in her framework. The new evaluation model was meant to be both formative and summative in nature. Evaluation of the pilot program involved educators' attitudes towards the new system. The majority of the respondents expressed overall favorableness with the new system, accepted the standards as consistent with their view of good teaching and viewed the self-assessment component as useful. There was however, some concern over the communication of the requirements of the new system as well as what should be included in the portfolio. The district took this feedback, made some minor adjustments to the process, and trained all staff members for full implementation of the model for the 2000-2001 school year.

While these are just a few examples of teacher evaluation systems based upon Danielson's framework, or similar performance-based models, the feedback in regards to these models is promising. That being said, none of these studies suggest a relationship between the new teacher evaluation model and a measurable increase in student achievement.

## 2.5 TEACHER QUALITY AND ACADEMIC ACHIEVEMENT

Over the past two decades, movements in educational reform have focused on issues such as longer school years, increasing academic requirements, developing academic standards, reducing class sizes and high-stakes testing. In 1996, *What Matters Most: Teaching for America's Future* (National Commission on Teaching and America's Future, 1996) was published. This report highlighted the importance of teacher quality in school improvement. Students cannot meet high standards without effective teachers. In a 50-state study of policies for teacher education, licensing, and professional development, Darling-Hammond (2000) found a relationship between teacher quality and student achievement. This focus on teacher quality has provided the impetus to design relevant and effective teacher evaluation systems.

Before further discussing the relationship between teacher quality and academic achievement, it is important to define each of the terms. Academic achievement typically refers to student performance on local, state, and/or national standardized assessments. This is often contingent upon the size of the study. Teacher quality is often looked at in terms of academic ability, certification, content knowledge, pedagogical knowledge, educational background, experience, and teacher behaviors among other factors. This review will look at teacher quality through the framework provided by Darling-Hammond (2000) as a mixture of subject matter knowledge, knowledge of teaching and learning, teaching experience, certification status, and teacher behaviors and practice.

In 1997, Darling-Hammond and Loewenberg-Ball prepared a paper for the National Education Goals panel titled *Teaching for High Standards: What Policymakers Need to Know*

*and Be Able to Do*. The paper was based mainly on the findings from *What Matters Most: Teaching for America's Future* and on *Pursuit of Excellence* (Peak, 1996), a report of the Third International Mathematics and Science Study, often referred to as the TIMSS report. In the paper, Darling-Hammond and Loewenberg-Ball cite three specific policy implications regarding quality teachers:

1. The recruitment and retention of good teachers is key to the improvement of our schools.
2. A strong teaching force depends on serious attention to the preparation and ongoing learning of teachers.
3. School reform cannot succeed unless it focuses on creating the conditions -- including the curriculum contexts -- in which teachers can teach well. (p. 1)

The authors go on to say, “studies discover again and again that teacher expertise is the most important factor in determining student achievement” (Darling-Hammond & Loewenberg-Ball, 1997, p. 1).

Over the past decade, research continues to confirm that teacher quality is the most important indicator of student success and achievement (Darling-Hammond, 2000; Haycock, 1998; Kaplan & Owings, 2002; Sanders & Horn, 1994; Wright, Horn, & Sanders, 1997).

Sanders & Rivers (1996) conducted a study that followed students with effective teachers over a three year period and compared their achievement with other students who did not work with effective teachers. Even though the students started at the same levels of achievement, the students who worked with more effective teachers showed significant growth over their counterparts. However, the study is not clear as to what constitutes an effective teacher.

Fetler (1999) studied the effects of teacher educational levels and teaching experience on student achievement in math. When poverty was factored out, he found that teachers with more

years of teaching experience and higher levels of education, such as a graduate degree in the content area, had students who performed better on measures of math achievement. Ferguson & Womack (1993) found a positive relationship between teacher education coursework and student achievement.

A number of studies have specifically linked student achievement with the certification of the teacher (Goldhaber & Brewer, 2000; Hawk, Coble, & Swanson, 1985; Walsh, 2001). Students taught by teachers certified in their content area performed better on measures of achievement than students who were taught by teachers teaching outside their content area. Fetler (1999) also found that teachers with higher scores on a math certification exam had students with higher scores on math exams. However, Wilcox (2000) found no evidence that National Board for Professional Teaching Standards (2004) certification increases student achievement.

The No Child Left Behind Act of 2001 supports the link between teacher quality and increased student achievement by mandating that all students are taught by a “highly qualified” teacher. The legislation defines a highly qualified teacher as one who satisfies the following three qualities:

1. Holds at least a bachelor’s degree
2. Holds a valid teaching certificate
3. Demonstrates content knowledge in the subject taught

More recently, one of the goals of the US Department of Education’s 2007 Strategic Plan is to improve student achievement (2007a). Objective three of this goal specifically addresses the need to “improve teacher quality.” It states that “high-quality, effective teaching is one of the

most important contributors to improving student achievement” (US Department of Education, 2007, p. 10). According to the report, states and local school districts have made significant progress over the past five years in providing a highly qualified teacher in every core academic subject.

As the research shows, the connection between teacher quality and student achievement is noteworthy regardless of the definition of teacher quality. It is important to have a quality teacher in every classroom. Thus, the job of effectively evaluating teachers becomes more and more important.

## **2.6 CONTEXT OF TEACHER EVALUATION IN PENNSYLVANIA**

Teacher evaluation is an important strategy for enhancing the quality of education in public schools (McLaughlin & Pfeifer, 1988). The Pennsylvania School Code of 1949, as amended (2004) requires the Pennsylvania Department of Education to prepare a rating system for public school teachers. Up until 2003, the department of education utilized PDE-5501 as the official rating form for all teachers in the commonwealth.

PDE-5501 rates teachers in the areas of personality, preparation, technique, and pupil reaction. Under each heading is a list of descriptors that pertain to that heading. For instance, the personality heading includes “maintains personal hygiene” and “maintains poise and composure”. Upon approval, school districts are given the opportunity to create their own evaluation form and descriptors, however, the four headings must be identical to the PDE-5501. Many districts include these headings on their classroom observation forms, however this is not a

requirement (Englert, 2003). A teacher can receive a maximum rating of 20 for each of the four categories. An example of the PDE-5501 rating form is included in the Appendix A. After three years of service, a temporary professional employee who receives a satisfactory rating will be considered a professional employee under the state guidelines.

In 2001, the Pennsylvania Department of Education (2003b) created a Certification Assessment Design Committee to review and recommend possible changes to the teacher evaluation system in Pennsylvania. The Pennsylvania Department of Education recognized that PDE-5501 was purely a summative assessment and did little in the way of encouraging professional development. Comprised of fourteen members, the committee reviewed current trends in teacher evaluation. The committee also elicited the services of Educational Testing Services (ETS) to assist in their research. During 2002, the committee received feedback from 2,325 Pennsylvania teachers on various evaluation considerations. This data, along with the expertise of ETS, provided the necessary information needed in order to create a new teacher evaluation model. It was determined that the model would follow the framework developed by Charlotte Danielson.

In 2003, the Pennsylvania Department of Education adopted this new model for teacher evaluation. Danielson's framework for teaching provides elements of both formative and summative evaluation. School districts have the option of using the new model, their previously approved model or the PDE-5501 forms for professional staff members. Regardless, any time a school district changes the teacher evaluation model being used it must be approved by the Pennsylvania Department of Education.

The new teacher evaluation model was developed around the four domains of teaching as described in Charlotte Danielson's *Enhancing Professional Practice: A Framework for*



*Teaching* (1996). Three new teacher evaluation forms were created: PDE 426 (the semi-annual employee evaluation form for Instructional I teachers), PDE 427 (the Instructional I to Instructional II assessment form), and PDE 428 (the annual employee evaluation form for Instructional II teachers). Effective September 2, 2004, all teachers being recommended for an Instructional II certificate must complete PDE 427. “After the teacher has completed at least three years of service time and achieved six satisfactory semi-annual evaluations, the Instructional I to Instructional II Assessment Form (PDE 427) will be used with all teacher recommendations for an Instructional II certificate” ( Instructions for use of PDE 426, 427, and 428, 2003). It is recommended that school districts use PDE 426 for the six semi-annual evaluations for Instructional I teachers, however they may continue to use PDE-5501 or the district’s state-approved evaluation form. PDE 428 is an optional evaluation form that school districts may use in place of PDE-5501 or the district’s state approved evaluation form for use with Instructional II teachers. PDE 426, 427, and 428 all contain the same four evaluation categories or domains based upon Danielson’s Framework.

The four categories evaluated on the new evaluation forms are planning and preparation, classroom environment, instructional delivery, and professionalism. Within each category is a listing that describes the appropriate performance expectations for the teacher. For instance, the planning and preparation category includes “knowledge of Pennsylvania academic standards” and “reflection on teaching and learning to enhance instruction”, just to name a few. Each of the four categories is rated as either satisfactory or unsatisfactory. At the end of the form is a place for the final evaluation (satisfactory or unsatisfactory), an overall justification for the evaluation, an optional section for commendations, and recommendations for professional development. A teacher could conceivably rate as unsatisfactory in one or more of the four categories, but still

receive a final satisfactory rating. Examples of the PDE 426, PDE 427 and PDE 428 teacher evaluation forms are located in the appendices.

There are slight variations between the rating forms that are commensurate with the professional growth of the educator. For instance, under the third category domain of “instructional delivery” a satisfactory rating for a teacher with an Instructional I certificate says “reasonable engagement of students in learning and adequate pacing of instruction” (Instructions for use of PDE 426, 427, and 428, 2003). A satisfactory rating for a teacher with an instructional II certificate says “high-level engagement of students in learning and adequate pacing of instruction” (Instructions for use of PDE 426, 427, and 428, 2003). These word variations are consistent throughout each domain on the new teacher rating forms. Words like adequate and reasonable for teachers with an instructional I certificate are replaced with words such as thorough, in-depth and high-level for teachers with an instructional II certificate.

Danielson’s framework has been adopted by the Pennsylvania Department of Education to improve teacher evaluation. The framework looks beyond the one-time teacher observation as the method of evaluation. Instead, the Pennsylvania Department of Education (2003) states the following in regards to the new evaluation model:

Evaluators are encouraged to consider that teaching cannot be evaluated through classroom observations on any single day and that an accurate assessment of teaching requires that information be collected over a period of time. In order to completely assess actual practice, it is essential to use multiple measures of performance over time. (para. 4)

This statement ties in well with the intent of the framework Danielson created. Danielson (1996) suggests four uses for the framework: reflection and self-assessment, mentoring and induction, peer coaching and supervision. In the area of supervision, she specifies goal setting, data collection, creating a professional development plan, and evaluation. For the purposes of

evaluation, portfolios are recommended to document ongoing professional growth. Portfolios are a collection of artifacts and provide an “individualized portrait of the teacher as a professional, reflecting on his or her philosophy and practice” (Painter, 2001). By using the portfolio as part of the evaluation, the supervisor is better able to assess the complete teacher over a span of time as opposed to a one-time classroom observation. This is necessary in order to evaluate teachers using the new PDE forms.

The new PDE teacher evaluation forms were adopted in 2003 and are designed around Charlotte Danielson’s (1996) framework for teaching. The timing is important to note as it does fall just after the passing of the No Child Left Behind Act of 2001, a landmark piece of federal education legislation that holds schools accountable for the academic achievement of all students.

## **2.7 THE INFLUENCE OF THE FEDERAL GOVERNMENT IN RELATIONSHIP TO TEACHER QUALITY AND STUDENT ACHIEVEMENT**

Some might debate that educational influence is not the responsibility of the federal government, as it is not explicitly stated in the constitution. Regardless, over the last 50 years, the federal government has passed significant legislation, or commissioned reports, that have affected the educational system in America. Much of this work has focused on the link between teacher quality and student achievement. This section endeavors to provide a brief summary of two important pieces of legislation and one report that help frame the context of the federal government in relationship to this study.

### **2.7.1 Elementary and Secondary Education Act (ESEA)-1965**

Designed by the Commissioner of Education under President Lyndon B. Johnson, the Elementary and Secondary Education Act (ESEA) of 1965 (20 U.S.C. § 6301 et seq.) was a piece of landmark legislation passed during the “War on Poverty.” While the ESEA did not explicitly address the relationship between teacher quality and student achievement, it did begin to fund the framework for an educational system designed to meet the needs of all students. It was the first and largest comprehensive federal education law that provided significant monetary funds for kindergarten through twelfth grade education. As mandated in the act, the funds are authorized for educator's professional development, instructional materials, resources to support educational programs, and increased parental involvement (Elementary and Secondary Education Act, 1965).

Arguably the most notable part of the legislation is the creation of Title I funding. Title I funding was designed to specifically target schools with large populations of low-income families. It "provides targeted resources to help ensure that disadvantaged students have access to a quality public education" (Section 201, Elementary and Secondary Education Act, 1965). The principle underlying Title I funding is that students from low-income families require more educational services than their more affluent counterparts.

Since the original enactment of ESEA in 1965, the legislation was reauthorized every five years with minor changes that addressed new educational challenges. However, the most significant reauthorization of ESEA came in 2001 and is commonly referred to as the No Child Left Behind Act, or NCLB.

## 2.7.2 A Nation At Risk report-1983

Concerned about "the widespread public perception that something is seriously remiss in our educational system" (National Commission on Excellence in Education, 1983), the U.S. Secretary of Education convened the National Commission on Excellence in Education in 1981. The Commission was charged with examining the quality of education in the United States and to make a report within 18 months. One particular element to be explored was to assess the quality of teaching and learning in our Nation's schools.

Over the next 18 months, the National Commission on Excellence in Education (1983) relied upon five main sources of information:

1. Papers commissioned from experts on a variety of educational issues.
2. Administrators, teachers, students, representatives of professional and public groups, parents, business leaders, public officials, and scholars who testified at eight meetings of the full Commission, six public hearings, two panel discussions, a symposium, and a series of meetings organized by the Department of Education's Regional Offices.
3. Existing analyses of problems in education.
4. Letters from concerned citizens, teachers, and administrators who volunteered extensive comments on problems and possibilities in American education.
5. Descriptions of notable programs and promising approaches in education.

When the report was released, the Commission made five broad recommendations in the areas of content, standards and expectations, time, teaching, and leadership and fiscal support. Woven into each of those areas were specific recommendations dealing with the role of the teacher. One of those recommendations clearly states, "persons preparing to teach should be required to meet high educational standards, to demonstrate an aptitude for teaching, and to demonstrate competence in an academic discipline" (National Commission on Excellence in Education, 1983). The Commission clearly felt, based upon its research that student achievement would increase if teacher quality were a focus.

### **2.7.3 No Child Left Behind Act (NCLB)-2001**

The No Child Left Behind Act of 2001 is the most groundbreaking reauthorization of the Elementary and Secondary Education Act of 1965. The short title of the actual legislation is “To close the achievement gap with accountability, flexibility, and choice, so that no child is left behind.” According to the Department of Education Website (2007c), the four pillars of No Child Left Behind are “stronger accountability for results, more freedom for states and communities, proven education methods, and more choices for parents.”

Stronger accountability for results involves several factors. First, schools are held accountable for closing the achievement gap and ensuring that all students achieve proficiency in math, reading, and science by 2014. Proficiency is determined by annual state-developed tests that are approved by the federal government. The test results are disaggregated by subgroups such as race, socioeconomic status, home language, and disability. Schools must make adequate yearly progress (AYP) toward the 100% proficiency goal each and every school year. AYP is determined by meeting annual achievement benchmarks or percentage improvements from the previous year. If just one subgroup (i.e. African American students, white students, low income students, etc.) does not meet the benchmark or improvement threshold, the school does not make AYP. If a school, or school district, does not make AYP, the entity must provide supplemental services, take corrective action, and/or reorganize the school or school district. The sanctions are greater each consecutive year the school entity fails to make AYP. Finally, schools are held accountable for providing “highly qualified” teachers for all students.

The second guiding principle of NCLB is more freedom for states and communities. States and individual school districts have more flexibility in how they utilize federal funds under NCLB. States are also responsible for developing and adopting challenging academic standards. These academic standards are what drive the annual state-developed tests.

No Child Left Behind places an emphasis on the use of proven educational methods. This applies to “educational programs and practices that have been proven effective through rigorous scientific research. Federal funding is targeted to support these programs and teaching methods that work to improve student learning and achievement” (U.S. Department of Education, 2007c).

Finally, NCLB provides more choices for parents. If a school does not meet state standards for two years, parents have the option of sending their student to another school in the district, including charter schools. In addition, the district is responsible for transporting the student to the new school. Students are also permitted to change schools if their school is deemed “persistently dangerous.”

These four principles of stronger accountability for results, more freedom for states and communities, proven education methods, and more choices for parents provide the underlying foundation for No Child Left Behind.

## **2.8 RATIONALE FOR FURTHER RESEARCH**

Currently, there are no available studies that have explored whether or not school districts in Pennsylvania have changed their teacher evaluation forms since the implementation of the No

Child Left Behind Act of 2001. This leads to the following questions: Are school districts using PDE 426 to evaluate Instructional I teachers? Are school districts using PDE 428 to evaluate Instructional II teachers? Are school districts using any updated teacher evaluation form to evaluate Instructional I and II teachers? If so, is there a link between updated evaluation forms and the demographics or AYP status of the school district? Finally, if school districts are not using updated teacher evaluation forms, what are the reasons?

This study will hopefully answer those questions and provide some insight into the teacher evaluation instruments of public school districts in Western Pennsylvania.



### **3.0 METHODOLOGY**

This study involved the collection and analysis of data from thirty-eight Western Pennsylvania public school superintendents. This chapter details the procedures that the researcher used in the study, including the study participants, survey instrument, data collection, and data analysis.

#### **3.1 PROBLEM STATEMENT**

This study addresses the problem of identifying how and why Western Pennsylvania school districts have changed their teacher evaluation forms since the inception of the No Child Left Behind Act of 2001.

#### **3.2 RESEARCH QUESTIONS**

1. What is the research base that Pennsylvania used to develop new teacher evaluation forms in 2003?
2. Have school districts in Pennsylvania changed their teacher evaluation forms since the inception of the No Child Left Behind Act of 2001?
  - a. Are school districts using PDE 426 to evaluate teachers with an Instructional I certificate?
  - b. Are school districts using PDE 428 to evaluate teachers with an Instructional II certificate?

- c. Are school districts using an updated teacher evaluation form that is not PDE 426 or 428 to evaluate Instructional I and II teachers?
3. If school districts are not using the PDE 426 and PDE 428 teacher evaluation forms, what are the reasons?
4. If school districts are using the PDE 426 and PDE 428 teacher evaluation forms, what are the reasons?
5. What patterns, if any, are evident among school districts that adopted new teacher evaluation forms?

### **3.3 STUDY PARTICIPANTS**

All 501 public school districts in the state of Pennsylvania represent the target population for this study. However, the accessible populations utilized for this research are thirty-eight Western Pennsylvania Superintendents from the Tri-State Area School Study Council and The Forum for Western Pennsylvania School Superintendents. The Tri-State Area School Study Council (2008) is the third oldest and second largest Study Council in the United States, and serves as a partnership between Western Pennsylvania school districts and the University of Pittsburgh. The Council represents 130 School Districts in Western Pennsylvania. The Forum for Western Pennsylvania School Superintendents (2008) was established in 1996. Fifty Superintendents were selected for membership representing diversity in geography, gender and race. While some of the members have changed over the years, The Forum strives to maintain its diverse balance of representatives. The group serves as a professional learning community for these educational

leaders and advocates on behalf of students and public education in general. A number of superintendents are members of both the Tri-State School Study Council and the Forum for Western Pennsylvania School Superintendents.

Table 5 shows the breakdown of school district membership in the Tri-State Area School Study Council and the Forum for Western Pennsylvania School Superintendents represented in this study. Thirty of the thirty-eight school districts, or 79%, of the districts are members of the Tri-State Area School Study Council. Twenty-eight, or 74% of the school districts are members of the Forum for Western Pennsylvania School Superintendents. Twenty of the school districts represented in this study, or 53%, are members of both organizations.

**Table 5: School District Membership in Tri-State Area School Study Council and  
the Forum for Western Pennsylvania School Superintendents**

<b>School District</b>	<b>Tri-State Area School Study Council</b>	<b>Forum for Western Pennsylvania School Superintendents</b>
SD 1	X	
SD 2	X	
SD 3	X	
SD 4	X	X
SD 5	X	X
SD 6	X	X
SD 7	X	X
SD 8	X	X
SD 9	X	
SD 10		X
SD 11	X	
SD 12	X	X
SD 13	X	X
SD 14	X	X
SD 15	X	X
SD 16	X	X
SD 17	X	X
SD 18	X	X
SD 19		X
SD 20		X
SD 21	X	X
SD 22	X	X
SD 23	X	
SD 24	X	
SD 25	X	X
SD 26		X
SD 27	X	X
SD 28	X	
SD 29	X	X
SD 30	X	X
SD 31	X	X
SD 32	X	
SD 33	X	
SD 34		X
SD 35		X
SD 36	X	X
SD 37		X
SD 38		X

Given that there are thirty school districts from the Tri-State Area School Study Council that participated in this study; this represents 23% of the total population of this 130-member organization. On the other hand, 56% of the 50-member Forum for Western Pennsylvania Superintendents took part in the survey.

### **3.4 SURVEY INSTRUMENT**

Since the respondents completed the survey alone, it was vital that the questions be as easy to understand and answer as possible. According to Fowler (1984), good survey questions should meet four standards:

1. Is this a question that can be asked exactly the way it is written?
2. Is this a question that will mean the same thing to everyone?
3. Is this a question that people can answer?
4. Is this a question that people will be willing to answer, given the data collection procedures? (p. 101)

The survey instrument for this study is a subject-completed survey that was sent to over 130 Western Pennsylvania Superintendents from the Tri-State Area School Study Council and the Forum for Western Pennsylvania School Superintendents via an email link. The email explained the purpose of the survey, length of time to complete the survey, provided basic information on the researcher, and contained a link to the electronic survey. The survey is straightforward and collects information regarding the name of the school district, county location, size, and whether or not the school district has changed its teacher evaluation instruments since the implementation of the No Child Left Behind Act of 2001. It also sought to find out why school districts may or may not have changed their teacher evaluation forms. The

researcher chose to use an electronic survey given the proliferation of email usage among educational administrators.

A concern regarding the use of a survey is that the questions may not be answered accurately. For instance, the superintendent may unknowingly answer a factual question incorrectly. This type of measurement error may be more pronounced given the small size of this study.

A hard copy of the survey is located in Appendix E; however the actual survey was completed electronically. A hard copy was made available for those who were interested; however, no superintendent requested a hard copy.

### **3.5 DATA COLLECTION**

An initial email was sent to over 130 Superintendents from the Tri-State Area School Study Council and The Forum for Western Pennsylvania School Superintendents on January 12, 2009. As mentioned previously, the email explained the purpose of the survey, described the length of time to complete the survey, provided basic information on the researcher, and contained a link to the electronic survey. A reminder email to complete the survey was sent to the Superintendents again on January 21, 2009. A copy of the initial email is located in Appendix F.

The data from the survey was collected electronically through an account on [www.surveymonkey.com](http://www.surveymonkey.com) and imported into a Microsoft Excel spreadsheet. District-level AYP data (2007-2008 PSSA and AYP Results, 2009) and school district demographic information (Poverty Levels by School District, 2007) obtained by the researcher was then added to the

spreadsheet. Finally, the spreadsheet data was exported to SPSS Statistics 17.0 for statistical analysis.

All data collected from this study is securely maintained in accordance with the regulations of the University of Pittsburgh's Institutional Review Board (IRB).

### **3.6 DATA ANALYSIS**

The responses from the online survey were collected through the electronic survey tool and downloaded into a spreadsheet. The researcher then attached AYP and demographic data for each responding school district. For descriptive analysis purposes, the researcher used frequency tables for the categorical data that were collected in order to better understand the context of each school district. This information helped the researcher answer the first research question: Have school districts in Pennsylvania changed their teacher evaluation forms since the inception of the No Child Left Behind Act of 2001?

Using SPSS Statistics 17.0, the researcher then ran cross break tables to determine the contingency coefficient between certain variables and the district's utilization of certain methods for teacher evaluation. Contingency coefficient is a measure of association between two categorical variables in a contingency table (Colman, 2001). The coefficient is based on the chi-square distribution and ranges from no association, or zero, to perfect association, or one. Given the low number of survey respondents, this researcher did not feel that it was appropriate to perform other statistical analyses and thus makes no claims regarding the relationship of

variables. This analysis allowed the researcher to address the fifth research question: What patterns, if any, are evident among school districts that adopted new teacher evaluation forms?

Finally, the researcher studied the open-ended responses from the surveys describing why school districts may or may not be using PDE 426 and PDE 428. Using a descriptive content analysis approach, certain themes emerged from the data and are reported in this section. Content analysis is a technique that allows researchers to study the written contents of a communication (Fraenkel and Wallen, 2006). In this case, the various reasons for using or not using PDE 426 and PDE 428 were grouped together. This analysis answered the third and fourth research questions: If school districts are or are not using PDE 426 and PDE 428 teacher evaluation forms, what are the reasons?



## **4.0 RESEARCH FINDINGS**

In this study, thirty-eight superintendents from Western Pennsylvania completed an electronic survey. The response rate represents 23% of the total membership for the Tri-State Area School Study Council and 56% of the total membership of the Forum for Western Pennsylvania Superintendents. This researcher cautions that the response rate might be too small in order to make accurate descriptive or statistical claims regarding the target population.

### **4.1 RESEARCH QUESTIONS**

1. What is the research base that Pennsylvania used to develop new teacher evaluation forms in 2003?
2. Have school districts in Pennsylvania changed their teacher evaluation forms since the inception of the No Child Left Behind Act of 2001?
  - a. Are school districts using PDE 426 to evaluate teachers with an Instructional I certificate?
  - b. Are school districts using PDE 428 to evaluate teachers with an Instructional II certificate?
  - c. Are school districts using an updated teacher evaluation form that is not PDE 426 or 428 to evaluate Instructional I and II teachers?
3. If school districts are not using the PDE 426 and PDE 428 teacher evaluation forms, what are the reasons?

4. If school districts are using the PDE 426 and PDE 428 teacher evaluation forms, what are the reasons?
5. What patterns, if any, are evident among school districts that adopted new teacher evaluation forms?

## **4.2 FINDINGS**

### **4.2.1 Descriptive Analysis**

A total of thirty-nine superintendents took the survey. Thirty-eight of the thirty-nine surveys were complete and were used to compile these findings. All surveys were completed electronically and no superintendent requested a paper survey. The following subsections detail the responses to each of the questions on the survey.

#### **4.2.1.1 Pennsylvania counties represented by the respondents**

Respondents were asked to select the Pennsylvania county where their school district was located via a drop-down menu. Given that the survey was only completed by members of the Tri-State Area School Study Council and the Forum for Western Pennsylvania School Superintendents, all of the counties represented are from the western part of the state.

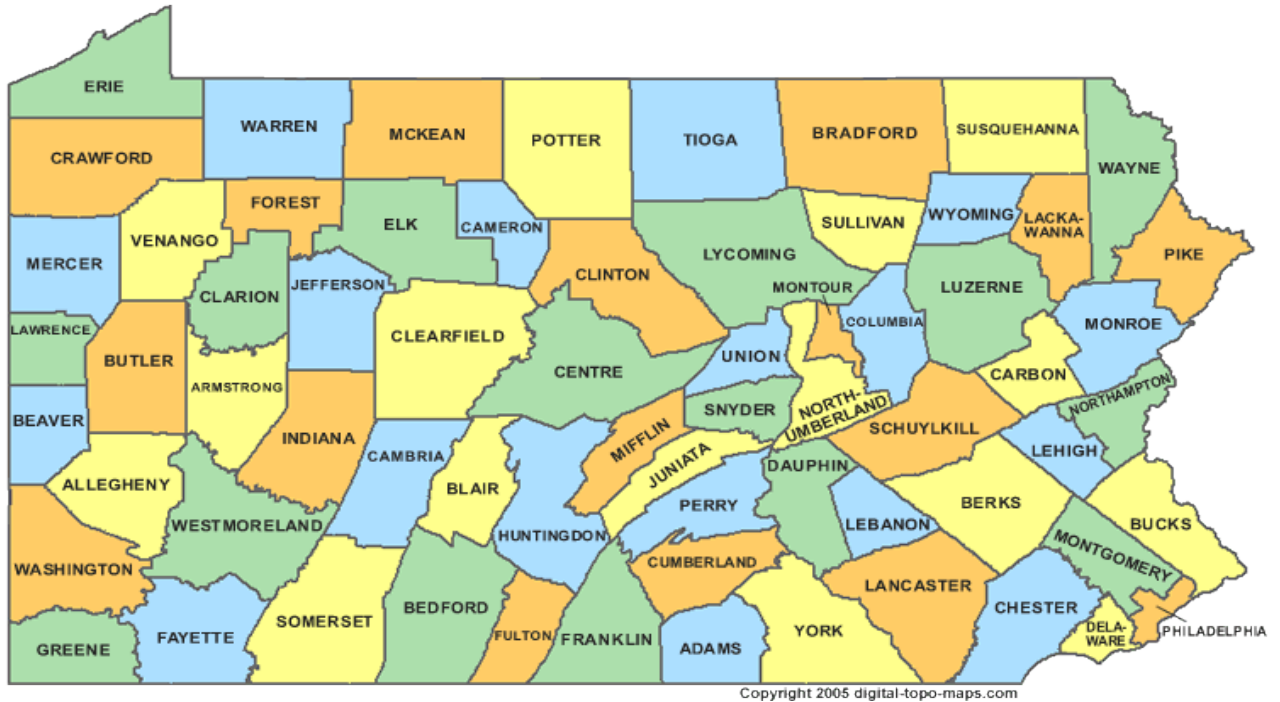
Twelve of the sixty-nine counties in the Commonwealth of Pennsylvania were represented in the study. The largest number of school districts reside in Allegheny county

(36.8%) followed by Westmoreland county (13.2%) and Washington county (10.5%). Five counties were only represented by one school district. The table below shows an alphabetical listing of the counties that are represented in this study.

**Table 6: Pennsylvania Counties Represented in the survey (n=38)**

<b>County</b>	<b>Number</b>	<b>Percentage of the Total</b>
Allegheny	14	36.8%
Armstrong	3	7.9%
Beaver	3	7.9%
Bedford	1	2.6%
Butler	1	2.6%
Cambria	1	2.6%
Fayette	1	2.6%
Indiana	2	5.3%
Lawrence	2	5.3%
Mercer	1	2.6%
Washington	4	10.5%
Westmoreland	5	13.2%

Figure 1 shows a map of Pennsylvania along with the borders of each county. This provides a frame of reference for where the counties from Table 6 are located. The city of Pittsburgh is located in Allegheny county; however that District is not included in this study.



**Figure #1: Pennsylvania County Map**

#### 4.2.1.2 Respondent's size of school district

The respondents were asked to classify the size of their school district. The four options provided to the Superintendent are outlined in Table 7. The smallest classification to choose from was 0-1500 students and the largest classification was more than 4000 students. Thirteen respondent school districts, or 34.2%, had 1501-2400 students. The smallest classification represented in the study was more than 4000 students with a total of five respondents, or 13.2% of the survey population.

**Table 7: Size of School District (n=38)**

Size of School District	Number of Responses	Percentage of the Total
0-1500 Students	11	28.9%
1501-2400 Students	13	34.2%
2401-4000 Students	9	23.7%
More than 4000 Students	5	13.2%

### 4.2.1.3 Tenure of superintendent

The researcher was interested in knowing whether or not the superintendent completing the survey had been the superintendent of the school district since 2001. The researcher felt that a superintendent who has been with the school district since the implementation of the No Child Left Behind Act might have additional insight into why the school district may or may not have changed its teacher evaluation forms since that time. This issue is elaborated on more in Chapter 5; however it is noted that the open-ended responses detailing the reasons why school districts did or did not implement PDE 426 and PDE 428 in order to evaluate teacher are both longer and richer in depth when compared with superintendents who were not serving in that role in the district during 2001.

As evidenced by Table 8, nine, or 23.7%, of the survey respondents have been the Superintendent in that school district since 2001. Over that eight-year period, 76.3% of the Superintendent's are new to the role in that district since 2001. One could argue that this points to a lack of institutional experience, however the researcher did not ask if the Superintendent was working in that school district since 2001. Some of the respondents may have been assistant superintendents or other district administrators during that time.

**Table 8: Has the Respondent Been the Superintendent Since 2001? (n=38)**

<b>Has the Respondent Been the Superintendent Since 2001?</b>	<b>Number of Responses</b>	<b>Percentage of the Total</b>
Yes	9	23.7%
No	29	76.3%

#### **4.2.1.4 Change in teacher evaluation forms**

The superintendents were asked “has your school district changed teacher evaluation forms since 2001?” Four possible answer choices were provided: Yes, No, Not Sure, and Currently in the Process of Changing. This survey query directly answers the second research question of this study: Have school districts in Pennsylvania changed their teacher evaluation forms since the inception of the No Child Left Behind Act of 2001? Table 9 shows that 29, or 76.3%, of the school districts have in fact changed their teacher evaluation forms since 2001. In the one district where the answer was “not sure”, the school district is currently using PDE 5501 to evaluate all teachers.

The researcher is concerned about the accuracy of the answers to this question. For instance, eight of the superintendents state that their school district has not changed teacher evaluation forms since 2001. However, four of the eight go on later to explain that the district uses PDE 426 to evaluate teachers with an Instructional I teaching certificate and three of the eight note that PDE 428 is used to evaluate teachers with an Instructional II certificate. If the survey question asks “Has the School District Changed Teacher Evaluation Forms Since 2001?”, and PDE 426 and PDE 428 were not released until 2003, then these schools would have to answer yes to the question. Conversely, two of the twenty-nine superintendents who answered yes to whether or not the school district changed teacher evaluation forms since 2001, later explain that PDE 5501 is used to evaluate all teachers. It would seem very strange that a school district would revert back to PDE 5501, however it is not impossible. Given this information,

the number of school districts who did change their teacher evaluation forms since 2001 might actually be higher than the data suggests.

**Table 9: Has the School District Changed Teacher Evaluation Forms Since 2001?**

**(n=38)**

<b>Has the School District Changed Teacher Evaluation Forms Since 2001</b>	<b>Number of Responses</b>	<b>Percentage of the Total</b>
Yes	29	76.3%
No	8	21.1%
Not Sure	1	2.6%

#### **4.2.1.5 Year new teacher evaluation form was implemented**

If the respondent answered yes to the question “has your school district changed teacher evaluation forms since 2001?” he or she was then asked what year the new form was implemented. The researcher realizes that without referencing School Board minutes or the collective bargaining agreement, the superintendent may have estimated this data and thus it may not be accurate.

There is one district that implemented new teacher evaluation forms prior to the development of PDE 426 and PDE 428 in 2003. In this case, the district did create its own form. As you can see in Table 10, the largest percentage of respondents, 34.5%, changed their teacher evaluation forms in 2003. Eight of the ten school districts who changed their teacher evaluation forms in 2003 currently utilize PDE 426, however only five of these ten school districts use PDE 428 for teachers with an Instructional II teaching certificate. One of the ten school districts

created their own form and the other school district states that it utilizes PDE 5501. This researcher surmises that the district that said it changed teacher evaluation forms in 2003, but states that it is still using PDE 5501, is confusing teacher evaluation forms and classroom observation forms. The principal of this district wrote “our form models the PDE 426 and 428 and describes the expectations established by the district. A PDE 5501 is completed on all employees at the end of each year.”

**Table 10: Year New Teacher Evaluation Forms Were Implemented (n=29)**

<b>Year New Teacher Evaluation Forms Were Implemented</b>	<b>Number of Responses</b>	<b>Percentage of the Total</b>
2002	1	3.4%
2003	10	34.5%
2004	4	13.8%
2005	1	3.4%
2006	2	6.9%
2007	4	13.8%
2008	4	13.8%
Cannot Remember	3	10.3%

**4.2.1.6 Do PDE 426 and PDE 428 represent quality teaching?**

In this question, superintendents were asked their opinion on whether or not they agree that PDE 426 and PDE 428 reflected quality teaching. The question explained that the forms were based on Charlotte Danielson’s “Framework for Teaching” and rated teachers in the areas of planning and preparation, classroom environment, instructional delivery, and professionalism. It was also explained that PDE 426 was used for teachers with an Instructional I certificate and that PDE



428 was for use with teachers who had an Instructional II teaching certificate. Respondents could choose from strongly agree, agree, disagree, and strongly disagree.

As one can see in Table 11, all but one of the respondents, or 97.4%, agree or strongly agree that PDE 426 and PDE 428 represent quality teaching. This is important given that only 76.3% of the school districts have changed their teacher evaluation forms since 2001. If the superintendents agree or strongly agree that these new forms represent quality teaching, and ensuring that all students are taught by quality teachers is important in relationship to student achievement, what are the reasons more schools did not already change their teacher evaluation forms?

Interestingly, the one superintendent who strongly disagreed that PDE 426 and PDE 428 represent quality teaching, works in a district that did implement PDE 426 and PDE 428 to evaluate teachers. According to the respondent, the reason for implementation was that “the district followed the lead of the state.” The superintendent was not sure when the change was made and obviously had not been the superintendent in that district since 2001. It would be interesting to follow up with this superintendent and ask why he or she strongly disagrees.

**Table 11: Do PDE 426 and PDE 428 Represent Quality Teaching? (n=38)**

<b>Do PDE 426 and PDE 428 Represent Quality Teaching?</b>	<b>Number of Responses</b>	<b>Percentage of the Total</b>
Strongly Agree	14	36.8%
Agree	23	60.5%
Disagree	0	0%
Strongly Disagree	1	2.6%

#### 4.2.1.7 Evaluation of teachers with an Instructional I teaching certificate

In this survey question, superintendents were asked how their school district currently evaluates teachers with an Instructional I teaching certificate. Four possible answers were provided: PDE 426, PDE 5501, District-created teacher evaluation form, and not sure.

This question directly answers part a. of the second research question guiding this study: Are school districts using PDE 426 to evaluate teachers with an Instructional I teaching certificate? 71.1% of the school districts are using PDE 426, the new Pennsylvania state-approved teacher evaluation form that was made available to school districts in 2003 and is developed around the four domains of Charlotte Danielson’s (1996) framework for teaching. The data show that seven, or 18.4%, of the school districts are still using PDE 5501, the previously approved state model. School districts in Pennsylvania have the option of using either form, or they may utilize a district-created teacher evaluation form that is approved by the state. Table 12 shows that 10.5% of the school districts represented in the survey currently used district-created evaluation forms for teachers with an Instructional I certificate.

**Table 12: How Are Teachers With An Instructional I Teaching Certificate Evaluated? (n=38)**

<b>How Are Teachers With An Instructional I Teaching Certificate Evaluated?</b>	<b>Number of Responses</b>	<b>Percentage of the Total</b>
PDE 426	27	71.1%
PDE 5501	7	18.4%
District-created teacher evaluation form	4	10.5%
Not sure	0	0%

#### **4.2.1.8 Evaluation of teachers with an Instructional II teaching certificate**

Similar to the previous survey question, superintendents were asked how their school district currently evaluates teachers with an Instructional II teaching certificate. Again, four possible answers were provided: PDE 428, PDE 5501, District-created teacher evaluation form, and not sure. Two respondents chose not to answer this question.

This question directly answers part b. of the second research question guiding this study: Are school districts using PDE 428 to evaluate teachers with an Instructional II teaching certificate? The largest percentage of school districts, 47.4%, currently utilizes PDE 428 to evaluate teachers with an instructional II certificate. This is 24% less than the number of districts using PDE 426 for teachers with an Instructional I certificate. The difference is attributed by the superintendents' explanations that in some cases they are piloting the PDE 426 first before deciding whether or not to use PDE 428 for teachers with an Instructional II certificate, and that using PDE 426 and PDE 428 for all staff members would be too cumbersome. Both PDE 426 and PDE 428 require a more formalized data-collection process on the part of both the teacher and the rater before an appropriate evaluation can be determined. This process requires a commitment of time that is not necessary when using PDE 5501 to evaluate teachers.

Six, or 15.8%, of the school districts use a district-created teacher evaluation form for teachers with an Instructional II teaching certificate. Only 10.5% of the districts use a similar form for teachers with an Instructional I certificate. The difference of 5.3%, or two districts, is that these two districts use a district-created teacher evaluation form for teachers with an

Instructional II certificate but use PDE 426 to evaluate teachers with an Instructional I certificate. The other four districts use a district-created teacher evaluation form for all teachers.

Finally, 31.6% of the school districts represented in the survey use PDE 5501 to evaluate teachers with an Instructional II teaching certificate. This is 13% more than the percentage of school districts using PDE 5501 to evaluate teachers with an Instructional I teaching certificate. That being said, all of the school districts that use PDE 5501 for teachers with an Instructional I certification use the same form for teachers with an Instructional II certification. Table 13 highlights the information that was provided for this question.

**Table 13: How Are Teachers With An Instructional II Teaching Certificate Evaluated? (n=38)**

<b>How Are Teachers With An Instructional II Teaching Certificate Evaluated?</b>	<b>Number of Responses</b>	<b>Percentage of the Total</b>
PDE 428	18	47.4%
PDE 5501	12	31.6%
District-created teacher evaluation form	6	15.8%
Not Sure	0	0%
No Response	2	5.3%

#### **4.2.1.9 Adequate Yearly Progress (AYP) of School District During 2007-2008 School Year**

Once the data from the surveys were collected and downloaded into a spreadsheet, additional demographic data were added for each school district. One data marker included the school district's AYP status for the 2007-2008 school year, which represented the most recent school year. All but one of the school districts represented in the survey, or 97.4%, made AYP during

that year. In Pennsylvania, AYP determination is based upon student performance in reading and math on state standardized tests called the Pennsylvania System of School Assessment or PSSA's, student participation on those state standardized tests, and the attendance or graduation rates of schools. According to the Pennsylvania 2007-2008 PSSA and AYP Results (2009), 457 of 501 school districts, or 91.2%, made AYP during that same year.

The one district that did not make AYP was placed on “warning” status which means that this is the first year the school district did not make AYP. This district did make AYP during the previous two years and changed teacher evaluation forms in 2006, using both PDE 426 and PDE 428.

**Table 14: 2007-2008 AYP Status of School Districts Represented in This Study (n=38)**

<b>2007-2008 AYP Status</b>	<b>Number of Responses</b>	<b>Percentage of the Total</b>
Made AYP	37	97.4%
Warning	1	2.6%

#### **4.2.1.10 Percentage of Students Who Qualify for Free and Reduced Lunch**

The percentage of students who qualify for free and reduced lunch is a useful number in determining the number of students who are coming from socio-economically disadvantaged backgrounds. According to the Child Nutrition Programs Income Eligibility Guidelines (2008), students and their families who are at or below 130 percent of the poverty level are eligible for free lunches, and students and families who have incomes between 130 to 185 percent of the poverty level are eligible for reduced lunches.

The researcher was interested in knowing this information to see if there might be a relationship between this variable and how school districts were evaluating teachers. Might certain patterns emerge among the districts in relationship to poverty and teacher evaluation?

Twelve, or 31.6%, of the school districts had between 30-39% of their students qualifying for free and reduced lunch. This represents the largest group among survey respondents. Interestingly, according to the Pennsylvania Building Data Report (Lunches Only) for October 2008 Children Eligible (2009, January 19), 36.7% of the students in the Commonwealth of Pennsylvania are eligible for free and reduced lunch. Only one school district, or 2.6%, fell into the 60-69% category in regards to students qualifying for free and reduce lunch. As you can see in Table 15, no school districts fell into the 50-59% band. It is also important to note that the one school district in the 60-69% category is also the same school that did not make AYP in the most recent school year. This is important because one of the very reasons for the No Child Left Behind Act of 2001 is to decrease the achievement gap between those that are socio-economically disadvantaged and those who are not.

**Table 15: Percentage of Students Who Qualify for Free and Reduced Lunch (n=38)**

<b>Percentage of Students Who Qualify for Free and Reduced Lunch</b>	<b>Number of Responses</b>	<b>Percentage of the Total</b>
0-9%	5	13.2%
10-19%	5	13.2%
20-29%	9	23.7%
30-39%	12	31.6%
40-49%	6	15.8%
50-59%	0	0%
60-69%	1	2.6%

#### 4.2.2 Statistical Analysis

The researcher was interested in exploring whether certain teacher evaluation methods were consistently related to certain patterns of the school district. The three categorical variables that were analyzed statistically were percentage of students who qualify for free and reduced lunch, school district size and the county where the school district resides. Using cross break tables, each of those variables was compared first with the question “How does your school district currently evaluate Instructional I teachers?” then with “How does your school district currently evaluate Instructional II teachers?” A contingency coefficient was then determined for each table. The coefficient is based on the chi-square distribution and ranges from no association (0) to perfect association (1). Given the low number of survey respondents, this researcher did not feel that it was appropriate to perform other statistical analyses and thus makes no claims regarding the relationship of variables. This analysis allowed the researcher to address the fifth research question: What patterns, if any, are evident among school districts that adopted new teacher evaluation forms? A total of six cross tabulations were calculated.

First, the researcher was interested in knowing whether school district’s with more or less economically-disadvantaged students were more apt to utilize a particular method for evaluating teachers. Since free and reduced lunch status coincides with low socio-economic status, the researcher felt that this might be an interesting correlation, if founded, to be studied more in depth through further research. Table 16 shows the cross tabulation between percentage of students who qualify for free and reduced lunch and how the school district currently evaluates teachers with an Instructional I teaching certificate.

There are twelve school districts that fall within the 30-39% range of students that receive free and reduced lunch. Eleven of these twelve school districts use PDE 426 to evaluate teachers with an Instructional I teaching certificate. The remaining district utilizes a district-created evaluation tool. PDE 5501 is used by school districts in the ranges of 0-9%, 20-29% and 40-49%. That being said, no districts in the 10-19%, 30-39% and 60-65% ranges use PDE 5501.

The contingency coefficient is .455 for this analysis. Again, perfect association is 1 and no association is 0.

**Table 16: Cross tabulation between Percentage of Students Who Qualify for Free and Reduced Lunch and How the School District Currently Evaluates Instructional I Teachers**

		How does your school district currently evaluate Instructional I teachers?			Total
		district-created teacher evaluation forms	PDE 426 (developed by PDE in 2003)	PDE 5501	
Percentage of Students Who Qualify for Free and Reduced Lunch	0-9.9%	1	2	2	5
	10-19%	1	4	0	5
	20-29%	1	5	3	9
	30-39%	1	11	0	12
	40-49%	0	4	2	6
	60-65%	0	1	0	1
	Total	4	27	7	38

Contingency Coefficient
.455



Table 17 provides the cross tabulations between the percentage of students who qualify for free and reduced lunch and how the school district currently evaluates teachers with an Instructional II teaching certificate. The contingency coefficient for this analysis is .585. Again, the largest free and reduced lunch range represented is 30-39% with twelve schools. In this case, eight of the twelve schools use PDE 428, three use PDE 5501, and one school district uses district-created teacher evaluation forms to evaluate teachers with an Instructional II teaching certificate. On the other hand, six of the nine school districts in the 20-29% free and reduced lunch category utilize PDE 5501 and only two use PDE 428. The remaining school district uses a district-created teacher evaluation form.

**Table 17: Cross tabulation between Percentage of Students Who Qualify for Free and Reduced Lunch and How the School District Currently Evaluates Instructional II Teachers**

		How does your school district currently evaluate Instructional II teachers?				Total
		district-created teacher evaluation forms	No Response	PDE 428 (developed by PDE in 2003)	PDE 5501	
Percentage of Students That Receive Free and Reduced Lunch	0-9.9%	2	1	1	1	5
	10-19%	2	0	3	0	5
	20-29%	1	0	2	6	9
	30-39%	1	0	8	3	12
	40-49%	0	1	3	2	6
	60-65%	0	0	1	0	1
	Total	6	2	18	12	38

Contingency Coefficient
.585

Tables 18 and 19 analyze the association between the size of the school district and the way it evaluates teachers. Given that certain teacher evaluation methods might be more time consuming than others, the researcher was interested in seeing whether or not the size of the school district had any bearing on the evaluation method being utilized. As an example, a smaller school district might find it easier to implement new teacher evaluation forms given the fact that there are less people to train on the model. A larger school district might find this training much too cumbersome to manage. If there was a relationship, additional reasons could be explored further.

Table 18 focuses on the cross tabulation between district size and how the district currently evaluates teachers with an Instructional I teaching certificate. It is interesting to note that of the fourteen school districts with more than 2401 students, eleven use PDE 426, two use district-created forms, and only one school district uses PDE 5501 to evaluate teachers with an Instructional I teaching certificate. This data reveals that only 7% of the school districts in the two largest classifications are still using PDE 5501. The contingency coefficient for Table 18 is .437 which is the lowest coefficient among the six cross tabulations calculated.

**Table 18: Cross tabulation between School District Size and How the School District Currently Evaluates Instructional I Teachers**

	How does your school district currently evaluate Instructional I teachers?			Total
	district-created teacher evaluation forms	PDE 426 (developed by PDE in 2003)	PDE 5501	
District Size 0 to 1500 students	0	8	3	11
1501 to 2400 students	2	8	3	13
2401 to 4000 students	0	8	1	9
more than 4000 students	2	3	0	5
Total	4	27	7	38

Contingency Coefficient
.437

The cross tabulation between school district size and how the school district currently evaluates teachers with an Instructional II teaching certificate are reported in Table 19. As was the case in Table 18, none of the five districts in the largest student population size classification, more than 4000, use PDE 5501 to evaluate teachers with an Instructional II teaching certificate. However, more than half of the nine school districts in the 2401-4000 size category are currently utilizing PDE 5501 for teachers with an Instructional II certificate. Only one of the nine school districts is using PDE 5501 for teachers with an Instructional I teaching certificate, as evidenced in table 18. The contingency coefficient for Table 19 is .567.

**Table 19: Cross tabulation between School District Size and How the School District Currently Evaluates Instructional II Teachers**

	How does your school district currently evaluate Instructional II teachers?				Total
	district-created teacher evaluation forms	No Response	PDE 428 (developed by PDE in 2003)	PDE 5501	
District Size 0 to 1500 students	0	2	7	2	11
1501 to 2400 students	2	0	6	5	13
2401 to 4000 students	1	0	3	5	9
more than 4000 students	3	0	2	0	5
Total	6	2	18	12	38

Contingency Coefficient
.567

Finally, the researcher looked at whether or not there were trends among teacher evaluation methods used by school districts in different Pennsylvania counties. This association might be evident in counties that have a large number of higher education institutions. For instance, schools districts in and around Allegheny county would have ready access to the University of Pittsburgh and Duquesne University, just to name a few. There might also be similarities among districts in the same county given the system of Intermediate Units in the state of Pennsylvania. Each school district belongs to one of twenty-nine Intermediate Units. These Intermediate Units are branches of the Pennsylvania Department of Education and, among other

things, are responsible for providing training and assistance to school districts. It is possible that some of these Intermediate Units provided training to school districts on the use of PDE 426 and PDE 428.

Table 20 shows the cross tabulation between county location of the school district and how the school district currently evaluates teachers with an Instructional I teaching certificate. It is noted that the contingency coefficient for this table is .677. Two counties, Allegheny and Washington, include six of the seven districts currently using PDE 5501. The only other school district using PDE 5501 is the one school district representing Butler county. It is interesting that 75% of the school districts from Washington county are using still using PDE 5501 to evaluate teachers with an Instructional I teaching certificate. This is the only county where the majority of the districts represented in the study are still using PDE 5501. The second largest county represented in the study, Westmoreland, does not have any school districts using PDE 5501.

**Table 20: Cross tabulation between County Location of the School District and How the School District Currently Evaluates Instructional I Teachers**

		How does your school district currently evaluate Instructional I teachers?			Total
		district-created teacher evaluation forms	PDE 426 (developed by PDE in 2003)	PDE 5501	
County	Allegheny	1	10	3	14
	Armstrong	0	3	0	3
	Beaver	0	3	0	3
	Bedford	0	1	0	1
	Butler	0	0	1	1
	Cambria	1	0	0	1
	Fayette	0	1	0	1
	Indiana	0	2	0	2
	Lawrence	0	2	0	2
	Mercer	0	1	0	1
	Washington	0	1	3	4
	Westmoreland	2	3	0	5
	Total	4	27	7	38

Contingency Coefficient
.677

The cross tabulations between county location of the school district and how the school district currently evaluates teachers with an Instructional II teaching certificate are reported in Table 21. The contingency coefficient for this table is .773, the highest number among the six different cross-tabulations calculated.

Five of the twelve Pennsylvania counties in this study are represented by only one school district. Among the other seven counties, two of them, Armstrong and Washington, were all consistent in how they evaluated teachers with an Instructional II certificate. The four school districts from Washington county all use PDE 5501 and the three districts from Armstrong county all use PDE 428. Of the three largest counties represented in this study, Allegheny, Westmoreland, and Washington, only Allegheny county had a majority of schools using PDE 428 to evaluate teachers with an Instructional II teaching certificate.

**Table 21: Cross tabulation between County Location of the School District and How the School District Currently Evaluates Instructional II Teachers**

		How does your school district currently evaluate Instructional II teachers?				Total
		district-created teacher evaluation forms	No Response	PDE 428 (developed by PDE in 2003)	PDE 5501	
County	Allegheny	2	0	9	3	14
	Armstrong	0	0	3	0	3
	Beaver	1	0	2	0	3
	Bedford	0	0	1	0	1
	Butler	0	1	0	0	1
	Cambria	1	0	0	0	1
	Fayette	0	0	1	0	1
	Indiana	0	1	0	1	2
	Lawrence	0	0	1	1	2
	Mercer	0	0	0	1	1
	Washington	0	0	0	4	4
	Westmoreland	2	0	1	2	5
	Total	6	2	18	12	38

Contingency Coefficient
.773



### **4.2.3 Qualitative Analysis**

Survey respondents were asked to elaborate on the reasons why their school district did or did not use PDE 426 for their teachers with an Instructional I certificate and PDE 428 for their teachers with an Instructional II certificate. This directly answers two of the research questions guiding this study. Research question three is: If school districts are not using the PDE 426 and PDE 428 evaluation forms, what are the reasons? Research question four is: If school districts are using the PDE 426 and PDE 428 teacher evaluation forms, what are the reasons?

This researcher contends that it is important to study the reasons for implementation or non-implementation. Policy makers and school districts considering changing their teacher evaluation forms might find this information useful.

Using content analysis, this researcher will provide an overall summary of those reasons. In some cases, superintendents identified more than one reason in their answers. Some respondents chose not to answer these open ended questions and that will be appropriately noted in each subsection.

#### **4.2.3.1 Why school districts currently use PDE 426 to evaluate teachers with an Instructional I teaching certificate**

As noted in table 12, twenty-seven school districts, or 71% of the survey respondents, utilize PDE 426 to evaluate teachers with an Instructional I teaching certificate. The respondents cited a number of reasons why this is the case. In some instances, more than one reason was identified.

Interestingly, only 26% of the twenty-seven respondents attributed the implementation of PDE 426 to increased student achievement. The implementation of the No Child Left Behind Act of 2001 has placed enormous pressure on schools and school districts to ensure that all students reach academic proficiency by the year 2014. Given that academic proficiency is measured by levels of student achievement, one might expect more of the school districts to identify increased student achievement as a reason for implementing PDE 426. However, as previously noted, only one school district in this study did not make adequate yearly progress, which is a reflection of student achievement, during the 2007-2008 school year, and thus this may not be the immediate concern of the school districts at this time. However, if 97% of the superintendents in this study agree or strongly agree that PDE 426 represents quality teaching, and there is a relationship between teacher quality and student achievement (Darling-Hammond, 2000), one might expect more than 26% of the superintendents citing student achievement as a reason for switching to PDE 426. Still, that being said, increased student achievement might be implied by the superintendents and this was just simply not offered by some as a reason.

Table 22 highlights the five categories that were referenced by the respondents in the survey. All appropriate superintendents responded to this question. Following the table are examples of some of the actual responses.

**Table 22: Number of Times Certain Reasons Were Cited For Implementing PDE 426 (n=27)**

<b>Reason For Implementing PDE 426</b>	<b>Number of Responses</b>	<b>Percentage of Respondents Who Mentioned This Reason</b>
Consistent with quality teaching	13	48.1%
Better process of evaluating teachers	10	37.0%
Increased student achievement	7	25.9%
Promotes professional growth	3	11.1%
District just implemented the form when it was introduced by the state	2	7.4%

The most commonly cited reason for the use of PDE 426 is that it is consistent with quality teaching. This is noted in thirteen, or 48.1%, of the open-ended responses. Respondent SD 17 noted “Upon examination of the PDE 426, it was determined by the District that the attributes of the evaluation system identifies indicators of effective instructional behaviors...” Respondent SD 19 wrote “The district administrative team of building principals and superintendent regarded the 426 form to be more consistent with best teaching practices endorsed by our district...”

The second most commonly referenced reason for implementing PDE 426 is that the evaluation process itself is better than the previous model the District was using. Ten, or 37%, of the superintendents cited this reason Respondent SD 12 offered “Our supervision/evaluation process is based on the Danielson model and the 426 fits with our process.” Respondent SD 36 wrote “We wanted to use this rather than the PDE 5501 to engage teachers in a more reflective process...” Finally, respondent SD 35 added “Administrators and teachers felt comfortable with

the four Domains and the collection of information to evaluate each item in the corresponding Domains.”

Seven superintendents, or 25.9%, cited increasing student achievement as a reason for implementing PDE 426 to evaluate teachers with an Instructional I teaching certificate. For instance, Respondent SD 27 communicated “The PDE 5501 was not an adequate evaluation tool. The 426 was an improvement and had the potential to improve students achievement by better aligning evaluation with other district initiatives to increase student performance.” Respondent SD 16 wrote “We think it will be one factor in helping to improve student achievement throughout the district.”

Finally, some of the respondents noted that either promoting professional growth or simply implementing the form when it was introduced by the state were reasons for implementing PDE 426. For example, respondent SD 2 noted “We wanted a better way to assure quality and promote professional instructional growth in our teachers and administrators.” Respondent SD 3 communicated “The district followed the lead of the state.”

#### **4.2.3.2 Why school districts do not currently use PDE 426 to evaluate teachers with an Instructional I teaching certificate**

Of the eleven school districts, or 28.9% of the total respondents who do not use PDE 426 to evaluate teachers with an Instructional I teaching certificate, there were only two reasons cited. None of the superintendents surveyed wrote that PDE 5501 was a better form for evaluating teachers with an Instructional I teaching certificate. For all but one of the six school districts still using PDE 5501, the reason for not implementing PDE 426 was union issues/collective

bargaining agreement. The remaining school district utilizing PDE 5501, states that teachers utilize an evaluation process similar to that of PDE 426; however the final rating is still PDE 5501.

Table 23 notes the two reasons that were referenced by the respondents. Only one superintendent chose not to answer this question, and that school district currently uses PDE 5501 to evaluate teachers with an Instructional I certificate. Following the table are examples of some of the actual responses.

**Table 23: Number of Times Certain Reasons Were Cited For Not Implementing PDE 426 (n=11)**

<b>Reason For Not Implementing PDE 426</b>	<b>Number of Responses</b>	<b>Percentage of Respondents Who Mentioned This Reason</b>
Union issues/collective bargaining agreement	6	54.5%
District-created form is very similar to the PDE 426	4	36.4%

Union issues and the collective bargaining agreement were the most often cited reason (54.5%) for not implementing PDE 426. Respondent SD 30 noted “It was strictly a union issue. The union is very strong in this district and they did not want to change from the 5501 format. They had enough support from the Board to achieve this.” Respondent SD 9 wrote “The PDE form 5501 is in the teachers’ contract and the Board has tried to change the tool, but the union will not change.” Finally, respondent SD 13 simply communicated “Push back from the teachers’ union.”

While the teachers' union represented more than half of the responses, four others, or 36.4%, noted that their district-created teacher evaluation tool was very similar to PDE 426, and thus no change was necessary. Respondent SD 23 noted "The one we developed reflected our strategic plan better, and is aligned with the 426, anyway. We consulted with Thomas McGreal." This researcher would like to point out that Danielson and McGreal (2000) together wrote a book on teacher evaluation. Respondent SD 34 wrote "We modeled our locally developed evaluation instrument after the Danielson model. We added goal setting and an annual end-of-year review which we think met our local needs better."

#### **4.2.3.3 Why school districts currently use PDE 428 to evaluate teachers with an Instructional II teaching certificate**

As noted in table 13, eighteen of the thirty-eight school districts, or 47.4%, represented in this study utilize PDE 428 to evaluate teachers with an Instructional II teaching certificate. In all but one case, the respondents cited the same reasons for using PDE 428 as they did for using PDE 426. The one case where this did not occur, the respondent did not include increased student achievement as a reason when that was included previously. In some instances, more than one reason was identified by the respondent. Two superintendents did not respond to this question. Table 24 highlights the five categories that were referenced by the respondents.

**Table 24: Number of Times Certain Reasons Were Cited For Implementing PDE 428 (n=18)**

<b>Reason For Implementing PDE 428</b>	<b>Number of Responses</b>	<b>Percentage of Respondents Who Mentioned This Reason</b>
Consistent with quality teaching	9	50.0%
Better process of evaluating teachers	7	38.9%
Increased student achievement	4	22.2%
Promotes professional growth	1	5.6%
District just implemented the form when it was introduced by the state	1	5.6%

#### **4.2.3.4 Why school districts do not currently use PDE 428 to evaluate teachers with an Instructional II teaching certificate**

Unlike the two reasons that were identified for not implementing PDE 426, the eighteen school districts who do not use PDE 428 to evaluate teachers with an Instructional II teaching certificate, cited five reasons. The three new reasons are: Process is too time-consuming to use with all staff members, piloting PDE 426 first with the teachers who have Instructional I certificates, and a differentiated evaluation model is use. Once again, two superintendents did not answer this question. Table 25 highlights these five reasons that were referenced by the respondents. Following the table are examples of some of the actual responses.

**Table 25: Number of Times Certain Reasons Were Cited For Not Implementing PDE 428 (n=18)**

<b>Reason For Not Implementing PDE 428</b>	<b>Number of Responses</b>	<b>Percentage of Respondents Who Mentioned This Reason</b>
Union issues/collective bargaining agreement	10	55.6%
District-created form is very similar to the PDE 428	4	22.2%
Process is too time-consuming to use with all staff members	3	16.7%
Piloting PDE 426 first with the teachers who have Instructional I certificates	2	11.1%
Differentiated evaluation model	1	5.6%

As was the case with PDE 426, the main reason for not implementing PDE 428 had to do with the union and the collective bargaining agreement. This issue was cited by ten, or 55.6%, of the superintendents. Respondent SD 9 wrote “The PDE 5501 form is contracted in the local agreement and the teachers refused to negotiate that item.” Respondent SD 31 noted “PDE 428 was not adopted by our district as it is a voluntary implementation. Our teacher union will not permit such a form unless it is required by the Department of Education.”

The four respondents, or 22.2%, who noted that their district-created form was very similar to PDE 428 shared the same reason they gave for the non-use of PDE 426. Three Superintendents, or 16.7%, communicated that the process of implementing PDE 428 for all staff members with an Instructional II teaching certificate is too time-consuming. Respondent SD 36 communicated “Although we hope to engage all teachers in a meaningful reflective process, the PDE 428 is very cumbersome with paperwork.” Respondent SD 26 added “It seemed to be too cumbersome to complete the PDE 428 for the entire teaching staff.”



Two, or 11.1%, of the respondents wrote about how their district is piloting PDE 426 first, before they consider implementing PDE 426. Respondent SD 36 noted “Also, the administration felt it best to begin with the instructional I staff first, which includes a large number of teachers.” Respondent SD 29 wrote “We wanted to wait to see if using the PDE 426 made a large enough difference to justify the additional effort. We are not sure yet.”

Finally, one Superintendent, SD 20, wrote the reason for not implementing PDE 428 was simply “We use multiple evaluation options for Instructional II teachers.”

## **5.0 CONCLUSIONS**

This chapter includes five sections. The first section will provide a brief introduction to the chapter and reiterates the research questions that were the focus of this study. In addition, a table provides a profile of the thirty-eight school districts that were represented in this research. The second section will discuss the main findings from the survey and relate it to the literature. The researcher will also offer his insight based upon his personal experiences as a school administrator in three diverse school districts. The third section of this chapter will identify the limitations of this study and the fourth section will address possible recommendations for further research. Finally, the chapter will end with a brief summary of this study.

## **5.1 INTRODUCTION**

The focus of this study was to know how and why Western Pennsylvania public school districts changed their teacher evaluation forms since the inception of the No Child Left Behind Act of 2001. The researcher developed the following five research questions to guide the study:

1. What is the research base that Pennsylvania used to develop new teacher evaluation forms in 2003?
2. Have school districts in Pennsylvania changed their teacher evaluation forms since the inception of the No Child Left Behind Act of 2001?

- a. Are school districts using PDE 426 to evaluate teachers with an Instructional I certificate?
  - b. Are school districts using PDE 428 to evaluate teachers with an Instructional II certificate?
  - c. Are school districts using an updated teacher evaluation form that is not PDE 426 or 428 to evaluate Instructional I and II teachers?
3. If school districts are not using the PDE 426 and PDE 428 teacher evaluation forms, what are the reasons?
  4. If school districts are using the PDE 426 and PDE 428 teacher evaluation forms, what are the reasons?
  5. What patterns, if any, are evident among school districts that adopted new teacher evaluation forms?

In order to answer these questions, the researcher first conducted a review of literature in order to better understand the relevant research around the area of teacher evaluation within the context of K-12 education. A survey was then developed that addressed the second through fifth research questions. This survey was completed by thirty-eight Superintendents from the Forum for Western Pennsylvania Superintendents and the Tri-State Area School Study Council. This data was then analyzed descriptively, statistically and qualitatively, and the findings were reported in Chapter 4. Table 26 shows a profile of all survey respondents. The table is sorted first by county then by district size.

**Table 26: Profile of Survey Respondents (n=38)**

School District	County	Free and reduced lunch	District size (students)	Superintendent since 2001?	Instructional I teacher evaluation	Instructional II teacher evaluation
SD 1	Allegheny	20-29%	0 to 1500	no	PDE 5501	PDE 5501
SD 2	Allegheny	30-39%	0 to 1500	yes	PDE 426	PDE 428
SD 3	Allegheny	30-39%	0 to 1500	no	PDE 426	PDE 428
SD 4	Allegheny	30-39%	0 to 1500	yes	PDE 426	PDE 428
SD 5	Allegheny	60-69%	0 to 1500	no	PDE 426	PDE 428
SD 6	Allegheny	0-9.9%	1501 to 2400	no	PDE 5501	PDE 5501
SD 7	Allegheny	10-19%	1501 to 2400	no	PDE 426	PDE 428
SD 8	Allegheny	10-19%	1501 to 2400	no	PDE 426	PDE 428
SD 9	Allegheny	20-29%	1501 to 2400	yes	PDE 5501	PDE 5501
SD 10	Allegheny	10-19%	2401 to 4000	no	PDE 426	PDE 428
SD 11	Allegheny	20-29%	2401 to 4000	no	PDE 426	PDE 428
SD 12	Allegheny	0-9.9%	more than 4000	no	PDE 426	district-created evaluation forms
SD 13	Allegheny	0-9.9%	more than 4000	no	district-created evaluation forms	district-created evaluation forms
SD 14	Allegheny	20-29%	more than 4000	yes	PDE 426	PDE 428
SD 15	Armstrong	40-49%	0 to 1500	no	PDE 426	PDE 428
SD 16	Armstrong	40-49%	1501 to 2400	no	PDE 426	PDE 428
SD 17	Armstrong	40-49%	more than 4000	yes	PDE 426	PDE 428
SD 18	Beaver	30-39%	0 to 1500	no	PDE 426	PDE 428
SD 19	Beaver	30-39%	1501 to 2400	yes	PDE 426	PDE 428
SD 20	Beaver	10-19%	2401 to 4000	no	PDE 426	district-created evaluation forms
SD 21	Bedford	30-39%	1501 to 2400	no	PDE 426	PDE 428
SD 22	Butler	0-9.9%	0 to 1500	yes	PDE 5501	No Response
SD 23	Cambria	30-39%	1501 to 2400	no	district-created evaluation forms	district-created evaluation forms
SD 24	Fayette	30-39%	0 to 1500	no	PDE 426	PDE 428

SD 25	Indiana	40-49%	0 to 1500	no	PDE 426	No Response
SD 26	Indiana	20-29%	2401 to 4000	no	PDE 426	PDE 5501
SD 27	Lawrence	30-39%	1501 to 2400	no	PDE 426	PDE 428
SD 28	Lawrence	30-39%	1501 to 2400	no	PDE 426	PDE 5501
SD 29	Mercer	20-29%	2401 to 4000	yes	PDE 426	PDE 5501
SD 30	Washington	20-29%	0 to 1500	no	PDE 5501	PDE 5501
SD 31	Washington	20-29%	1501 to 2400	no	PDE 426	PDE 5501
SD 32	Washington	40-49%	1501 to 2400	no	PDE 5501	PDE 5501
SD 33	Washington	40-49%	2401 to 4000	no	PDE 5501	PDE 5501
SD 34	Westmoreland	20-29%	1501 to 2400	no	district-created evaluation forms	district-created evaluation forms
SD 35	Westmoreland	0-9.9%	2401 to 4000	no	PDE 426	PDE 428
SD 36	Westmoreland	30-39%	2401 to 4000	yes	PDE 426	PDE 5501
SD 37	Westmoreland	30-39%	2401 to 4000	no	PDE 426	PDE 5501
SD 38	Westmoreland	10-19%	more than 4000	no	district-created evaluation forms	district-created evaluation forms

The profile provided in Table 26 does point to some interesting information. First, of the eleven school districts with the smallest populations of 0-1500, none went through the process of creating their own teacher evaluation forms. Might this be because the smaller school districts don't have the institutional capacity to move through the process of developing the new forms? If this survey was conducted on a broader scale, it would be interesting to see if this holds true in other small school districts. Second, none of the five school districts with more than 4000 students are still using PDE 5501. In these cases do the larger school districts exhibit the institutional capacity to see through change in something so sensitive as teacher evaluation?

It is also important to note that the average public school in the Commonwealth of Pennsylvania has a free and reduced lunch population of 36.7%. This is very much in line with

the school districts included in this study. As mentioned previously, the percentage of students who qualify for free and reduced lunch is a useful number in determining the number of students who are coming from socio-economically disadvantaged backgrounds. According to the Child Nutrition Programs Income Eligibility Guidelines (2008), students and their families who are at or below 130 percent of the poverty level are eligible for free lunches, and students and families who have incomes between 130 to 185 percent of the poverty level are eligible for reduced lunches.

This researcher has served as a school administrator in three different school districts in Western Pennsylvania, none of which are represented in this study. As an administrator, this researcher has been exposed to different teacher evaluation methods in each of the school districts. Table 27 shows a profile of these school districts. None of these school districts are represented in the study. This provides a frame of reference for the experiential comments that the researcher shares throughout this chapter.

**Table 27: Profile of School Districts Where the Researcher Served as an Administrator**

School District	County	Free and reduced lunch	District size (students)	Superintendent since 2001?	Instructional I teacher evaluation	Instructional II teacher evaluation
RSD 1	Allegheny	60-69%	More than 4000	NA	PDE 426	PDE 428
RSD 2	Washington	0-9%	2401 to 4000	NA	PDE 5501	PDE 5501
RSD 3	Allegheny	60-69%	More than 4000	NA	District-created evaluation forms	District-created evaluation forms

## **5.2 DISCUSSION AND CONCLUSIONS**

This section will look at each one of the research questions and discuss the findings from the study. This researcher will also share some of his own experiences as it relates to each question.

### **5.2.1 What is the research base that Pennsylvania used to develop new teacher evaluation forms in 2003?**

The Pennsylvania Department of Education (2003b) created a Certification Assessment Design Committee in 2001 to review and recommend possible changes to the teacher evaluation system being utilized in Pennsylvania at the time. The state-developed teacher evaluation form that was in place, PDE-5501, was last adopted by the state of Pennsylvania in 1978 as per the Pennsylvania School Code of 1949, as amended. PDE-5501 was purely a summative assessment. Summative evaluation can provide quality assurance that the teacher is meeting the requirements necessary to be an effective educator; however it does little to promote professional growth for teachers. Much of the research on effective teacher evaluation indicates that it should include both formative and summative evaluation (Danielson & McGreal, 2000; Howard & McColskey, 2001; Milanowski & Heneman III, 2001). Noting this disconnect in the current state-approved teacher evaluation form, the Pennsylvania Department of Education was interested in exploring a new way to evaluate teachers in the commonwealth.

Comprised of fourteen members, the committee reviewed current trends in teacher evaluation. The committee also elicited the services of Educational Testing Services (ETS) to assist in their research. During 2002, the committee received feedback from 2,325 Pennsylvania

teachers on various evaluation considerations. This data, along with the expertise of ETS, provided the necessary information needed in order to create a new teacher evaluation model. It was determined that the model would follow the framework developed by Charlotte Danielson (1996). This framework was based upon prior research conducted by Danielson and others in twenty-two areas of effective teaching, and she provides the appropriate references for this research in her book. Danielson's framework for teaching model can be used for both formative and summative teacher evaluation.

The new PDE-approved teacher evaluation forms are clustered into four different domains, the domains are divided into twenty-two components, and each of the components contains two to five elements. The overarching domains are planning and preparation, classroom environment, instruction, and professional responsibilities. These four domains present a more robust picture of what an effective teacher looks like in comparison with the previous PDE 5501 teacher evaluation form. For instance, PDE 5501 does not address the teacher's role in designing effective student assessments. According to Jackson and Davis (2000), classroom instruction must be directly connected to assessment. Put another way, "did the students learn and understand the desired knowledge?" (Wiggins and McTighe, 1998, p. 7)

Another component of effective teaching that was not effectively represented on the previous teacher evaluation form was the issue of classroom environment. On the new teacher evaluation forms, classroom environment is an entire domain in and of itself. As an administrator, this researcher certainly understands the power of a positive, effective and efficient classroom environment. The routines and procedures, and physical layout of the classroom allow the teacher to maximize instructional time. The effectiveness of routines and procedures and organizational space is supported in the research as well (Evertson and Harris,



1992; Jensen, 1998; Whitaker, 2004). There is a “feel” that a visitor has when walking into a classroom where a culture of learning exists as compared with other classrooms. In these classrooms, students understand the expectations for learning and there is a positive rapport between and among the students and the teacher.

Finally, another considerable difference between PDE 5501 and the new teacher evaluation forms is the focus on growing and developing professionally and reflecting on teaching. These are not noted anywhere on PDE 5501. Douglas Reeves (2004) asserts that being a reflective teacher is at the very core of accountability. Both Skowron (2001) and Fullan (2001) support this in noting that teachers are in a continual state of learning regarding their practice. Being that the new teacher evaluation forms are intended to be both formative and summative in nature, this is an important difference between the old and new forms.

There is very little that has been published in regards to perceptions, implementation or effectiveness of the new Pennsylvania teacher evaluation forms. Anecdotally, the initial feedback suggests that teachers and administrators seem to favor the new model over previous evaluation systems due to their clear explanations of teacher performance standards and the attempt to include both formative and summative assessment. One study did look into teacher’s attitudes towards Charlotte Danielson’s four domains of teacher evaluation. In Sweeley’s (2004) research, she compared the attitudes of 230 elementary, middle and high school teachers in a Pennsylvania school district. Her results indicated that there was overall agreement that Danielson’s four domains were indicators of effective teaching.

### **5.2.2 Have school districts in Pennsylvania changed their teacher evaluation forms since the inception of the No Child Left Behind Act of 2001?**

Among the thirty-eight respondents to the survey, 76% indicated that their school districts had in fact changed their teacher evaluation forms since the inception of the No Child Left Behind Act of 2001. This is an interesting number in that 97% of the superintendents surveyed agreed or strongly agreed that the new Pennsylvania teacher evaluations forms, PDE 426 and PDE 428, were consistent with quality teaching. Possible reasons for the difference in these two numbers are explored further in the next section.

Changing teacher evaluation forms in a school district can be a cumbersome and lengthy process. In almost every case, teacher evaluation is part of the collective bargaining agreement (Essex, 2004). Thus, changing teacher evaluation forms either requires a modification to the agreement or it must be bargained in a new agreement. This survey was completed in January 2009, eight years after the passage of the No Child Left Behind Act of 2001. While the maximum length of a collective bargaining agreement is not stipulated in the Pennsylvania School Code, very few, if any, agreements last for eight years. One might assume that every school district would have had the opportunity to discuss the implementation of new teacher evaluation forms within this time period and in some cases more than once.

One interesting finding is that school districts were more willing to change teacher evaluation forms for teachers with an Instructional I certificate as opposed to those with an Instructional II teaching certificate. Given the fact that new teachers often require more support than veteran teachers, it makes sense that district leaders might be interested in utilizing these

forms for their formative features. It is also somewhat obvious to use PDE 426 given that teachers must utilize PDE 427 in order to apply for their Instructional II certificate.

The time and money that it takes to implement a new teacher evaluation system can be a major deterrent. Comprehensive teacher evaluation systems, such as PDE 426 and PDE 428, are more labor-intensive and thus more expensive to create and implement than simply using whatever model is currently in place. For instance, this researcher, now in his third school district as an administrator, is part of a district-wide committee that is exploring the development and implementation of a new teacher evaluation model. PDE 426 and PDE 428 are being utilized as a reference in order to begin this process; however there is no indication whether those forms will be adopted or another alternative evaluation process will be utilized. This committee is comprised of nearly ninety school district employees including teachers, building administrators, central office administrators and union representatives. Twenty-nine schools will pilot whatever teacher evaluation model is developed during the 2009-2010 school year. Throughout the year, the committee will meet to provide feedback on the model and plan for full district-wide implementation in the 2010-2011 school year. Simply looking at the time commitment of the committee, of whom over forty-five are classroom teachers, represents a major investment on the part of the school district.

This researcher was first introduced to the new PDE-approved teacher evaluation forms shortly after they were disseminated by the state. It is interesting to note that the researcher did not receive any training on how to implement these new forms, nor did anyone provide an overview as to why the evaluation forms in the district were being changed. The school district and the union simply agreed that the new forms were better than what was used previously, PDE

5501. Familiar with Danielson's framework for teaching, the researcher was able to reference the book whenever guidance was necessary in a particular evaluation domain.

Finally, the researcher would like to add that he was able to discuss the issue of teacher evaluation with one of the organizers of the Forum for Western Pennsylvania School Superintendents. Given that the organization serves as a professional learning community for superintendents and advocates on behalf of students and public education in general, one would expect the issue of teacher evaluation to be discussed at some point since 2003. However, that is not the case. This would suggest that while teacher evaluation may be important, educational leaders have felt that other issues have been more pressing over the last six years.

### **5.2.3 If school districts are not using the PDE 426 and PDE 428 teacher evaluation forms, what are the reasons?**

The main reason cited for not utilizing PDE 426 and PDE 428 were the issues of teacher unions and collective bargaining agreements. Six of the eleven school districts, or 55%, stated this was a reason for not using PDE 426 and ten of the eighteen school districts, or 56%, noted this as the reason for not using PDE 428. Teacher unions are very strong in Pennsylvania and the issue of implementing new teacher evaluation forms, regardless of what the form might look like, would take considerable negotiation in most school districts.

The Pennsylvania State Education Association (2009), a state affiliate of the National Education Association, issued an advisory bulletin to its members in regards to the new teacher evaluation forms developed by the state. The PSEA notes that "teachers are frustrated that districts have shifted the burden of collecting evidence to reflect teachers' work from the

administrator to the teacher.” The advisory goes on to add “Teachers find that they need to invest substantial time in compiling these portfolios.” The advisory later explains four specific issues that PSEA members must consider before agreeing to adopt these teacher evaluation forms. Finally, the advisory ends by saying “PSEA continues to believe that the evaluation forms need more testing and revision before they can be reliably used for evaluation purposes.”

Given this position, it is not surprising that many local unions are balking at the implementation of PDE 426 and PDE 428. PSEA contends that while it was part of the Assessment Design Committee looking into developing new teacher evaluation forms in 2001, the work of the committee was “curtailed” before the work was complete. If this is the case, then the PSEA would likely feel that they did not have a say in the final product. This is a surprising piece of information to this researcher. The Pennsylvania Department of Education has to understand the power of teacher unions in the state of Pennsylvania. Given this, extra time and care must be taken in order to ensure that the PSEA, and the Pennsylvania Federation for Teachers, agrees with the final evaluation forms. Each school district’s local education association or federation of teachers consults with regional or state union representatives during the collective bargaining process. If these regional or state representatives have concerns over the new teacher evaluation forms, then of course it will advise district union representatives to cautiously move down this road or fight it altogether.

This has tremendous policy implications. If the state of Pennsylvania was truly serious about reforming teacher evaluation in the commonwealth, why weren’t the Pennsylvania State Education Association and the Pennsylvania Federation for Teachers a close partner in this process? These two organizations are the gatekeepers when it comes to providing guidance to local school districts, particularly in the area of collective bargaining where teacher evaluation is

a major component. In this researcher's opinion, this was a giant misstep. It would seem much more obvious to take the requisite time needed in order to build consensus with these organizations around teacher evaluation. Then the Pennsylvania Department of Education could leverage the political power of all three groups in order to truly reform teacher evaluation in Pennsylvania.

Another concern this researcher has over the dissemination of the new teacher evaluation models from the state level, is that there is no guidance on how to implement the new teacher evaluation forms. This researcher was unable to find any studies conducted or commissioned at the state level in regards to the piloting or successful implementation of the new teacher evaluation forms. The Pennsylvania Department of Education could find a state-directed pilot to be very useful. The pilot could be carried out in a number of diverse districts that would allow for real feedback from teachers, administrators and union officials. The data gathered could then be reported in a way that would provide appropriate guidance to other school districts as they explore implementation. This is exactly the process that is being followed in the district where this researcher is currently working. This is also the process that was followed by many of the school district teacher evaluation models discussed in Chapter 2 (Howard & McColskey, 2001; Sawyer, 2001; Milanowski & Heneman III, 2001).

Finally, why didn't the Pennsylvania Department of Education mandate the use of PDE 426 and PDE 428 by a certain date? Districts could still have the option of developing their own rigorous teacher evaluation systems; however PDE 5501 would be completely phased out by a certain date. This either or option would seem appropriate given that the second most cited reason for not implementing PDE 426 or PDE 428 is that the district is using a teacher evaluation form that is already very similar to the new state-approved forms. It seems unfortunate that 97%

of the superintendents surveyed in this study agree or strongly agree that PDE 426 and PDE 428 reflect quality teaching, yet 18% of the school districts still use PDE 5501 for teachers with an Instructional I teaching certificate and 32% of the school districts still use PDE 5501 for teachers with an Instructional II teaching certificate.

This researcher has worked as an administrator in two school districts where PDE 426 and PDE 428 were not utilized. In the first district, high stakes test scores were high, students were achieving and high school graduates were moving on, prepared for postsecondary education. Given these factors there was no push to change the teacher evaluation system in place. In the second district, the union was clearly the reason for not adopting PDE 426 and PDE 428. The language in the teacher's contract was specific regarding teacher evaluation and the union was not interested in bargaining that item initially. After a few years the school district and the union entered into an agreement to explore an updated teacher evaluation model. It was determined that a group of district stakeholders representing school buildings, central office and the union, would work with an outside consultant in developing a new teacher evaluation system that would be piloted in a number of schools first. While the pilot evaluation system is not utilizing PDE 426 and PDE 428, it is developed around Danielson's Framework for Teaching (2007). This does, however, show that implementing a new teacher evaluation model can be accomplished even in the face of a strong teacher's union.

It is also important to note the time and effort it takes to appropriately evaluate a teacher using PDE 426 or PDE 428. When implemented effectively, the new teacher evaluation forms require both the teacher and the rater to collect evidence throughout the school year. This evidence is then documented on the forms and narratives are constructed by the rater that supports a satisfactory or unsatisfactory rating. PDE 5501 is simply a checklist that requires

little more than the signature of the rater signifying a satisfactory rating. An unsatisfactory rating of course would require additional documentation. Regardless, an administrator could conceivably rate a teacher using PDE 5501 in less than one minute. If not used correctly, PDE 426 and PDE 428 could also be used as glorified checklists. It is understandable that many school districts are concerned that PDE 426 and PDE 428 are too labor intensive for the administrators.

#### **5.2.4 If school districts are using the PDE 426 and PDE 428 teacher evaluation forms, what are the reasons?**

Twenty-seven of the thirty-eight superintendents surveyed, or 71%, currently use PDE 426 to evaluate teachers with an Instructional I teaching certificate. On the other hand, 50%, or eighteen of the thirty-eight superintendents use PDE 428 for teachers with an Instructional II teaching certificate. The three top reasons for achievement. These reasons were consistent for implementing PDE 426 and PDE 428.

As mentioned previously, this researcher does have experience utilizing PDE 426 and PDE 428 in order to evaluate teachers. There is personal agreement with the top two reasons cited for implementation by the superintendents. The forms are more consistent with quality teaching as compared to PDE 5501, and they do provide for a better process of evaluating teachers. These forms place the teacher in a more active role regarding their performance. For instance, much of the evidence for evaluation is collected by the teacher as opposed to the administrator. In many cases, the teacher must create a portfolio in order to collect the necessary evidence. Portfolios are a collection of artifacts and provide an “individualized portrait of the



teacher as a professional, reflecting on his or her philosophy and practice” (Painter, 2001). These portfolios often provide the administrator with a more in-depth view of the teacher’s professional practice.

While this additional data are very informative, the administrator must be trained on what appropriate evidence looks like and whether it is indicative of satisfactory performance. One could argue that there is very little inter-rater reliability when it comes to this issue. Without appropriate training, administrators in the same school district may disagree on appropriate levels of performance, let alone administrators from different districts. This issue must not be taken lightly. When this researcher discussed the utilization of these forms with his colleagues from different buildings in the same district, and even among administrators in his own building, there was little agreement on how to implement and complete the evaluation forms. Thus, while this evaluation form is well-developed and based upon research, it is only as good as its implementation.

This researcher first implemented PDE 426 and PDE 428 shortly after the forms were released by the state. The school district and the union quickly agreed that the forms were an improvement over the previously utilized evaluation system. Unfortunately, there was little training by the school district in how to utilize the forms. This lack of training certainly took away the essence of the forms as they were utilized in a purely summative fashion. Finally, while this researcher was familiar with Danielson’s Framework for Teaching (2007), other administrators were not and this certainly impeded their effective use.

### **5.2.5 What patterns, if any, are evident among school districts that adopted new teacher evaluation forms?**

The researcher wanted to know if there was a relationship between certain school district variables and whether or not the district implemented PDE 426 or PDE 428. These variables included percentage of students receiving free and reduced lunch, size of school district and county location of school district. Using cross break tables, each of those variables was compared first with the question “How does your school district currently evaluate Instructional I teachers?” then with “How does your school district currently evaluate Instructional II teachers?” A contingency coefficient was then determined for each table. The coefficient is based on the chi-square distribution and ranges from no association (0) to perfect association (1). Given the low number of survey respondents, this researcher did not feel that it was appropriate to perform other statistical analyses and thus makes no claims regarding the relationship of variables.

The highest contingency coefficients in the study were between the county location of the school district and how teachers with Instructional I and Instructional II certificates were evaluated. This number is certainly skewed in that twelve different counties were represented by the thirty-eight respondents. Seven of the twelve counties were represented by only one or two school districts and in every case all of the school districts in each county used the same teacher evaluation form. By increasing the sample size, or focusing on all of the districts in just a few counties, one might be able to look at this variable more clearly.

Beyond the statistical analysis that took place, the researcher also looked at patterns between whether or not the superintendent had been in the district since 2001 and how teachers were evaluated. There was no discernable difference between these variables. Given the

difficulties in implementing new teacher evaluation forms, one could surmise that an experienced superintendent would have the political savvy needed in order to navigate these difficult waters.

### **5.3 LIMITATIONS OF THE STUDY**

There are certain identifiable limitations of this study. This includes the survey respondents and the survey tool itself.

#### **5.3.1 Survey Respondents**

The email inviting individuals to be a part of the study and complete the survey was sent to the superintendents from the Tri-State Area Study Council and the Western Pennsylvania Superintendents Forum. First, while the superintendent received the email, he or she may have delegated completion of the survey to another staff member. Without specifically asking this question, the answer is not known. Second, only thirty-eight superintendents completed the survey. Since over 100 superintendents received an invitation to participate, one could argue that the superintendents who did complete the survey may not be representative of all of the school districts in Western Pennsylvania and thus the results are not generalizable to the population.

### **5.3.2 Survey Tool**

The invitation to participate, done via email, included a link to an electronic survey. The use of an electronic survey provides the researcher with a very efficient method of collecting the data and later analyzing it. That being said, some individuals still may not be comfortable completing an electronic survey. While no one requested a hard copy of the survey that does not mean that everyone is comfortable using an electronic survey.

Also, the data gathered using the open-ended questions asking why school districts did or did not use PDE 426 and PDE 428, may have been more robust if those questions were answered in a one-on-one interview. The interviewer could have asked probing questions that may have provided additional depth to the answers. However, it has been the experience of this researcher in previous studies that superintendents are reluctant to schedule an in-person or phone interview and are more interested in completing a survey when it is comfortable for them to do so.

## **5.4 RECOMMENDATIONS FOR FURTHER STUDY**

Obviously, it would be interesting to conduct this research across the entire state of Pennsylvania instead of only surveying the schools from the Tri-State Area School Study Council and the Forum for Western Pennsylvania School Superintendents. Given the small sample size, the answers to the survey questions might be different throughout other parts of the state. There may be other regional organizations, similar to the Forum for Western Pennsylvania School Superintendents and the Tri-State Area School Study Council, that have focused on developing

and implementing new teacher evaluation models. This researcher was unable to find any evidence that other organizations have in fact taken on this initiative in other parts of the state.

Given that teacher unions were most often cited as the main reason for not implementing PDE 426 and PDE 428, one might compare the teacher unions among the “yes” and “no” districts. Is there a history of labor strife in the districts where the union fought the implementation of PDE 426 and PDE 428? Is there a more collaborative culture between the teachers union and administration in districts where the new forms were adopted? Are the school districts affiliated with the American Federation of Teachers or the National Education Association? This might be important research for the Pennsylvania Department of Education to undertake in order to gain a better understanding of the cooperation and collaboration needed between the school district and union representatives in order to affect significant change in a school district.

Further exploring the alternative teacher evaluation models used by some of the school districts might make for an interesting follow-up study. It would be enlightening to see how the elements of these models compare with Danielson’s model and how and why the elements were chosen. Even more important, the process by which the updated teacher evaluation models were developed may be an important element to study including why and when it occurred.

Another recommendation for further research might be to explore teacher evaluation in other states. Did other states mandate or recommend a change in teacher evaluation forms after the implementation of No Child Left Behind? Did these states use a performance-domain model similar to Danielson’s framework, or was an alternative model put forth? Is the model mandated for use by all school districts? Most importantly, is there evidence of a certain teacher evaluation model increasing student achievement? Tucker and Stronge (2005) write about teacher

evaluation and student achievement however they do not provide broad-based empirical evidence that one evaluation method is superior to another. Once this link can be established, there will likely be a greater focus on the importance of teacher evaluation.

Following up with the respondents of this survey with a more in-depth interview in order to probe further into the reasons why school districts may or may not have changed their teacher evaluation models would make for an interesting study. The underlying cultures of each school district might provide an important backdrop that could not be appropriately articulated in the online survey.

Finally, one might explore how each of the school districts is in fact implementing PDE 426 and PDE 428 for teacher evaluation. Are these school districts implementing the model the way it was intended? How is the evidence needed for the evaluation being collected by teachers and administrators? How are staff members trained on the model? Is there a feedback loop in place to address issues as they arise? How did this affect the collective bargaining agreement? This information would be helpful for school districts that are currently exploring the use of these forms with their own staff members as well as policy makers. This researcher was unable to find any current research in this area.

## **5.5 SUMMARY**

This study begins to shed light on the current state of public school teacher evaluation in Western Pennsylvania. Understanding why certain teacher evaluation models are being utilized in school districts may provide important information to policy makers as they consider teacher evaluation

and its relationship to quality teaching and student achievement. Considerable time and effort was put into the development of new teacher evaluation forms in the state of Pennsylvania; however there is now evidence that these forms are not being utilized in many school districts. If there is agreement that PDE 426 and PDE 428 represent quality teaching among the Superintendents who are part of this study, then the barriers to their implementation and use need to be explored further and addressed. Without the cooperation of teachers, administrators, school boards, unions and the Pennsylvania Department of Education, it will always be very difficult to implement broad-based change in education. Now more than ever, this collaboration is paramount to the success of public education.

The issue of teacher evaluation is becoming more and more important in an era of accountability under No Child Left Behind. The research is clear that high quality teachers positively impact student achievement. Developing appropriate teacher evaluation models that ensure high quality teachers in every classroom has to be an important consideration for all educational stakeholders. These evaluation models must paint a clear picture of what an effective teacher looks like so that the expectations for these professionals are clear. Evaluation must be both formative and summative in nature, ensuring that educator professional growth is built in and provides a mechanism for removing individuals who do not have the capacity to effectively educate students. Those who are responsible for the evaluation of teachers, must themselves clearly understand the evaluation model and implement it appropriately. Effective teacher evaluation may be one of the most valuable tools we have to ensure that students across the board are maximizing their achievement.

**APPENDIX A**

**PDE 5501**



**TEMPORARY PROFESSIONAL EMPLOYEE/PROFESSIONAL EMPLOYEE RATING FORM**

PDE-5501 (4/05)

Last Name \_\_\_\_\_

First \_\_\_\_\_

Middle \_\_\_\_\_

District/TU \_\_\_\_\_

School \_\_\_\_\_

Satisfactory Service of employee sufficiently acceptable to justify continuation of employment.	Signature of Rater:	Date:	Signature of Rater:	Date:
	Position:			
<b>I. PERSONALITY:</b> (encompasses those personal characteristics that directly influence professional performance.)	<b>II. PREPARATION</b>	<b>III. TECHNIQUE</b>	<b>IV. PUPIL REACTION:</b> (student response to activities over which the professional employee has control.)	
<ul style="list-style-type: none"> <li>Exercises (prudent) judgment.</li> <li>Maintains personal hygiene.</li> <li>Maintains poise and composure.</li> <li>Maintains professional attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates with parents about student's progress.</li> <li>Demonstrates appropriate language usage.</li> <li>Demonstrates a willingness to cooperate toward district goals.</li> <li>Evidences planning which reflects objectives and activities.</li> <li>Keeps abreast of subject matter and special practices.</li> <li>Provides appropriate instructional material to meet the student's needs.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates ability to organize for instruction.</li> <li>Encourages students with appropriate reinforcement.</li> <li>Provides an educational atmosphere consistent with instructional goals.</li> <li>Provides for individual student differences.</li> <li>Utilizes appropriate strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates work/study habits.</li> <li>Evidences communication skills.</li> <li>Exhibits behaviors conducive to learning.</li> <li>Participates in learning activities.</li> </ul>	

<b>Rating</b> (Total Category I, II, III, IV) _____
Seniority _____

**Rating: Temporary Professional Employee**  
 I certify that the above-named employee for  
 the period beginning \_\_\_\_\_ (month/day/year)  
 and ending \_\_\_\_\_ (month/day/year) has received  
 a rating of **SATISFACTORY**   
**UNSATISFACTORY**

**Rating: Professional Employee**  
 I certify that the above-named employee for  
 the period beginning \_\_\_\_\_ (month/day/year)  
 and ending \_\_\_\_\_ (month/day/year) has received  
 a rating of **SATISFACTORY**   
**UNSATISFACTORY**

Date \_\_\_\_\_ I.U. Executive Director or Dist. Supt.

Date \_\_\_\_\_ I.U. Executive Director or Dist. Supt.

I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater.  
 My signature does not necessarily mean that I agree with the performance evaluation.

Date \_\_\_\_\_ Signature of Employee \_\_\_\_\_

**APPENDIX B**

**PDE 426**

**SEMI-ANNUAL EMPLOYEE EVALUATION FORM FOR INSTRUCTIONAL I  
TEACHERS (PDE 426)**

Employee's Last Name	First	Middle	Positions(s) of Employee
District/IU	School	Evaluator	Interview/Conference Date

School Year: 2008 - 2009 Evaluation: (Check 1)  One  Two

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific time period based on specific criteria

**PERFORMANCE EVALUATION**

Directions: Examine all sources of evidence provided by the teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Refer to the rubric language, checking the appropriate aspects of teaching, and indicating the sources of evidence used to determine the evaluation of the results in each category. Finally, assign an overall evaluation of performance, sign the form and gain the signature of the employee.

**Category I: Planning and Preparation — Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Pennsylvania Academic Standards, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.**

<input type="checkbox"/> <b>SATISFACTORY</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>
<p>Teacher's performance demonstrates:</p> <ul style="list-style-type: none"> <li>○ Adequate knowledge of content and pedagogy</li> <li>○ Adequate knowledge of Pennsylvania's Academic Standards</li> <li>○ Adequate knowledge of students and how to use this knowledge to direct and guide instruction</li> <li>○ Appropriate instructional goals that reflect standards and reasonable expectations for students</li> <li>○ Reasonable awareness of resources, materials, or technology available through the school or district or professional organizations</li> <li>○ Appropriate instructional design in which plans for various elements are partially aligned with the instructional goals and have a recognizable sequence with some adaptations for individual student needs</li> <li>○ Appropriate reflection on teaching and learning to enhance instruction</li> <li>○ Appropriate assessments of student learning mostly aligned to the instructional goals and partially adapted as needed for student needs</li> </ul>	<p>Teacher's performance demonstrates:</p> <ul style="list-style-type: none"> <li>○ Limited or partial knowledge of content and pedagogy</li> <li>○ Limited or partial knowledge of Pennsylvania Academic Standards</li> <li>○ Irrelevant or partial knowledge of students and how to use this knowledge to direct and guide instruction</li> <li>○ Unclear or trivial instructional goals and absence of expectations for students</li> <li>○ Little or no awareness of resources, materials, and technology available through the school or district or professional organizations</li> <li>○ Inappropriate or incoherent instructional design in which plans for elements are not aligned with the instructional goals, and have few or inappropriate adaptations for individual student needs</li> <li>○ Little or no reflection on teaching and learning to enhance instruction</li> <li>○ Inappropriate assessments of student learning not aligned to the instructional goals nor adapted as needed for student needs</li> </ul>

**Sources of Evidence** (Check all that apply and include dates, types/titles and number)

Lesson/Unit Plans	See Attachment 426 A	Teacher Conferences/Interviews	See Attachment 426 A
Resources/Materials/Technology	See Attachment 426 A	Classroom Observations	See Attachment 426 A
Assessment Materials	See Attachment 426 A	Teacher Resource Documents	See Attachment 426 A
Information About Students	See Attachment 426 A	Other	See Attachment 426 A

**Justification for Evaluation**

**Category II: Classroom Environment -- Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and by setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of a Learning Environment; Student Interaction.**

<input type="checkbox"/> <b>SATISFACTORY</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>
<p>Teacher's performance demonstrates:</p> <ul style="list-style-type: none"> <li>○ Clear and moderate expectations for student achievement with reasonable value placed on the quality of student work</li> <li>○ Moderate attention to equitable learning opportunities for students</li> <li>○ Appropriate interactions between teacher and students and among students</li> <li>○ Effective classroom routines and procedures resulting in little or no loss of instructional time</li> <li>○ Clear standards of conduct and effective management of student behavior</li> <li>○ Safe and adequate organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources, materials and technology</li> </ul>	<p>Teacher's performance demonstrates:</p> <ul style="list-style-type: none"> <li>○ Low or unclear expectations for student achievement with little or no value placed on the quality of student work</li> <li>○ Little or no attention to equitable learning opportunities for students</li> <li>○ Inappropriate or disrespectful interactions between teacher and students and among students</li> <li>○ Inefficient classroom routines and procedures resulting in loss of instructional time</li> <li>○ Absent or unclear standards of conduct, or ineffective management of student behavior</li> <li>○ Unsafe or inadequate organization of physical space, to the extent it is under the control of the teacher, to provide accessibility to learning and to the use of resources, materials, and technology</li> </ul>

<b>Sources of Evidence</b> (Check all that apply and include dates, types/titles, and number)			
Classroom Observations	See Attachment 426 A	Visual Technology	See Attachment 426 A
Informal Observation/Visits	See Attachment 426 A	Resources/Materials/Technology/ Space	See Attachment 426 A
Teacher Conferences/Interviews	See Attachment 426 A	Other	See Attachment 426 A

**Justification for Evaluation**

**Category III: Instructional Delivery** — Teachers, through their knowledge of content and their pedagogy and skill in delivering instruction, engage students in learning by using a variety of instructional strategies. Category III reviews: Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness.

**SATISFACTORY**

**UNSATISFACTORY**

- Teacher's performance demonstrates:
- Adequate communication of procedures and clear explanations of content
  - Adequate use of questioning and discussion strategies that encourage many students to participate
  - Reasonable engagement of students in learning and adequate pacing of instruction
  - Adequate feedback to students on their learning
  - Adequate use of informal and formal assessments to meet learning goals and to monitor student learning
  - Reasonable flexibility and responsiveness in meeting the learning needs of students

- Teacher's performance demonstrates:
- Unclear or inappropriate communication of procedures and poor explanations of content
  - Ineffective use of questioning and discussion strategies and little student participation
  - Little or no engagement of students in learning and poor pacing of instruction
  - Inaccurate or inappropriate feedback to students on their learning
  - Little or inappropriate use of formal and informal assessments to meet learning goals and to monitor student learning
  - Inflexibility in meeting the learning needs of students

**Sources of Evidence** (Check all that apply and include dates, types/titles, or number)

Classroom Observations      See Attachment 426 A  
 Informal Observations/Visits      See Attachment 426 A  
 Assessments Materials      See Attachment 426 A  
 Teacher Conferences/Interviews      See Attachment 426 A

Student Assignment Sheets      See Attachment 426 A  
 Student Work      See Attachment 426 A  
 Instructional Resources/Materials/Technology      See Attachment 426 A  
 Other      See Attachment 426 A

**Justification for Evaluation**

**Category IV: Professionalism – Professionalism is demonstrated through qualities that characterize a professional person in aspects that occur in and beyond the classroom/building. Category IV reviews: Maintaining Clear and Accurate Records, Communication with Families and Students, Contributing to School and District, Developing Professionalism.**

<input type="checkbox"/> <b>SATISFACTORY</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>
<p>Teacher’s performance demonstrates:</p> <ul style="list-style-type: none"> <li>○ Adherence to school and district procedures and regulations related to attendance, punctuality and the like</li> <li>○ Knowledge of the Professional Code of Conduct</li> <li>○ Compliance with school or district requirements for maintaining accurate records, communicating with families</li> <li>○ Compliance with participating in school and/or district events and school or district professional growth and development opportunities</li> </ul>	<p>Teacher’s performance demonstrates:</p> <ul style="list-style-type: none"> <li>○ Failure to adhere to district procedures and regulations related to attendance, punctuality, and the like</li> <li>○ Lack of knowledge of the Professional Code of Conduct</li> <li>○ Lack of compliance with school or district requirements for maintaining accurate records, communicating with families</li> <li>○ Lack of compliance in participating in school and/or district events and school or district professional growth and development opportunities</li> </ul>

<b>Sources of Evidence</b> (Check all that apply and include dates, types/titles, and number)			
<input type="checkbox"/>	Teacher	See Attachment	Progress Reports/Report Cards
	Conferences/Interviews	426 A	See Attachment 426 A
<input type="checkbox"/>	Observations/Visual	See Attachment	Parent/School/Community
	Technology	426 A	Feedback
<input type="checkbox"/>	Artifacts/Interaction with	See Attachment	Artifacts: Professional
	Family	426 A	Development/Act 48
			Documentation
<input type="checkbox"/>	Student Records/Grade	See Attachment	Perceptive Use of
	Book	426 A	Teaching/Learning Reflections
			Other
			See Attachment 426 A

**Justification for Evaluation**

I certify that the before named employee for the period beginning (month/day/year) and ending (month/day/year) has been evaluated with a overall level of proficiency that is:  Satisfactory;  Unsatisfactory

\_\_\_\_\_  
Signature of Principal/Assistant Principal  
(Evaluator)

Date

\_\_\_\_\_  
Signature of Superintendent or I. U. Executive Director

Date

**Overall Justification for Evaluation**

--

**Commendations (optional)**

--

**Professional Development Areas:**

--

**Name of Employee**

\_\_\_\_\_  
**Signature of Employee**

**Date**

**APPENDIX C**

**PDE 427**



**INSTRUCTIONAL I TO INSTRUCTIONAL II ASSESSMENT FORM (PDE 427)**

---

Applicant's Last Name	First	Middle	Positions(s) of Employee
-----------------------	-------	--------	--------------------------

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District/IU	School	Evaluator	Interview/conference Date
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Directions: This form is used after having reviewed 6 satisfactory semi-annual employee evaluations of the teacher's performance. All categories in this form must be assessed as well as all sources of evidence provided by the teacher. The evaluator should bear in mind the aspects of teaching for each category and refer to the rubric language. If applicable, record commendations. Finally, assign an overall assessment, sign the form and gain Superintendent's review and signature.

**Category I: Planning/Preparation--Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Pennsylvania Academic Standards, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.**

**Teacher's performance demonstrates:**

- o In-depth and thorough knowledge of content and pedagogy
- o In-depth and thorough knowledge of Pennsylvania's Academic Standards
- o In-depth and thorough knowledge of students and how to use this knowledge to inform instruction
- o Clear and appropriate instructional goals that reflect content standards and high expectations for students
- o Thorough awareness of resources, materials, and technology available through the school or district or professional organizations
- o Appropriate and coherent instructional design in which plans for all elements are completely aligned with the instructional goals, have a clear sequence, and include adaptations for individual student needs
- o Appropriate and clear assessments of student learning completely aligned to the instructional goals, and adapted as required for student needs

**Sources of Evidence** (Check all that apply and include dates, types/titles and number)

- |   |  |
|---|--|
| <input type="checkbox"/> Lesson/Unit Plans_____             | <input type="checkbox"/> Teacher Conferences/Interviews_____ |
| <input type="checkbox"/> Resources/Material/Technology_____ | <input type="checkbox"/> Classroom Observations_____         |
| <input type="checkbox"/> Assessment Materials_____          | <input type="checkbox"/> Teacher Resource Documents_____     |
| <input type="checkbox"/> Information About Students_____    | <input type="checkbox"/> Other_____                          |

**Assessment of Category I factors (discussion)**

**Category II: Classroom Environment --Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of a Learning Environment, Student Interaction.**

**Teacher's performance demonstrates:**

- o High and clear expectations for student achievement in a challenging and dynamic learning environment, with value placed on high quality student work
- o Significant attention to equitable learning opportunities for students
- o Appropriate and highly respectful interactions between teacher and students and among students
- o Highly effective classroom routines and procedures resulting in effective use of instructional time
- o Clear standards of conduct and highly effective and preventive management of student behavior
- o Safe and skillful organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources, materials, and technology

**Sources of Evidence** (Check all that apply and include dates, types/titles, and number)

- |  |  |
|--|--|
| <input type="checkbox"/> Classroom Observations_____         | <input type="checkbox"/> Visual Technology_____                    |
| <input type="checkbox"/> Informal Observations/Visits_____   | <input type="checkbox"/> Resources/Materials/Technology/Space_____ |
| <input type="checkbox"/> Teacher Conferences/Interviews_____ | <input type="checkbox"/> Other_____                                |

**Assessment of Category II factors (discussion)**

**Category III: Instructional Delivery --Teachers, through their knowledge of content and their skill in delivering instruction, engage students in learning by using a variety of instructional strategies. Category III reviews: Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness.**

**Teacher's performance demonstrates:**

- o Clear and appropriate communication of procedures and high-quality explanations of the content
- o Highly effective use of different levels of questioning and discussion strategies that encourage most, if not all, students to participate
- o High-level engagement of students in learning and appropriate pacing of instruction
- o Equitable, accurate, and constructive feedback to students on their learning
- o Informed and appropriate use of formal and informal assessments to meet learning goals and to monitor student learning
- o High degree of flexibility and responsiveness in meeting the learning needs of students

**Sources of Evidence** (Check all that apply and include dates, types/titles, or number)

- |  |   |
|--|---|
| <input type="checkbox"/> Classroom Observations_____         | <input type="checkbox"/> Student Assignment Worksheets_____           |
| <input type="checkbox"/> Informal Observations/Visits_____   | <input type="checkbox"/> Student Work_____                            |
| <input type="checkbox"/> Assessment Materials_____           | <input type="checkbox"/> Instructional Resources/Materials/Technology |
| <input type="checkbox"/> Teacher Conferences/Interviews_____ | <input type="checkbox"/> Other  |

**Assessment of Category III factors (discussion)**

**Category IV: Professionalism--Professionalism is demonstrated through qualities that characterize a professional person in aspects occurring in and beyond the classroom/building. Category IV reviews: Maintaining Clear and Accurate Records, Communication with Families and Students, Contributing to School and District, Developing Professionalism.**

**Teacher's performance demonstrates:**

- o Efficient and effective system for maintaining accurate and complete records consistent with school or district guidelines
- o Effective communication with families regarding student needs and development
- o Frequent participation in professional development opportunities, consistent application of new learning in the classroom, and sharing of learning with colleagues
- o Full commitment to professional standards
- o Full and active compliance with school and district policies
- o Perceptive reflection on teaching and learning and use of reflection to in future instruction planning
- o Full Knowledge of Professional Code of Conduct

**Sources of Evidence** (Check all that apply and include dates, types/titles, and number)

- |   |   |
|---|---|
| <input type="checkbox"/> Teacher Conferences/Interviews     | <input type="checkbox"/> Progress Reports/Report Cards                                |
| <input type="checkbox"/> Teacher Reflection                 | <input type="checkbox"/> Parent/School/Community Feedback                             |
| <input type="checkbox"/> Observations/Visual Technology     | <input type="checkbox"/> Artifacts: Professional Development/<br>Act 48 Documentation |
| <input type="checkbox"/> Artifacts: Interaction with Family | <input type="checkbox"/> Other  |
| <input type="checkbox"/> Student Records/Grade Book         |   |

**Assessment of Category IV factors (discussion)**

Teacher's Name \_\_\_\_\_ Social Security Number \_\_\_\_\_

I certify that the before named applicant for the period beginning \_\_\_\_\_ and ending \_\_\_\_\_ has  
received an overall assessment that is: (month/day/year) (month/day/year)

\_\_\_\_\_ **Satisfactory** \_\_\_\_\_ **Unsatisfactory**

\_\_\_\_\_  
Signature of Principal/Assistant  
Principal (Assessor)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of District Superintendent or  
I.U. Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
LEA Name


**Commendations (optional)**



\_\_\_\_\_  
Name of Applicant

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

## **APPENDIX D**

**PDE 428**

**EMPLOYEE EVALUATION FORM FOR INSTRUCTIONAL II TEACHERS (PDE 428)**

Employee's Last Name	First	Middle	Positions(s) of Employee
District/IU	School	Evaluator	Interview/Conference Date

School Year: 2008 - 2009 Evaluation: (Check 1)  One  Two

**This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific time period based on specific criteria.**

**PERFORMANCE EVALUATION**

**Directions: Examine all sources of evidence provided by the teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Refer to the rubric language, checking the appropriate aspects of teaching, and indicating the sources of evidence used to determine the evaluation of the results in each category. Last, assign an overall evaluation of performance, sign the form and gain the signature of the employee.**

**Category I: Planning and Preparation -- Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.**

<input type="checkbox"/> <b>SATISFACTORY</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>
<p align="center">Performance Demonstrates:</p> <ul style="list-style-type: none"> <li><input type="radio"/> In-depth and thorough knowledge of content, pedagogy and Pa. Academic Standards</li> <li><input type="radio"/> Thorough knowledge of students and how to use this knowledge to direct and guide instruction</li> <li><input type="radio"/> Clear and appropriate instructional goals that reflect Pa. standards and high expectations for students</li> <li><input type="radio"/> In-depth and thorough awareness of resources, materials, or technology available through the school or district or professional organizations</li> <li><input type="radio"/> Appropriate instructional design in which plans for various elements are aligned with the instructional goals and have a recognizable sequence and required adaptations for individual student needs</li> <li><input type="radio"/> Appropriate assessments of student learning completely aligned to the instructional goals and adapted as needed for student needs.</li> </ul>	<p align="center">Performance Demonstrates:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Limited or partial knowledge of content, pedagogy and Pa. Academic Standards</li> <li><input type="radio"/> Irrelevant or partial knowledge of students and how to use this information to direct and guide instruction</li> <li><input type="radio"/> Unclear or trivial instructional goals and low expectations for students.</li> <li><input type="radio"/> Little or no awareness of resources, materials, and technology available through the school or district or professional organizations</li> <li><input type="radio"/> Inappropriate or incoherent instructional design in which plans for elements are not aligned with the instructional goals, and have few or inappropriate adaptations for individual student needs</li> <li><input type="radio"/> Inappropriate assessments of student learning not aligned to the instructional goals nor adapted as needed for student needs.</li> </ul>

**Sources of Evidence** (Check all that apply and include dates, types/titles and number)

- |   |                      |   |                      |
|---|----------------------|---|----------------------|
| <input type="checkbox"/> Lesson/Unit Plans              | See Attachment 428 A | <input type="checkbox"/> Teacher Conferences/Interviews | See Attachment 428 A |
| <input type="checkbox"/> Resources/Materials/Technology | See Attachment 428 A | <input type="checkbox"/> Classroom Observations         | See Attachment 428 A |
| <input type="checkbox"/> Assessment Materials           | See Attachment 428 A | <input type="checkbox"/> Teacher Resource Documents     | See Attachment 428 A |
| <input type="checkbox"/> Information About Students     | See Attachment 428 A | <input type="checkbox"/> Other                          | See Attachment 428 A |

**Justification for Evaluation**

**Category II: Classroom Environment -- Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and by setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of an Environment for Learning Student Interaction.**

<input type="checkbox"/> <b>SATISFACTORY</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>
<p>Performance demonstrates:</p> <ul style="list-style-type: none"> <li>○ High and clear expectations for student achievement with value placed on the quality of student work</li> <li>○ Significant attention to equitable learning opportunities for students</li> <li>○ Appropriate and highly respectful interactions between teacher and students and among students</li> <li>○ Highly effective classroom routines and procedures resulting in little or no loss of instructional time</li> <li>○ Clear standards of conduct and effective management of student behavior</li> <li>○ Safe and skillful organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources.</li> </ul>	<p>Performance Demonstrates:</p> <ul style="list-style-type: none"> <li>○ Low or unclear expectations for student achievement with little or no value placed on the quality of student work.</li> <li>○ Little or no attention to equitable learning opportunities for students</li> <li>○ Inappropriate or disrespectful interactions between teacher and students and among students</li> <li>○ Inefficient classroom routines and procedures resulting in loss of instructional time</li> <li>○ Absent or unclear standards of conduct, or ineffective management of student behavior</li> <li>○ Unsafe or inadequate organization of physical space, to the extent it is under the control of the teacher, to provide accessibility to learning and to the use of resources, materials, and technology.</li> </ul>

<b>Sources of Evidence</b> (Check all that apply and include dates, types/titles, and number)			
Classroom Observations	See Attachment 428 A	Visual Technology	See Attachment 428 A
Informal Observation/Visits	See Attachment 428 A	Resources/Materials/Technology/Space	See Attachment 428 A
Teacher Conferences/Interviews	See Attachment 428 A	Other	See Attachment 428 A

**Justification for Evaluation**



<p><b>Category III: Instructional Delivery -- Through their knowledge of content and their pedagogy and skill in delivering instruction, teachers engage students in learning by using a variety of instructional strategies. Category III addresses: Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness</b></p>																	
<input type="checkbox"/> <b>SATISFACTORY</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>																
<p>Performance Demonstrates:</p> <ul style="list-style-type: none"> <li>○ Clear and appropriate communication of procedures and high quality explanations of content</li> <li>○ Highly effective use of questioning and discussion strategies that encourage many students to participate</li> <li>○ High-level engagement of students in learning and adequate pacing of instruction</li> <li>○ Equitable, accurate and constructive feedback to students on their learning</li> <li>○ Informed and appropriate use of informal and formal assessments to meet learning goals and to monitor student learning</li> <li>○ High degree of flexibility and responsiveness in meeting the learning needs of students.</li> </ul>	<p>Performance Demonstrates:</p> <ul style="list-style-type: none"> <li>○ Unclear or inappropriate communication of procedures and poor explanations of content</li> <li>○ Ineffective use of questioning and discussion strategies and little student participation</li> <li>○ Little or no engagement of students in learning and poor pacing of instruction</li> <li>○ Inaccurate or inappropriate feedback to students on their learning</li> <li>○ Little or inappropriate use of formal and informal assessments to meet learning goals and to monitor student learning</li> <li>○ Inflexibility in meeting the learning needs of students.</li> </ul>																
<p><b>Sources of Evidence</b> (Check all that apply and include dates, types/titles, or number)</p> <table border="0"> <tr> <td><input type="checkbox"/> Classroom Observations</td> <td>See Attachment 428 A</td> <td>Student Assignment Sheets</td> <td>See Attachment 428 A</td> </tr> <tr> <td><input type="checkbox"/> Informal Observations/Visits</td> <td>See Attachment 428 A</td> <td>Student Work</td> <td>See Attachment 428 A</td> </tr> <tr> <td><input type="checkbox"/> Assessments Materials</td> <td>See Attachment 428 A</td> <td>Instructional Resources/Materials/Technology</td> <td>See Attachment 428 A</td> </tr> <tr> <td><input type="checkbox"/> Teacher Conferences/Interviews</td> <td>See Attachment 428 A</td> <td>Other</td> <td>See Attachment 428 A</td> </tr> </table>		<input type="checkbox"/> Classroom Observations	See Attachment 428 A	Student Assignment Sheets	See Attachment 428 A	<input type="checkbox"/> Informal Observations/Visits	See Attachment 428 A	Student Work	See Attachment 428 A	<input type="checkbox"/> Assessments Materials	See Attachment 428 A	Instructional Resources/Materials/Technology	See Attachment 428 A	<input type="checkbox"/> Teacher Conferences/Interviews	See Attachment 428 A	Other	See Attachment 428 A
<input type="checkbox"/> Classroom Observations	See Attachment 428 A	Student Assignment Sheets	See Attachment 428 A														
<input type="checkbox"/> Informal Observations/Visits	See Attachment 428 A	Student Work	See Attachment 428 A														
<input type="checkbox"/> Assessments Materials	See Attachment 428 A	Instructional Resources/Materials/Technology	See Attachment 428 A														
<input type="checkbox"/> Teacher Conferences/Interviews	See Attachment 428 A	Other	See Attachment 428 A														
<p><b>Justification for Evaluation</b></p>																	

**Category IV: Professionalism** — Professionalism refers to those aspects of teaching that occur in and beyond the classroom/building. Category IV addresses: Adherence to School and District Procedures, Maintaining Accurate Records, Commitment to Professional Standards, Communicating with Families, Demonstrating Professionalism.

<input type="checkbox"/> SATISFACTORY	<input type="checkbox"/> UNSATISFACTORY																									
<p>Performance Demonstrates:</p> <ul style="list-style-type: none"> <li>○ Full adherence to school and district procedures and regulations related to attendance, punctuality, and the like.</li> <li>○ Full knowledge of Professional Code of Conduct and full commitment to professional standards</li> <li>○ Full and active compliance with school and district requirements for maintaining accurate and complete records</li> <li>○ Full and active compliance with district requirements for communicating with families regarding student needs/improvement</li> <li>○ Full and frequent participation in professional development events/opportunities, consistent application of new learning in the classroom, and sharing of learning with colleagues</li> </ul>	<p>Performance Demonstrates:</p> <ul style="list-style-type: none"> <li>○ Little and/or irregular compliance to school and district procedures and regulations related to attendance, punctuality, and the like</li> <li>○ Little knowledge of Professional Code of Conduct and little commitment to professional standards</li> <li>○ Inefficient or ineffective system for maintaining accurate records that is not in compliance with school or district guidelines</li> <li>○ Infrequent or inappropriate communication with families to understand student needs and development</li> <li>○ Little or infrequent participation in professional development opportunities, little application of new learning in the classroom and little sharing of learning with colleagues</li> </ul>																									
<p><b>Sources of Evidence</b> (Check all that apply and include dates, types/titles, or number)</p> <table border="0"> <tr> <td><input type="checkbox"/></td> <td>Teacher Conferences/Interviews</td> <td>See Attachment 428 A</td> <td>Progress Reports/Report Cards</td> <td>See Attachment 428 A</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Observations/Visual Technology</td> <td>See Attachment 428 A</td> <td>Parent/School/Community Feedback</td> <td>See Attachment 428 A</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Artifacts/Interaction with Family</td> <td>See Attachment 428A</td> <td>Artifacts: Professional Development/Act 48 Documentation</td> <td>See Attachment 428 A</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Student Records/Grade Book</td> <td>See Attachment 428 A</td> <td>Perceptive Use of Teaching/Learning Reflections</td> <td>See Attachment 428 A</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Other</td> <td>See Attachment 428 A</td> </tr> </table>		<input type="checkbox"/>	Teacher Conferences/Interviews	See Attachment 428 A	Progress Reports/Report Cards	See Attachment 428 A	<input type="checkbox"/>	Observations/Visual Technology	See Attachment 428 A	Parent/School/Community Feedback	See Attachment 428 A	<input type="checkbox"/>	Artifacts/Interaction with Family	See Attachment 428A	Artifacts: Professional Development/Act 48 Documentation	See Attachment 428 A	<input type="checkbox"/>	Student Records/Grade Book	See Attachment 428 A	Perceptive Use of Teaching/Learning Reflections	See Attachment 428 A				Other	See Attachment 428 A
<input type="checkbox"/>	Teacher Conferences/Interviews	See Attachment 428 A	Progress Reports/Report Cards	See Attachment 428 A																						
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<input type="checkbox"/>	Student Records/Grade Book	See Attachment 428 A	Perceptive Use of Teaching/Learning Reflections	See Attachment 428 A																						
			Other	See Attachment 428 A																						
<p><b>Justification for Evaluation</b></p>																										

**Evaluation:**

I certify that the before named employee for the period beginning (month/day/year) and ending (month/day/year) has been evaluated with a overall assessment that is:

Satisfactory    Unsatisfactory    Commendable

\_\_\_\_\_  
Signature of Principal/Assistant Principal  
(Evaluator)

Date

\_\_\_\_\_  
Signature of Superintendent or I. U. Director

Date

**Overall Justification for Evaluation**

**Commendations (optional)**

**Professional Development Areas:**

**Name of Employee**

\_\_\_\_\_  
**Signature of Employee**

**Date**

**APPENDIX E**

**TEACHER EVALUATION SURVEY**

## Teacher Evaluation in Pennsylvania

### Default Section

Please select your school district from the list below

Please select the county where your school district is located

What is the total size of the student population in your school district?

- 0 to 1500 students
- 1501 to 2400 students
- 2401 to 4000 students
- more than 4000 students
- not sure

Have you been the superintendent for this school district since 2001?

- yes
- no

Has your school district changed teacher evaluation forms since 2001?

- yes
- no
- not sure
- currently in the process of changing

## Teacher Evaluation in Pennsylvania

**What year did your school district implement the new teacher evaluation forms?**

- 2002
- 2003
- 2004
- 2005
- 2006
- 2007
- 2008
- cannot remember the year the new teacher evaluation forms were implemented

## Teacher Evaluation in Pennsylvania

In 2003, the Pennsylvania Department of Education developed optional new teacher evaluation forms patterned after Charlotte Danielson's "Framework for Teaching". These new evaluation forms rate teachers in the areas of planning and preparation, classroom environment, instructional delivery and professionalism. The PDE 426 evaluation form was developed for teachers with an Instructional I certificate, and the PDE 428 evaluation form was developed for teachers with an Instructional II certificate.

**Do you agree that these new teacher evaluation forms represent quality teaching?**

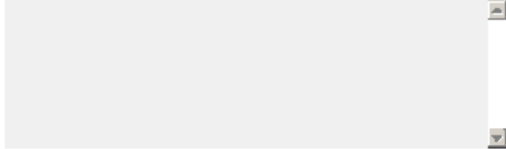
- strongly agree
- agree
- disagree
- strongly disagree

**How does your school district currently evaluate Instructional I teachers?**

- PDE 426 (developed by PDE in 2003)
- PDE 5501
- district-created teacher evaluation forms
- not sure

## Teacher Evaluation in Pennsylvania

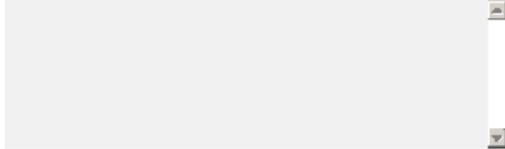
Please explain why your school district decided to implement PDE 426 to evaluate teachers with an instructional I certificate. For example, some districts may have implemented PDE 426 because they thought it would increase student achievement, it better represented quality teaching, it was suggested through strategic planning or the school improvement process, or that board members, administrators or teachers recommended it. These are just some examples.





## Teacher Evaluation in Pennsylvania

Please explain why your school district decided not to implement PDE 426 to evaluate teachers with an instructional I certificate. For example, some districts may not have implemented PDE 426 because student achievement was already high, it did not ensure quality teaching, other evaluation tools were deemed more effective, there was push back from the teacher's union or that board members and administrators were not in favor of the change. These are just some examples.



## Teacher Evaluation in Pennsylvania

**How does your school district currently evaluate Instructional II teachers?**

- PDE 428 (developed by PDE in 2003)
- PDE 5501
- district-created teacher evaluation forms
- not sure

## Teacher Evaluation in Pennsylvania

Please explain why your school district decided to implement PDE 428 to evaluate teachers with an instructional II certificate. For example, some districts may have implemented PDE 428 because they thought it would increase student achievement, it better represented quality teaching, it was suggested through strategic planning or the school improvement process, or that board members, administrators or teachers recommended it.

The answer could be the same as your response for the question dealing with the PDE 426 evaluation form. If so, please write "same" in the box below.

## Teacher Evaluation in Pennsylvania

Please explain why your school district decided not to implement PDE 428 to evaluate teachers with an instructional II certificate. For example, some districts may not have implemented PDE 428 because student achievement was already high, it did not ensure quality teaching, other evaluation tools were deemed more effective, there was push back from the teacher's union or that board members and administrators were not in favor of the change.

The answer could be the same as your response for the question dealing with the PDE 426 evaluation form. If so, please write "same" in the box below.

## Teacher Evaluation in Pennsylvania

### Thank You

Thank you very much for taking the time to complete this survey.

**APPENDIX F**

**EMAIL SENT TO SUPERINTENDENTS FROM TRI-STATE AREA SCHOOL  
STUDY COUNCIL AND THE FORUM FOR WESTERN PENNSYLVANIA SCHOOL  
SUPERINTENDENTS**

DATE: January 12, 2009

EMAIL SUBJECT LINE TEXT: Request from Tri-State and Forum to Complete Brief Electronic Survey-Reminder

EMAIL TEXT: Drs. Sean Hughes and Diane Kirk are supporting the distribution of this survey on teacher evaluation. Tri-State is carrying out its intent to more closely link the academic program with the world of practice.

The purpose of this research study is to determine whether or not Pennsylvania school districts have changed their teacher evaluation forms since the inception of the No Child Left Behind Act of 2001. The study will also identify reasons why school districts may or may not have changed their teacher evaluation forms. Finally, the research will discover what patterns, if any, are evident among school districts that adopted new teacher evaluation forms.

You are receiving this survey because you are a school superintendent in the state of Pennsylvania. The online survey will take approximately five to ten minutes to complete. A hard copy of the survey is also available from the researcher. If you are willing to participate, the survey will ask you questions regarding your school district teacher evaluation forms and why they have or have not changed since the inception of the No Child Left Behind Act of 2001.

This study is approved by the Institutional Review Board at the University of Pittsburgh. There are no foreseeable risks associated with this project, nor are there any direct benefits to you. The information you provide about your specific school district will not be identified in any way. All responses are confidential, and results will be kept secure by the researcher. Your participation is voluntary, and you may withdraw from completing the survey at any time. Robert Scherrer, a Doctoral Candidate at the University of Pittsburgh and the Principal of Pittsburgh Allderdice High School, is conducting this study. He can be reached at [rjscherrer@hotmail.com](mailto:rjscherrer@hotmail.com), if you have any questions.

Link to survey:

[http://www.surveymonkey.com/s.aspx?sm=UhP69kI9DlhPTaArsrZy4Q\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=UhP69kI9DlhPTaArsrZy4Q_3d_3d)

Thank you for taking the time to complete this survey.

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