IDAHO'S TEACHER EVALUATION MODEL: AS A MOTIVATOR FOR NOVICE, INTERMEDIATE, AND EXPERIENCED KINDERGARTEN THROUGH SIXTH GRADE ELEMENTARY TEACHERS TO IMPROVE THEIR PROFESSIONAL PRACTICE

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AUTHORIZATION TO SUBMIT

DISSERTATION

This dissertation of Tiffnee Hurst, submitted for the degree of Doctor of Philosophy with a major in Educational Leadership and titled "Idaho's Teacher Evaluation Model: As a Motivator for Novice, Intermediate, and Experienced Kindergarten through Sixth Grade Elementary Teachers to Improve Their Professional Practice," has been reviewed in final form. Permission, as indicated by the signatures and dates given below, is now granted to submit final copies.

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ABSTRACT

A mixed-methods study was conducted to investigate Idaho's elementary school teachers' perceptions of the Idaho Evaluation Model as a motivator for teachers to improve their instructional practice, and to determine if teachers' experience level impacts these perceptions. The quantitative data was obtained from 157 Idaho kindergarten through sixth-grade teachers who participated in the Teacher Evaluation Profile (TEP) Likert-scale survey. The qualitative data was collected through semi-structured interviews with 14 teachers who had also participated in the TEP survey. The results of the study showed the importance of quality feedback during the evaluation process to motivate teachers to improve their professional practice. Concerns regarding feedback included the amount of formal and informal feedback, the suggestions and ideas provided, and the need for evaluators to have knowledge of teaching and the teacher's subject area. The examination of artifacts contributed to a second finding. Some participants were concerned about the time required to compile a teacher portfolio and the short amount of time the evaluator spent reviewing the portfolio's contents. The participants' perceptions of their character traits and those of their evaluators was an area that was strong on the survey. Some participants also saw student growth scores as being a motivator, especially when the teachers were able to choose the student growth goal. Two correlations (Spearman rho) were conducted to determine if there was a relationship between the experience level of the teachers and the impact Idaho's teacher evaluations had on helping them improve their professional practice and the overall quality of their most recent evaluation. There was a very weak, though significant, negative correlation between the level of experience and the perception of the impact of evaluations on improving teachers' professional development. There was no statistically

significant correlation between the teachers' experience level and the participants' perceptions of the quality of Idaho's Evaluation Model.

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Chapter I

Introduction

A competitive spirit does not only reign in sports but can also appear between State Departments of Education as they vie for top spots in providing an excellent education for students (Aldeman, 2017; Dee & Wyckoff, 2017; Hallgren et al., 2014). In the United States, in 2017, the research found that 66% of the states (Dee & Wyckoff, 2017) designed and approved new teacher evaluation systems aligned to federal incentives, including Race to the Top, as part of their game plans to reach their goals of improving education (Aldeman, 2017; Anderson et al., 2019; Cohen & Goldhaber, 2016; Hallgren et al., 2014). States built their teacher evaluation systems, which may have included elements such as pre-and post-conference, observations, student growth measures, professional growth plans, and remediation plans (Avila de Lima & Maria Joao, 2018; Evans et al., 2015; Hewitt, K.K., 2015; Lejonberg et al., 2018; Mette et al., 2015; Mireles-Rios et al., 2019; Neumerski et al., 2018; Young et al., 2015). The educational system in the United States has seen beneficial changes and obstacles because of these new evaluation systems (Aldeman, 2017; Ali et al., 2016; Dee & Wyckoff, 2017; Mireles-Rios et al., 2019; Neumerski et al., 2018).

Researchers have shown some changes states have adopted, including adding student growth measures(Dee & Wyckoff, 2017; Di Carlo, 2012; Hazi, 2017; Hewitt, 2015; Shen et al., 2016) and specific formative feedback(Neumerski et al., 2018.) produced positive changes as well as challenges. Positive changes observed with student growth measures included educators focusing on strengths and areas in need of improvement, the efficacy of curriculum, and instructional practices being used within the school setting (Warring, 2015). However, challenges appeared around student growth measures, including; student growth measures

having too many unmeasurable and unrelated factors, student growth measures not capturing the complexity of teacher work, and student growth measures not reflecting the students assigned to teachers (Hewitt, 2015; Pressley et al., 2018; Warring, 2015).

Providing teachers with specific, formative, and evidence-based feedback also emerged as a theme in the new teacher evaluation systems (Neumerski et al., 2018). Administrators were now required to meet with each teacher to converse and provide feedback on the lesson observed. The new evaluation system changed the type of feedback administrators gave to be specific and based on data obtained through observation. In addition, Neumerski found observation rubrics provided a common language, and practical teaching skills administrators could refer to while giving feedback to the teachers.

A qualitative study was conducted to investigate teachers' perceptions of feedback from administrators and how the input could increase teachers' self-efficacy (Mireles-Rios et al., 2019). The researchers interviewed twenty-eight high school teachers about feedback from their administrators regarding classroom management, instructional feedback, and student engagement. Mireles-Rios et al. (2019) found administrators' feedback on evaluations validated and affirmed the work teachers put into their classes. Administrators' feedback also played an essential role in the teachers' instructional strategies within their classroom settings. Teachers reported that the administration's input and support gave them the confidence to challenge their pedagogy, and when the feedback was applied within their classrooms, all students benefited. The teachers also perceived there was very little feedback given on student engagement. When feedback was given, more emphasis was placed on engaging students through the curriculum than on personal connections.

Statement of the Problem

Researchers have shown that a decrease in teacher motivation could be related to metrics found on teacher evaluations outside of the teachers' control (Firestone, 2014). Teacher motivation is important because it drives teachers to carry out their job duties to their full potential and significantly affects how effective a teacher is within their profession (Ponnock et al., 2018; Renata et al., 2018). Since motivation influences teacher performance, it also influences student achievement (Engin, 2020; Ponnock et al., 2018).

Motivation, according to Vroom's Expectancy Theory of Motivation, is built on the premises that people assume there are connections between their determination to perform well at their job, their actual performance based on their determination, and the rewards they obtain based on their determination and job performance (Lunenburg, 2011). Teachers will be motivated if they have confidence their effort will lead to a performance that will help them obtain their desired reward. However, teachers who are not meeting expectations laid out by their state may face the pressure of losing their job, damaging a teacher's sense of motivation (Ponnock et al., 2018). Researchers reported teachers did not perceive evaluations as the desired reward for they believed the evaluation system to hurt their well-being by increasing stress, anxiety, hostile work environments, and competitiveness among colleagues (Anderson et al., 2019; Ali et al., 2016; Elyashiv, 2019; Evans et al., 2015; Lejonberg et al., 2018; Saeki et al., 2018). The new teacher evaluation systems will not have a favorable impact on our educational systems due to the detrimental effect on motivation when evaluations do not achieve the desired outcome (Lunenburg, 2011).

The researcher's review of the literature found minimal research had been done on how Idaho's Teacher Evaluation Model affected teachers' motivation. In Idaho, teacher evaluation

processes have been modified, with the most recent changes occurring during the 2021 legislative session (Rules Governing Uniformity). Idaho's teacher evaluation processes were developed and adopted by each school district's board of trustees. However, specific criteria and procedures were set for districts to follow while developing policies for their teacher evaluation processes. These criteria for teacher evaluations required that certificated personnel evaluations be based on Charlotte Danielson Framework for Teaching Second Edition domains and components (Danielson & Association for Supervision and Curriculum Development, 2007; Rules Governing Uniformity). It also required that the summative evaluation be based on the combination of professional practice and student achievement, that those affected have the opportunity to provide input on their district's policies and procedures, that the results of the evaluation be communicated to the teachers, and that teachers would be informed of the requirements.

Furthermore, little research was conducted to determine whether Idaho's Teacher Evaluation Model effectively motivates Idaho's kindergarten through sixth-grade elementary teachers to improve their professional practice at various stages of their careers. The researcher was able to better understand the impact and concerns about the variability of implementation of Idaho's Teacher Evaluation Model on the motivation of kindergarten through sixth-grade teachers to improve their professional practice by examining these aspects of teacher evaluations in Idaho using a mixed-method approach with elementary teachers.

Background

Federal incentives, including Race to the Top, Teacher Incentive Fund grants, and No Child Left Behind waivers, had enticed states, including Idaho, to design and adopt a new teacher evaluation system (Aldeman, 2017; Anderson et al., 2019; Cohen & Goldhaber, 2016;

Dee & Wyckoff, 2017; Gilles, 2018; Hallgren et al., 2014). Student growth measures were one change to teacher evaluations added by policymakers to improve teacher effectiveness and quality (Shen et al., 2016). School districts implemented student growth measures on teacher evaluations to base high-stakes decisions regarding teachers' employment, including dismissal, mandatory remediation, retention, tenure, and compensation (Di Carlo, 2012; Lash et al., 2016; Saeki et al., 2018; Shen et al., 2016).

New evaluation requirements brought about positive and negative effects that had impacted teachers (Anderson et al., 2019; Ali et al., 2016; Elyashiv, 2019; Evans et al., 2015; Lejonberg et al., 2018; Saeki et al., 2018). Administrators and teachers recognized the positive effects of teacher evaluation systems, including a decreased focus on teacher tenure, increased responsibility for students' academic growth, more attention on teacher professional growth and instructional improvement, more impartiality on the part of the evaluator, and focus on data-driven decisions (Gilles, 2018; Spina et al., 2014). Educators also recognized the new evaluation system would focus on more teachers' professional growth and development through discussions, identifying teachers' strengths and areas of improvement (Spina et al., 2014). Educators recognized adverse effects of teacher evaluations, including stress, pressure, overextension, exhaustion, depersonalization, and anxiety (Ali et al., 2016; Anderson et al., 2019; Evans et al., 2015; Rumshclag, 2017).

Little research has been done on how Idaho's Teacher Evaluation Model affected teachers' motivation and if the various stages of the teachers' careers impacted the effectiveness of Idaho's Teacher Evaluation Model on teachers' motivation to improve their professional practice. Therefore, the researcher examined teacher evaluations in Idaho using a mixed-method

approach involving Idaho's kindergarten through sixth-grade teachers to understand the impact Idaho's Teacher Evaluation Model had on teachers' motivation.

Research Questions

To explore the impact Idaho Teacher Evaluation Model had on teachers' motivation, the following research questions offered direction and provided an emphasis on the researcher's study:

1) In what ways do Idaho's kindergarten through sixth-grade elementary teachers perceive the Idaho Teacher Evaluation Model as a motivator to improve their professional practice?
2) How does the experience level of Idaho's kindergarten through sixth-grade teachers impact their perception of the Idaho Teacher Evaluation Model and its usefulness in helping them to improve their professional practice?

Description of Terms

The main technical terms in this study that required definitions are administrators, amotivation, ceiling effect, Charlotte Danielson Framework for Teaching, equal protection, experienced teacher, extrinsic motivation, The Fourteenth Amendment, ill-being, intermediate teacher, intrinsic motivation, motivation, novice teacher, self-actualization, standardized achievement tests, student growth measures, teacher evaluation, value-added measures, widget effect, and wellbeing.

Administrators. For this study, an administrator is defined as someone who does teacher evaluations including but not limited to principals, vice-principals, head administrators, executive directors, and superintendents.

Amotivation. For this study, amotivation was defined by Cuevos et al. (2018) as a

complete absence of motivation.

Ceiling Effect. The ceiling effect happens when high-performing or gifted students do not show growth on their assessments because there is no room to grow (Amrein-Beardsley, 2014).

Charlotte Danielson Framework for Teaching. Danielson's Framework for Teaching consists of 22 components grouped into four domains of teaching responsibility: planning and preparation, classroom environment, instruction, and professional responsibilities (Alvarez & Anderson-Ketchmark, 2011).

Equal Protection. Equal protection is based on the law in question intentionally discriminating against someone due to the person's membership in a protected class (Paige, 2020).

Extrinsic Motivation. Extrinsic motivation comes from external forces that cause specific behavior in an individual. Extrinsic motivation may include rewards, consequences, and social support (Akdemir, 2020).

Experienced Teacher. For this study, the researcher had defined an experienced teacher as having 11+ years of experience.

Fourteenth Amendment Due Process Protections. No state shall deprive any person of life, liberty, or property without due process (Amrein-Beardsley, 2019).

Ill-Being. For this study, ill-being was defined by Diener (2006) as unfavorable effects a person can experience. The effects can manifest themselves verbally and nonverbally and create unpleasant moods and emotions.

Intermediate Teacher. For this study, the research had defined an intermediate teacher as having six to ten years of experience.

Intrinsic Motivation. Intrinsic motivation comes from within an individual, and it is formed around a person's needs and may include a person's interests, curiosity, attitudes, and values (Akdemir, 2020).

Motivation. According to Vroom's expectancy theory of motivation, motivation is built on the premise that people believe there are connections between the effort put towards their job, their achievement from their performance, and the rewards they obtain based on their effort and performance (Lunenburg, 2011). Motivation= Expectancy* Instrumentality * Valence (Lloyd & Mertens, 2018; Lunenburg, 2011). Expectancy is the worker's perception that their effort will lead to a specific performance. Instrumentality is the worker's awareness that the specific outcome would lead to the expected reward. Valence is how much a worker preferred the reward.

Novice Teacher. For this study, a novice teacher is defined as a teacher within their first five years of experience. The researcher determined the year span of one to five years based on data that shows the likelihood of teachers leaving the profession within the first five years of their careers (Geiger & Pivovarova, 2018). Also, it takes approximately five years for teachers to move into a proficient stage (Pollard & Bourne, 1994).

Self-Actualization. Self-actualization is to become everything that one is capable of becoming. Self-actualization can occur when an individual's physiological, safety, love, and esteem needs have been met (Maslow, 1943).

Standardized Achievement Tests. Standardized achievement tests for this study are defined as norm-referenced, standardized tests states give to measure student achievement (Cizek & Thomas, 1998).

Student Growth Measures. The measurement of student academic achievement or growth within a given period for students enrolled and attended the school at least 80% of the time during the instructional period (Rules Governing Uniformity).

Teacher Evaluation. Teacher evaluations were defined as a formal process used in the educational setting to rate the performance and efficiency of teachers in the classroom setting (Sawchuk, 2015).

Value-Added Measures. For this study, value-added measures were defined as statistical tools used to measure the effect teachers have on student achievement scores (Gill et al., 2016; Warring, 2015). Value-added models gauge the impact teachers have on student achievement after recognizing student factors, including past achievement and demographic characteristics (Gill et al., 2016).

Wellbeing. For this study, wellbeing is defined as "the combination of feeling good and functioning well (Huppert & Johnson, 2010).

Widget Effect. For this study, the widget effect was when 99% of teachers were rated the same on their evaluations (Aldeman, 2017).

Significance of the Study

The study's significance could be understood in terms of educational policies related to teacher evaluations in Idaho. The current research on Idaho's Teacher Evaluation Model and how it affected educators' motivation could be helpful to policymakers and educators (Aldeman, 2017; Amrein-Beardsley, 2019; Chaplin et al., 2014; Close et al., 2018; Dee & Wyckoff, 2017; Di Carlo, 2012; Lunenburg, 2011). Policymakers need access to data concerning teachers' perceptions of Idaho's teacher evaluation processes. Without the analyzed data, policymakers

would not be able to confirm if the Idaho Teacher Evaluation Model had accomplished its intended purpose.

Overview of Research Methods

The researcher used a mixed-methods research methodology to determine how Idaho's Teacher Evaluation Model affected teachers' motivation to improve their professional practice. Data from Idaho's kindergarten through sixth-grade elementary teachers was acquired through the Teacher Evaluation Profile (TEP) developed by Rick Stiggins (1989). The TEP instrument was sent out to Idaho's public school's kindergarten through sixth-grade elementary teachers. These educators included those who taught in school districts and charter schools. The TEP, an item survey that used a 5-point Likert scale, requested responses to 5-point Likert scale statements (Stiggins & Nickels, 1989). The statements on the TEP were based on the evaluation processes in the areas of Overall Rating, Attributes of Teachers, Perception of Evaluator, Perception of Evaluation Process, Attributes of Feedback, Resources Available for Evaluation Process, and the Relationship of the Evaluation to the District's Policies.

Two separate correlations were run between the categories of years of experience a teacher had and data from question 15 on the overall impact of the evaluation on their professional practices and question 14 on the overall quality of their last evaluation. The researcher used a non-parametric statistic called the Spearman Correlation Coefficient, also known as the Spearman's rho, to make the analyses (Fields, 2009). Descriptive statistics, including median and mode, were also used to gather data within each of the categories on the TEP, including; teacher attributes, perception of the evaluator, perception of evaluation processes and feedback, and the resources available for the evaluation process (Stiggins & Nickel, 1989). The Individual semi-structured interviews with 14 of Idaho's kindergarten through sixth-grade teachers were also

used to gather data on teachers' perceptions of Idaho's Teacher Evaluation Model and its usefulness in helping them to improve their professional practice and to support the data from the TEP.

Chapter II

Review of Literature

Introduction

States designed their teacher evaluation processes to include components such as pre-and post-conferences, observations, student growth measures, professional growth plans, and remediation plans (Avila de Lima & Maria Joao, 2018; Evans et al., 2015; Hewitt, K.K., 2015; Lejonberg et al., 2018; Mette et al., 2015; Mireles-Rios et al., 2019; Neumerski et al., 2018; Young et al., 2015). However, researchers discovered that a decrease in teacher motivation might have been linked to metrics found on teacher evaluations beyond the teachers' control (Firestone, 2014). Motivating teachers was critical because it drove teachers to perform their job duties to their full potential and impacted how effective a teacher was within their profession (Ponnock et al., 2018; Renata et al., 2018). The teacher evaluation process could contribute to teachers' growth when the school environment was appropriate, the educator had the drive to improve, and resources and activities were provided over time to encourage growth (Stiggins & Nickel, 1989).

This literature review presented an overview of teacher evaluations, including a theory base for this study around motivation. The history of teacher evaluation policies highlighted the essential benchmarks that helped shape teacher evaluations today. A description of Idaho's current teacher evaluation model was reviewed to provide an understanding of current requirements. Literature was also reviewed around the evaluation processes, including student growth measures and feedback.

Theoretical Framework

Vroom's expectancy theory is a cognitive process theory of motivation that is built on the premises that people assume there is a correlation between their work ethic displayed at work,

the performance they achieve based on their effort, and the rewards received based on their work ethic and performance (Lloyd & Mertens, 2018; Lunenburg, 2011). Vroom had four assumptions around motivation within the workforce (Agah et al., 2020). The first notion the expectancy theory was based on was that people join an organization having beliefs about their needs, motivations, and past experiences (Agah et al., 2020; Lunenburg, 2011). These beliefs influence how employees will respond within their workplace. Another notion was that an individual's conduct resulted from their conscious choice and that people were permitted to choose their conduct based on their expectancy calculations. The third notion was every individual demands different things from their place of employment, such as job security, higher salary, or a challenge. The fourth notion was employees would choose alternate routes to ensure a higher chance of outcomes for them personally. Vroom had the belief that motivation is the amount a person will or will not try to do something contingent on the position they find themselves in at the time (Agah et al., 2020). The expectancy theory was grounded on three key factors: expectancy, instrumentality, and valence. Vroom described motivation using the equation: Motivation = Expectancy * Instrumentality * Valence (Lloyd & Mertens, 2018; Lunenburg, 2011). If a variable was equal to 0, the motivational force would be nonexistent (Lloyd & Mertens, 2018). When valence becomes a negative number, the motivational force is directed toward an employee avoiding the reward (Lloyd & Mertens, 2018).

Vroom defined expectancy as a worker's expectation that their effort would lead to a specific performance (Lloyd & Mertens, 2018; Lunenburg, 2011). Expectancy was the degree of confidence an employee had that their abilities would help them reach their goal (Lloyd & Mertens, 2018). Expectancy would take on the range from zero, which showed no expectation, to one, which showed full expectations, based on the employee's beliefs that their efforts would

achieve a specific outcome (Lloyd & Mertens, 2018; Lunenburg, 2011). An employee who viewed a task as involving a high-risk of failure would be less motivated to take on the task (Agah et al., 2020). In addition, if there was too low of a risk of failure, the motivation was not there to take on the task. When there was a low risk associated with a job, there was optimum motivation since there was a reasonable likelihood of success.

Instrumentality was defined as an employee's awareness that the specific outcome of their performance would lead them to receive the expected reward (Lloyd & Mertens, 2018; Lunenburg, 2011). Instrumentality had a range of zero, where there was no expectation of the outcome being achieved, to one, where there was a reasonable likelihood of the reward being offered (Lloyd & Mertens, 2018; Lunenburg, 2011). Valence was the degree to which the employee preferred the outcome (Lloyd & Mertens, 2018; Lunenburg, 2011). Valence took on either a positive or negative scale depending on if the reward was desired or not desired by the employee (Lloyd & Mertens, 2018; Lunenburg, 2011). Individual employees valued promotions, peer acceptance, and salary increases differently (Lunenburg, 2011).

Since Vroom's theory had a multiplier effect in the equation, the higher level of motivation occurred with higher levels of valence, expectancy, and instrumentality (Lunenburg, 2011). In addition, if any factors were zeros, then the overall level of motivation would be zero. When looking at effort-to performance expectancy, a leader would try to build up their employees' beliefs that they were adept at performing their job successfully. This was done in many ways, including selecting people with the required skills and knowledge and providing training, time, coaching, and other resources to those who lacked self-confidence. Leaders who wanted to motivate their employees needed to make the preferred performance achievable.

When looking at performance-to-reward expectancy, leaders worked on increasing their employees' beliefs that their performance would lead to the desired reward (Lunenburg, 2011). This was obtained by assessing job performance correctly, clearly describing the rewards they would acquire from their successful performance, and giving examples of those who had received the rewards. The employees saw the reward process in the workplace when the action of employees was rewarded as a form of compensation and had the potential to lead to a powerful incentive between performance and rewards. Leaders tried and increased the anticipated value of rewards resulting from preferred performances by finding rewards employees valued and making them individualized. Leaders also minimized rewards with a negative valence (Lunenburg, 2011).

Motivation

The spiritual and physical activities of a person are started, maintained, and driven by motivation (Akdemir, 2020). The motivation that drives a person's behaviors can be divided into the categories of external and internal. External motivation is called extrinsic motivation, and it happens when outside forces cause a particular behavior in an individual. Extrinsic motivation may include rewards, consequences, and social support. Internal motivation is called intrinsic motivation, and it is formed around a person's needs, comes from within the individual, and may include a person's interests, curiosity, attitudes, and values.

There have been psychological interest in what causes the difference between work performance among individuals performing the same job (Vroom & Deci, 1970). One assumption on why there are differences in job performances is based on individuals' motivation and the extent they are willing to extend their energy to accomplish the objectives set forth by the organization. One approach to motivation assumes a person will be motivated to effectively

perform their job duties based on their satisfaction with their jobs and their gratitude to the organization. Some practices within organizations that meet this approach include fringe benefits, comfortable working conditions, insurance, and job security.

Another approach to motivation within an organization is based on scientific management methods where rewards and penalties are tied directly to an employee's performance (Vroom & Deci, 1970). These methods may include wage incentives, promotions, reprimands, and dismissals. There can be limitations in motivating an employee based solely on external rewards and penalties. Extrinsic rewards narrow an individual's focus which can help an individual focus on the goal but can restrict the wide-range thinking needed for complex or conceptual tasks and the ability to formulate an innovative solution (Pink, 2009). Extrinsic rewards can also provide a sense of pleasure at first. Still, satisfaction can dissipate over time, and to keep the motivation going, a more significant, more frequent motivator is required. Another limitation of extrinsic rewards is the inability to meet an individual's higher-order needs. Maslow portrays, including self-esteem and self-actualization (Vroom & Deci, 1970).

Maslow believed that most individuals have a need or a desire for self-esteem and the esteem of other individuals (Maslow, 1943). These desires included strength, achievement, confidence to face the world, prestige, recognition, and appreciation. When individuals have satisfied their self-esteem needs, it leads to feelings of worth, adequacy, confidence, and being a necessary part of the world. Maslow also believed in the importance of self-actualization, which is to become everything that one is capable of becoming. Self-actualization can occur when an individual's physiological, safety, love, and esteem needs have been met. When a person has reached self-actualization, they can produce the fullest creativeness.

A relatively newer approach to motivation in an organization has been called participative management (Vroom & Deci, 1970). Participative management accepts the notion that individuals attain satisfaction by doing an effective job. One element participative management was based on is providing the employee with broad goals and allowing them to determine how they will reach these goals. Goals are significant because they generate distinct motivational systems with qualitative differences in how people define and evaluate success, process information, and regulate their behavior (Butler, 2007).

Butler (2007) conducted a study where teacher achievement goals were researched based on previous studies on student achievement goals. School achievement is the responsibility of students and teachers who strive for career success (Butler, 2007). This study researched four factors: striving to learn and gain professional knowledge and skills (mastery), striving to show superior teaching ability (ability), avoiding showing inferior ability, and doing as little work as possible. The study showed teachers who set goals towards mastery were more inclined to seek help and perceived help as beneficial to their professional growth. Butler (2007) also found that when teachers feel success through learning something new and seeing their teaching abilities grow, they would likely perceive asking for help as beneficial. However, teachers who wanted to avoid showing their inferior ability were less likely to ask for help and perceived asking for help as threatening. In addition, the research showed no positive or negative results when teachers set goals towards ability.

The second element in participative management is reducing authority because the manager plays a helping role instead of an authoritative role (Vroom & Deci, 1970). Participative management can help motivate employees because when employees participate in their jobs, they can become ego-involved, emotionally committed, and can take pride in the fact they are

helping their organization reach its goals. As Pink (2009) states, “Human beings have an innate inner drive to be autonomous, self-determined, and connected to one another. And when that drive is liberated, people achieve and live richer lives (p. 70).”

Research has been conducted on motivation within the educational system. Alston, Marshall, and Zambak conducted a five-year study using Vroom’s valance-instrumentality-expectancy theory of motivation (Alston et al., 2017). These researchers wanted to determine if there was a relationship between Vroom’s Theory of Motivation and science teachers’ motivation to implement a newly learned teaching practice of inquiry-based learning. A mixed-methods study was conducted where researchers gathered quantitative and qualitative data from 36 middle school science teachers who received professional development on inquiry-based learning. The researchers used an observation protocol called the Electronic Quality of Inquiry Protocol (EQUIP), the Knowledge and Perception of Inquiry survey, and the Beliefs and Values survey (Alston et al., 2017). Expectancy in this study was represented by combined components which included the teachers’ beliefs on their effectiveness of using inquiry-based teaching and the teachers’ views on the support they felt was given to them to implement inquiry-based learning. After one year of inquiry-based professional development, there was a significant increase in their instructional beliefs ($p<.05$). However, there was not a substantial increase in their support beliefs.

Instrumentality in this study was represented by motivation since engaging students could lead to higher academic achievement (Alston et al., 2017). Valence was represented by the value teachers placed on the importance of inquiry-based instruction. The teachers who participated in inquiry-based professional development for one year had significant increases in their motivation beliefs ($p<.05$), and their valence score did not significantly increase. Alston, Marshall, and

Zambak (2017) also used a dependent t-test to compare the teachers' pre-and post- EQUIP scores in the area of instruction, discourse, curriculum, assessment, and lesson total. The data was collected and analyzed one year after the intervention. There was a significant increase in teachers' abilities to implement better quality inquiry-based instruction in all areas of EQUIP. The data from the quantitative study did not fully confirm Vroom's Motivational Model due to the findings that teacher values were not related to teacher practice, and neither were instrumentality beliefs.

Five themes emerged from the qualitative results of this study on inquiry-based learning (Alston et al., 2017). Student exploration was a theme that emerged in 37% of the participants' responses. Teachers described inquiry-based learning as providing students labs and hands-on activities that allowed them to be introduced to the concepts before they learned them from their teachers. The second theme to emerge from 17% of the participants in this study was teachers being a facilitator of learning by having student-centered classrooms where teachers help clarify concepts through discussion and question techniques. A third theme found in 26% of the participants was students being responsible for their education. The fourth theme was centered around student engagement in learning. This theme appeared in 11% of the participants' responses. The last theme, students using their prior knowledge, was found in 9% of the teachers' definitions.

Another research study by Cuevas, Ntoumanis, Fernandez-Bustos, and Bartholomew (2018) was conducted to determine if teacher evaluations with student performance measures would predict motivation, well-being, and ill-being in teachers. The researchers based their study on the self-determination theory. Self-determination Theory was designed by Deci and Ryan and is based on three innate psychological needs- competence, autonomy, and relatedness (Pink,

2009). Deci and Ryan believed when these three areas of needs were fulfilled; individuals would be motivated, productive, and happy.

These researchers wanted to determine the relationship between the perceived pressure caused by teacher evaluations with student performance measures and the teachers' psychological well-being and ill-being (Cuevas et al., 2018). Also, the researchers wanted to study the different types of teacher motivation, including autonomous motivation, controlled motivation, and amotivation, and their relationship between perceived pressure and vitality and exhaustion. The participants of this study included 360 Caucasian public school physical education teachers in Spain. The instruments used by the researchers included the Pressure at Work scale to measure the perceived pressure due to student performance, The Work Motivation Inventory to measure motivation, the Subjective Vitality Scale to measure vitality, and a reduced version of the Maslach Burnout Inventory to measure exhaustion.

This study showed that when participants had high levels of autonomous motivation and vitality, the participants reported lower levels of perceived pressure, amotivation, and exhaustion (Cuevas et al., 2018). The data also revealed that perceived stress had a positive relationship with exhaustion and a negative association with vitality. The data also supported the findings that the more pressure teachers felt from their performance-based evaluations, the less likely they were to teach for their interests and personal value, and the more likely teachers would have a complete absence of motivation to teach. Autonomous motivation had a positive relationship with vitality and a negative relationship with exhaustion. In contrast, controlled motivation and amotivation had a negative impact on the vitality and a positive impact on fatigue. Perceived pressure was also shown to produce greater levels of exhaustion and lower levels of vitality, increasing amotivation.

There has also been an increase in research examining teachers' motivations and self-regulations due to the belief that the teachers' affective-motivational and self-regulatory characteristics affect students' academic learning (Lauermann & Butler, 2021). Researchers regard teachers' teaching-related emotions, motivations, and self-regulation as core elements of teachers' professional practices alongside teachers' knowledge and teaching skills (Lauermann & Butler, 2021).

History of Federal Policies

In 1983, *A Nation at Risk* was written and released, which informed our country of the mediocrity of our nation's schools (Hibler & Snyder, 2015). This document launched a reform agenda that focused on striving for excellence, standards, and accountability in our nation's schools. Teacher evaluations were then made a priority through federal, state, and foundations' initiatives (Aldeman, 2017; Cohen & Goldhaber, 2016; Gilles, 2018; Hallgren et al., 2014; Hibler & Snyder, 2015; Wright et al., 2018; Wright & McCotter, 2017). These initiatives included the Race to the Top and School Improvement Grants programs, conditions imposed by the U.S. Department of Education for state waivers from *No Child Left Behind*, and privately-funded initiatives such as the Measures of Effective Teaching project.

Teacher evaluations were required for high-quality instruction and student learning to occur in the school system, ensure goals and objectives were met, focus on instructional improvement, and hold educators accountable for instruction (Phillips et al., 2014). The Obama administration became interested in teacher evaluations after data revealed that teacher quality was the most important in-school influence on students' growth (Aldeman, 2017). Furthermore, the Obama administration became interested in teacher evaluations due to the 'widget effect' in

which 99% of teachers were rated the same. These performance ratings were not linked to promotions, pay, dismissals, or professional development.

The Obama administration developed the Race to the Top program, a grant competition that allowed states to encourage innovation (Aldeman, 2017). Between 2009 and 2012, the Race to the Top Initiative encouraged states to implement educational policies in six core areas, including teacher evaluations (Hallgren et al., 2014, Wright et al., 2018). This initiative would have states assess teacher quality through evaluation systems that would yield higher-quality information about the teachers' performances (Alvarez & Anderson-Ketchmark, 2011; Hallgren et al., 2014) and use the evaluations to base personnel decisions (Aldeman, 2017).

Most states are aligned with the Race to the Top priorities in using various measures to evaluate teacher performances, using multiple rating categories to categorize teacher performances, and conducting yearly evaluations (Hallgren et al., 2014). The multiple measures for teacher evaluations were not required to be the same combination in each district. They could include student and parent surveys, student achievement growth, and classroom observations. The Race to the Top Initiative required states to add to their evaluation policies the use of student growth as one of the multiple measures (Aldeman, 2017). This initiative defined student growth as the change in student achievement measured by statewide assessments and other rigorous and comparable classroom-based measures. Due to this initiative, states requiring student achievement to be incorporated in teacher evaluations increased from fifteen to forty-three states. Also, the number of states requiring districts to use teacher evaluations to inform tenure decisions grew from zero to 23 over the same period.

Aldeman (2017) and Hallgren (2014) stated the Obama administration requirements in the Race to the Top grant had some positive effects on the new evaluation systems, including

having teachers evaluated more often, using higher-quality rubrics to assess teachers' performances, teachers receiving more feedback on their performance, and evaluations being used in decisions regarding promotions and compensations. Other positive effects of the new evaluation systems were seen, including gains in student growth (Aldeman, 2017) and improved teaching (Dee & Wyckoff, 2017). There were also adverse effects of the new evaluation systems, including districts using measures on the evaluations that did not reflect students' individual performances, smaller incentives were being shared among more teachers and administrators, inconsistent ratings, and a lack of communication regarding the new program (Aldeman, 2017; Casabianca et al. 2013; Hewitt, 2015; Roegman et al., 2016).

There were weak spots in the new Race to the Top initiative (Aldeman, 2017). First was the universal approach that was taken by focusing on more components. More components left the federal government with less ability to monitor and ensure states were implementing these requirements. There was also a lack of training for administrators on how to evaluate and give feedback to teachers (Aldeman, 2017; Dodson, 2017).

In 2015, the Every Student Succeeds Act (ESSA) eliminated all federal oversight of teacher evaluations and gave states the authority to oversee these evaluations (Aldeman, 2017; Amrein-Beardsley, 2020; Cohen & Goldhaber, 2016; Close et al., 2018; Paige, 2020). ESSA strongly encouraged states to use value-added measures, statistical tools used to measure the effect teachers have on student achievement scores (Gill et al., 2016; Warring, 2015), within the teacher evaluation systems, but gave the decision to the states on how and what extent they would use them (Amrein-Beardsley, 2020). The language in ESSA also implied the teacher evaluation systems were meant to provide teachers with feedback and not to be used for employment decisions (Close et al., 2018).

Idaho's Policy on Evaluations

Idaho's statute and Idaho Administrative Procedures Act (IDAPA) rules set forth requirements for teacher evaluations in Idaho. The Idaho IDAPA Rule 08.02.02.120 gave each school district's board of trustees the requirement to develop and adopt researched-based policies for teacher performance evaluations (Rules Governing Uniformity). Teacher evaluation standards had to be aligned to the domains and components of Charlotte Danielson Framework for Teaching Second Edition. Administrators were required to demonstrate proficiency in conducting teacher evaluations based on the statewide evaluation framework and were required to complete three evaluation-related credits every five years to renew their administrator credentials.

Danielson's Framework for Teaching was developed around practice wisdom and research and then field-tested and researched before being released (Alvarez & Anderson-Ketchmark, 2011; Cohen & Goldhaber, 2016). The objective of developing the Framework for Teaching was for new and experienced teachers to self-assessment, preparation, employment, mentoring, peer coaching, supervision, informal teacher leadership, and evaluation (Alvarez & Anderson-Ketchmark, 2011; Hunzicker, 2013). Danielson's Framework for Teaching consisted of 22 components organized into four domains of teaching responsibility: planning and preparation, classroom environment, instruction, and professional responsibilities (Alvarez & Anderson-Ketchmark, 2011). The Framework was expanded to other school-based professions, including social workers, media specialists, and counselors (Alvarez & Anderson-Ketchmark, 2011).

Teachers perceived the Danielson Framework had the potential to be a suitable format for evaluations (Evans et al., 2015). However, those teachers also identified shortcomings in the

framework. Teachers perceived the Danielson Framework was not conducive to evaluating special education teachers and were opposed to being evaluated in higher-order thinking, questioning and engaging, and lively class discussions due to the unique population of students they taught. Teachers also questioned the observer's ability to effectively evaluate a teacher's performance on all components based on the short observation time.

IDAPA 08.02.02.120 also required most teachers' overall evaluation rating to be based on their professional practice (Rules Governing Uniformity). The teachers' professional practice would be evaluated by observing teachers at least two times per year within all domains and components, with the first observation being done before January 1st (Rules Governing Uniformity). However, teachers who held a professional or advanced professional endorsement could be evaluated in at least two domains within the Danielson Framework for Teaching, instead of all four domains. Districts also had to include either parent/guardian input, student input, or portfolios to base the teachers' professional practice ratings on the evaluations.

Teacher evaluation ratings also had to be based on student achievement (Rules Governing Uniformity). Student achievement would be calculated using one of the three criteria: 1) the current year's data, 2) the immediate past year's data, or 3) the current and immediate past year's data. Section 33-1001-18 defined 'measurable student achievement' as the measurement of student academic achievement or growth within a given period for students who were enrolled and attended the school at least 80% of the time during the instructional period (Rules Governing Uniformity). The performance measures had to be determined at the school level in collaboration with the staff member impacted, aligned to the continuous improvement plan and then approved by the school's board of directors. The performance measures may be based on grade, department level, or growth goals that create group collaboration and focus on at least one of the

twelve tools for measuring the state approved. These tools range from using data from the Idaho Standards Achievement Test to the number of students enrolled in a career technical education. The individual teacher's goal and percentage of students meeting those goals must be reported annually to the state.

One summative evaluation was due by June 1st that indicated the teacher's level of performance for the four domains and 22 components in the Administrative Code that followed the Danielson Framework (Rules Governing Uniformity). The ratings on the summative evaluation included the ratings: unsatisfactory, basic, proficient, and may contain a fourth category of distinguished. The summative rating was determined using professional practice and student achievement.

Perceptions on Evaluations

It was essential to review and consider teachers' perceptions regarding evaluations. Spina, Buckley, and Puchner (2014) conducted a qualitative research study and used semi-structured interviews with individuals and focused groups in Illinois to determine educators' perceptions, attitudes, and beliefs regarding the reform within teacher performance evaluations. The participants in the study included seven elementary teachers, seven secondary school teachers, two elementary school administrators, and four secondary school administrators. A common theme in this qualitative research study was the educators' perceptions of the need for a new teacher evaluation model to shift the public's perception of public education. These educators felt a more rigorous teacher evaluation model would increase credibility and positively impact public perceptions regarding education. Some educators perceived the public perception would change, including people's beliefs of schools being complacent about improving students' outcomes and the tolerance of mediocre teachers. Other themes found within the study focused

on the advantages of the new evaluation system, which included decreased emphasis on teacher tenure, increased focus on student and teacher growth, improved instruction, and a focus on data-driven decisions.

Themes also emerged within the study around the perceived barriers to implementing the new evaluation model (Spina et al., 2014). One theme that arose was the barrier around trust issues between teachers and administrators. Trust could turn to mistrust in the educational system if teachers felt threatened. Another identified theme was the barrier unions created in effectively implementing the teacher evaluation model. Educators' perceived unions would push back when any negative evaluation was given within the system protecting teachers who may not be performing to par. Another barrier identified was the teachers' lack of training on the new evaluation model. Teachers did not understand the new evaluation model and its impact on them. The lack of training resonates within other research where educators felt inadequate training on their new evaluation models (Aldeman, 2017; Derrington, 2013; Dodson, 2017). The study also identified a barrier based on the student achievement component (Spina et al., 2014). Educators did not understand how their district would define and determine student growth. These educators voiced their concern about ensuring the growth measures were fair and equitable.

Teachers also perceived evaluations as being necessary, but many teachers voiced concerns including stress, pressure, anxiety, the potential to suppress creativity, overextension, exhaustion, depersonalization, and the amount of flexibility within the evaluation system (Ali et al., 2016; Anderson et al., 2019; Evans et al., 2015; Lejonberg et al., 2018; Pressley et al., 2018; Rumshclag, 2017; Saeki et al., 2018). One finding showed the teachers knowing or not knowing the evaluator did not have any link to the stress teachers felt during the evaluation process;

however, the recognition level of the administrator who conducted the follow-up sessions was linked to the teachers' perception of the usefulness of the evaluation

Evaluation Processes

Student Growth Measures

Value-added measures were defined as statistical tools used to measure the effect teachers have on student achievement scores (Gill et al., 2016; Warring, 2015). Value-added models gauged the impact teachers had on student achievement after recognizing student factors, including past achievement and demographic characteristics (Gill et al., 2016). Policymakers felt value-added measures added to teacher evaluation systems would improve teacher effectiveness and quality (Shen et al., 2016). Some school districts in the United States implemented value-added measures into their teacher evaluation models to inform high-stakes decisions, including dismissal, mandatory remediation, retention, tenure, and compensation (Di Carlo, 2012; Lash et al., 2016; Saeki et al., 2018; Shen et al., 2016).

Some districts used a student growth model, which consisted of statistical techniques to link a teacher's impact on their students' testing progress while removing measures that cannot be controlled (Di Carlo, 2012). Other districts used a value-added measure developed in 1993 by Dr. William Sanders, a statistic professor at the University of Tennessee (Moran, 2017). Dr. Sanders' value-added measure model followed students' progress over the years to provide a more accurate picture of how a teacher impacted students' learning.

Value-added measures were both a strength and a liability for the new evaluation policies written to compete in the Race to the Top grants (Aldeman, 2017). Value-added measures had the highest correlation with predicting teachers' impact on student growth and longer-term life outcomes (Aldeman, 2017; Chaplin et al., 2014). However, value-added measures were also a

liability due to how complicated these measures were to interpret, and they did not provide teachers direction to improve (Aldeman, 2017; Amrein-Beardsley, 2019).

Opponents argued value-added measures had no place in teacher evaluations due to the lack of documented reliability of value-added estimates and their validity in actually measuring teacher performance, especially when used in high-stakes evaluations that drove employment, compensation, and merit pay (Di Carlo, 2012: Shen et al., 2016). Opponents of value-added measures argued that the reliability and inaccurate estimates of students' growth made the models inappropriate for rating teachers' effectiveness (Di Carlo, 2012). Also, opponents felt there was minimal validity when measuring teacher performance (Di Carlo, 2012; Hazi, 2017). Others found the more weight placed on test-based accountability in a school district's policies, the more test stress was found in the environment (Rumshclag, 2017; Saeki et al., 2018).

Teachers, in general, also had concerns regarding value-added measures (Hewitt, 2015; Pressley et al., 2018). Some teachers knew value-added scores came from students' standardized test scores but did not understand the different aspects of their value-added scores (Pressley et al., 2018). Other teachers could not comprehend the specifics of value-added measurements, such as how they were computed and how the results impacted their ratings. Teachers also perceived the value-added measures did not accurately portray their teaching (Hewitt, 2015; Pressley et al., 2018). The teachers believed value-added measures did not consider the factors teachers had no control over, including their students' home life and background (Pressley et al., 2018; Warring, 2015). In addition, educators were pessimistic about how the value-added measures would impact education (Hewitt, 2015) since value-added measures did not offer information on how to improve their instruction (Pressley et al., 2018).

It was important to recognize the essential concept was how we used the research-based recommendations regarding value-added measures (Di Carlo, 2012). One recommendation was not to weight value-added measures too highly in the teacher evaluation system, set the weight between 10% and 20%, and allow districts to move it higher. Other recommendations included paying attention to all evaluation system areas, not letting one component slip, and continually monitoring results by collecting and analyzing data yearly.

Value-added measures have been a factor in litigation cases over the changes districts have made to their teacher evaluation policies (Amrein-Beardsley, 2019; Hazi, 2017). Litigation around teacher evaluation systems that used value-added measures has been analyzed (Hazi, 2017). They focused on procedural and essential due process and the state department exceeding its authority or violating their state statutes. Some districts were in litigation because their value-added measures were 50% of the teachers' final evaluation, which caused some teachers who were rated proficient by their administrators during their observations to be ineffective on their last evaluation. The Student Growth Model was the most debated of all the multiple measures, even though it was believed to be more objective than other models. This model affected the teachers who taught the low-performing and gifted students due to the little gains these students made. The criticism of the growth model was based on the validity and reliability of the model and the measures being used, and the data error at the state department level. The complaints included value-added measures and student growth percentiles.

In some cases, litigation focused on the assumption of causality (Hazi, 2017). Assumption of causality were when teachers were evaluated using a value-added measure of student growth based on academic subjects they were not assigned to teach and a teacher receiving recognition for teaching but receiving an unsatisfactory rating on the teacher

evaluation. The court ruled in favor of the value-added measures based on the evaluations that were related to improving student academic performance, which was a legitimate governmental purpose. So if school districts follow the law to improve student performance as outlined in the statute, then the law will be upheld.

Defamation of character was another factor surrounding litigation regarding teacher evaluation (Hazi, 2017). A teacher felt his reputation was harmed when the teacher evaluations used student growth scores which lowered his evaluation due to 'the ceiling effect.' The ceiling effect happened when high-performing or gifted students did not show growth because there was no room to score higher (Amrein-Beardsley, 2014). The court system, in this case, called the growth measure used as arbitrary and capricious and an abuse of discretion (Hazi, 2017).

There have been five federal cases based around the claim of 'equal protection' where no plaintiff-teacher prevailed (Paige, 2020). Equal protection is based on the law in question intentionally discriminating them due to the person's membership in a protected class. Equal protection was used when teachers were being assessed with value-added measures from students they did not teach in the core content area. The court concluded that rational relationships existed, so there were no Equal Protection Clause violations (Paige, 2020). However, the courts were sympathetic to teachers being evaluated on students' test scores that they did not teach.

There were also five court cases on value-added measures based on the federal constitutional substantive due process grounds (Paige, 2020). The plaintiffs in these cases were also unsuccessful with their claims around the due process grounds. However, two out of three plaintiffs who based their claims around the violation of the Fourteenth Amendment succeeded in their lawsuit.

Feedback

The Every Student Succeeds Act (ESSA) contained language for supporting teachers with formative feedback (Close et al., 2018). The ESSA language implied that the purpose of teacher evaluation systems was to provide teachers with feedback and not to make employment decisions. New evaluation systems changed the type of feedback administrators gave to be specific and based on data obtained through observation (Neumerski et al., 2018). Observation rubrics provided a common language, and effective teaching skills evaluators could refer to while giving feedback to teachers. Feedback within evaluation systems could be received during pre-and post-conferences, verbally, or through written feedback (Mireles-Rios et al., 2019).

When receiving feedback, teachers desired empathy and understanding from their administrators (Fuentes & Jimerson, 2020). Compassion and understanding helped build the trust needed for communication to occur on specific grade and content level issues (Fuentes & Jimerson, 2020). Evaluators, who provided constructive feedback safely by asking questions and prompting teachers to think more deeply, led teachers to feel positive and comfortable engaging with the evaluator (Carreiro, 2020). Moreover, when there was a long-standing relationship with the evaluator characterized by trust, support, collegiality, respect, comfort, and familiarity, feedback was also viewed as beneficial (Shyika et al., 2020).

Some teachers also perceived feedback as a tool that guided their instructional improvement since it was grounded in classroom practice, making their classrooms safe, challenging, and engaging for all students (Shyika et al., 2020). Feedback fostered professional growth when instructional strategies were provided to teachers they could implement in the classroom (Fuentes & Jimerson, 2020; Hill & Grossman, 2013; Mireles-Rios et al., 2019). Teachers also had to perceive the feedback received as accurate for improvement efforts to occur

(Shyika et al., 2020). When feedback crossed content areas, it was viewed as helpful (Fuentes & Jimerson, 2020). Feedback was also beneficial when the evaluator connected suggestions to an area for improvement, framed the improvement effort within a Danielson-based framework, and related the evaluation conversation to the teachers' own professional goals (Shyika et al., 2020). Teachers' self-efficacy could also increase through feedback, and their effort and commitment could be validated (Mireles-Rios et al., 2019).

The evaluator's background and expertise also played a factor in how the teacher perceived the usefulness of the suggestions (Shyika et al., 2020). Feedback was deemed more useful when teachers perceived the evaluator had general empathy and an understanding of the particular grade or content (Fuentes & Jimerson, 2020). Feedback was utilized when teachers perceived their evaluator as having credibility or knowledge about teaching and learning (Cherasaro et al., 2016).

Pre-conference communication benefited the teachers through mutual engagement in the observation cycle with the evaluator (Shyika et al., 2020). Post-observation conferences allowed teachers to meet with their evaluator to receive verbal feedback that allowed them to reflect on their practice and consider making adjustments. Shyika et al. (2020) found two-way communication during post-conferences was more beneficial to teachers than evaluator-dominated or teacher-led because collaboration occurred and opportunities to share ideas, expectations, and explanations were given. However, the inappropriate feedback for teachers' content, class, students, or lesson was seen as useless, and teachers perceived the lack of feedback as hindering their professional growth. Teachers who did not receive administrator feedback sought assistance from colleagues (Mireles-Rios et al., 2019).

Conclusion

Based on the research found within the literature review, several conclusions can be made about teacher evaluation systems in the United States. First, federal initiatives have played vital roles in implementing changes within teacher evaluations (Aldeman, 2017; Anderson et al., 2019; Dee & Wyckoff, 2017). Initiatives that impacted teacher evaluations were adding value-added measures to help determine teachers' overall summative evaluation ratings and feedback. Idaho has required their summative teacher evaluations to include professional practice and student achievement (Rules Governing Uniformity). In general, policymakers throughout the United States felt student growth measures could improve teachers' effectiveness and quality (Shen et al., 2016).

Motivation played an essential role in the effectiveness of teachers in the classroom (Lauermann & Butler, 2021, Vroom & Deci, 1970). According to Vroom's Theory of Motivation, for motivation to exist, a teacher must have confidence in their ability to accomplish their objectives (Lloyd & Mertens, 2018). Teachers must also understand how the specific outcomes of their performance contribute to achieving the anticipated reward, and they must desire the reward being offered (Lloyd & Mertens, 2018, Lunenburg, 2011). Teachers could be motivated through the participative management style of establishing goals and allowing them to achieve them (Vroom & Deci, 1970). The confidence to ask for assistance was bolstered by accomplishing their goals and improving their teaching abilities (Butler, 2007).

Student growth measures and feedback were two areas within the new evaluation system implemented in Idaho (Rules Governing Uniformity). Research had shown that student growth measures had a strong relationship with predicting teachers' influence on student development (Aldeman, 2017; Amrein-Beardsley, 2019). Critics believed, however, that student growth

measures did not belong on teacher evaluations because they could not accurately measure a teacher's performance (Di Carlo 2012; Shen et al. 2016). Various types of feedback were incorporated into the evaluation systems, including pre-and post-conference, verbal, and written feedback (Mireles-Rios et al., 2019). When it was based on classroom practices, feedback was viewed as a tool that guided teachers' improvement efforts (Shyika et al., 2020).

Chapter III

Design and Methodology

Introduction

Teacher evaluations can help instructors grow professionally by identifying areas for growth, establishing growth goals, employing tools to support professional development, and delivering feedback that inspires and promotes professional development (Stiggins & Nickel, 1989). However, minimal research has been conducted on Idaho's kindergarten through sixth-grade elementary teachers' perceptions of the Idaho Teacher Evaluation Model as a motivator to improve their professional practice. In addition, minimal research has been undertaken to assess how the experience level of kindergarten through sixth-grade elementary teachers affected their perceptions of the Idaho Teacher Evaluation model and its usefulness in helping them enhance their professional practice. This chapter explains the methodologies and procedures used to analyze Idaho elementary teachers' perceptions of their teacher evaluation model as a motivator to improve their professional practice and the effect of experience level on those perceptions.

Overview

This mixed-method research involved collecting ordinal data using a survey instrument and narrative data via interviews, yielding qualitative and quantitative data (Creswell, 2003). The researcher utilized quantitative and qualitative data to comprehend better how Idaho's Teacher Evaluation Model impacted teachers' motivation to grow professionally (Creswell & Guetterman, 2019). The Teacher Evaluation Profile (TEP) (See Appendix A), designed by Richard Stiggins, was used to collect quantitative data. Individual semi-structured interviews (See Appendix B) with kindergarten through sixth-grade teachers in Idaho were used to collect qualitative data. The researcher has completed an online ethics course and obtained an NIH

Certificate (See Appendix C). The Northwest Nazarene University Institutional Review Board authorized this mixed-methods research (See Appendix D).

Research Questions

The researcher developed the following questions to investigate the impact of the Idaho Teacher Evaluation on elementary teachers' motivation to improve their professional practice:

1). In what ways do Idaho's kindergarten through sixth-grade elementary teachers perceive the Idaho Teacher Evaluation Model as a motivator to improve their professional practice.

2) How does the experience level of Idaho's kindergarten through a sixth-grade elementary teachers impact their perception of the Idaho Teacher Evaluation Model and its usefulness in helping them to improve their professional practice?

Research Design

The researcher used a mixed-method approach to determine how the Idaho Teacher Evaluation Model motivated elementary teachers in Idaho who taught kindergarten through sixth-grade and how their experience level influenced their perceptions. Stiggins and Duke's (1989) TEP instrument collected quantitative data from Idaho's kindergarten through sixth-grade teachers.

Semi-structured individual interviews were conducted with a subset of kindergarten through sixth-grade teachers in Idaho to collect qualitative data. The semi-structured interviews were designed to determine how the Idaho Teacher Evaluation Model, which incorporated feedback and indicators of student growth, affected teachers' motivation to improve their professional practice.

Instruments

The Teacher Evaluation Profile. After getting permission from the developers via email (See Appendix E), the Teacher Evaluation Profile (TEP) developed by Stiggins and Duke (1989) and demographic items added by the researcher were utilized to collect quantitative data from kindergarten through sixth-grade teachers in Idaho (See Appendix A). The TEP was developed due to a research program that identified essential characteristics that fostered an evaluation atmosphere for teachers that supported professional development (Stiggins & Nickel, 1989). These criteria were categorized as follows: overall rating, attributes of teachers, perception of the evaluator, perception of the evaluation process, attributes of feedback, resources available for the evaluation process, and the relationship of the evaluation to the district's policies.

The overall rating category allowed teachers to evaluate the quality and impact of their most recent evaluation experience (Stiggins & Nickel, 1989). Participants defined nine qualities they possess as teachers under the category of teacher attributes, such as self-esteem and openness to risk-taking and change. The next category, perception of the evaluator, asked participants to describe their impression of the individual who evaluated their performance, from their credibility as a source of teaching feedback to their technical expertise in education. The remaining four categories sought information about the evaluation procedures, such as how the evaluation standards were treated, the feedback provided, and the evaluation context, such as the intended role of the evaluation, the amount of time spent, and the policies governing the evaluation. As a result, the TEP enabled researchers to assess the potential for teacher growth in a given teacher evaluation setting.

The research behind the TEP began when Stiggins and Duke wanted to discover why teachers' professional improvement never seemed to occur from their participation in the evaluation process (1989). Three studies were conducted before the development of the TEP. The first study focused on identifying barriers to teacher growth through effective evaluation. The second study focused on investigating teachers who reported they had experienced professional growth through a high-quality evaluation experience during the researchers' first study. The third study focused on the attributes the researchers uncovered in the second study to determine if these attributes were missing among the teachers who reported little to no professional growth through the evaluation process. Stiggins and Nickel then took the third study's questionnaire and modified it to become the TEP.

Technical analysis of the TEP was done based on an independent sample of over 4,500 teachers from 27 districts in five states (Stiggins & Nickel, 1989). The TEP was dispersed, gathered, and sent to the Northwest Regional Education Laboratory (NWREL) for analysis. A three-phase study of the TEP was completed, including questionnaire item and subscale intercorrelations, relationships between individual items and the respondents' ratings, and sensitivity to differences in the teacher evaluation environments across school districts. The data from the analysis showed the internal consistency reliability of the whole instrument for the pilot study, and the five-factor analysis was .93. There was also a meaningful, significant correlation between every TEP item that reflected attributes of the evaluator, procedures, feedback, and context with the quality, impact, and the combined ratings in at least one of the districts and for the total sample. The analysis of the multiple correlations produced .68 for quality ($F=175.236$, $p<.0001$) and .62 for impact ($F=118.488$, $p<.0001$), which shows the attributes measured on the TEP to define a teacher evaluation experience are related to the

apparent quality and impact of that event. The TEP is valid because it provided data on environmental features of teacher evaluations that have been linked to teacher growth and development. The TEP's reliability was demonstrated because it produced internally consistent data on the attributes, and the TEP was sensitive enough to detect differences in school district evaluation environments.

The researcher followed the procedure outlined by Polit and Beck (2006) to establish the face validity of the TEP in Idaho by having seven experts in education evaluate each item and the entire instrument. This process was completed to establish the validity of the researcher's demographic items and demonstrate the validity of the TEP questions to elementary teachers in Idaho. Each of the seven experts had more than 18 years of experience in education. One expert traveled the state teaching administrators about the Idaho Teacher Evaluation Model. Another worked for a private college in Idaho, evaluating teacher candidates using the Idaho Teacher Evaluation Model. The Expert Item Review for the TEP was emailed to the experts with instructions on scoring each item and the entire survey in relation to the research questions being investigated.

The seven experts were asked to use a four-point scale ranging from very relevant to not relevant to evaluate nine multiple-choice and fill-in-the-blank demographic questions and 48 TEP items that the researcher had added to the instrument. The 48 TEP statements were categorized according to the following criteria: 1) Overall rating, 2) Attributes of teachers, 3) Perception of the evaluator, 4) Perception of the evaluation process, 5) Attributes of feedback, 6) Resources available for the evaluation process, and 7) Relationship of the evaluation to district policy (Stiggins & Nickel, 1989).

The expert reviewers emailed the researcher back the Expert Item Review. Each question marked as very relevant and relevant received one point, while the items marked somewhat relevant to not relevant received zero points. The researcher then calculated the Item Content Validity Index (I-CVI) and the Scale-Level Content Validity/Average (S-CVI/AVE) for the TEP (Appendix F) (Polit & Beck, 2006). The I-CVI gave the proportion of educational specialists who marked each item on the TEP a relevance rating of very relevant or relevant. The SCVI/AVE is the average I-CVI score for all items on the Teacher Evaluation Profile (Polit & Beck, 2006). The researcher added all the individual I-CVI, which came to 56.18, and then divided it by 58 for the total number of items to produce a SCVI/AVE for the entire instrument of .97, which shows the TEP is a valid instrument for the researcher's questions. Table 1 provides a breakdown of scores from the expert analysis of the TEP in relationship to the researcher's questions.

Table 1

Expert Analysis of the Teacher Evaluation Profile Categories in Relation to the Research Questions

Sections of the Teacher Evaluation Profile	SCVI/AVE
Section 1: Demographics	1
Section 2: Overall Rating	1
Section 3: Rating Attributes of Evaluation	
Section A: Describe Yourself in Relation to the Following Attributes	.95
Section B: Describe the Perception of the Person Who Evaluated You	.96
Section C: Attributes of the Procedures Used During Most Recent Evaluation	.99
Section D: Attributes of Feedback Received During Last Evaluation	.94
Section E: Resources Available for the Evaluation Process	.94

In addition, the researcher established the reliability of the TEP by conducting a pilot study in the fall of 2021 using educators from the population of the study who were not participants in the research. Twenty-five elementary teachers from kindergarten through sixth

grade in Idaho replied to an email invitation to participate in the pilot study. The initial response rate was lower than expected, so the researcher added a monetary incentive in the form of a chance to win a fifty-dollar gift card via a drawing. At the beginning of the pilot study, participants were required to sign a consent form before the TEP was given to them through the Qualtrics program. Once consent was given, the participants responded to the demographic questions and the TEP survey statements regarding their most recent teacher evaluation. After the survey, the participants were asked whether they would be willing to participate in a semi-structured interview and whether they had any suggestions or feedback regarding the wording of the survey. No recommendations were offered regarding the items being asked in the survey. However, two generalized comments were made that related to the purpose of the study rather than the instrument's quality or design. Thus no modifications were required. The first participant stated, "This sounds like interesting research! Thank you for digging into what should be a powerful tool for teacher reflection and growth." The second participant stated,

> Although evaluations are a necessity, they have become too detailed and cumbersome. They create a great deal of work on the part of the teacher to prove they are meeting the standards and the Danielson Model. This creates extra tension and stress on an already complex and stressful job.

Semi-structured Interviews. The researcher also developed nine interview questions to understand teachers' perceptions of the Idaho Teacher Evaluation Model and its impact on their motivation to improve professionally. The interview questions for teachers were written to provide structure to the semi-structured interviews conducted with individual teachers. Additionally, the researcher established the validity of the semi-structured interview questions in Idaho by having seven educational experts evaluate the face validity of each interview

question and the interview itself. The seven experts were the same educators who validated the TEP instrument. The Expert Item Review for the semi-structured was emailed to the experts with instructions on how to evaluate each question and the entire interview in relation to the research questions being researched.

The seven experts rated the nine interview questions on a four-point scale that ranged from very relevant to not relevant. The participants then returned the Expert Item Review to the researcher by email. The researcher gave each question marked with very relevant and relevant one point, while the items marked somewhat relevant to not relevant were given zero points. The researcher then figured the I-CVI and the S-CVI/AVE for the interview questions being used for the research (Polit & Beck, 2006). The SCVI/AVE from the expert review was 1.0, which shows the semi-structured interview was a valid instrument to use with the research being conducted. The following were the questions used within the semi-structured interviews:

1. Please describe the teacher evaluation processes your district used on your last summative teacher evaluation?
2. What has been the most valuable aspect of the evaluation process that has motivated you to improve your professional practice? Why did this process motivate you?
3. What has been the least valuable aspect of the evaluation process your district uses within the summative teacher evaluation? Why is this the least valuable process within the teacher evaluation?
4. What are your feelings about using student growth measures on teacher evaluations to determine the overall summative evaluation scores for teachers?
5. How does your district figure student growth for your teacher evaluations? What percentage of your teacher evaluation was based on student growth measures?

6. Please describe how student growth measures on teacher evaluations motivated you or did not motivate you to improve your professional practice?
7. Please describe the quality of feedback you received on your last teacher evaluation? How did this feedback motivate you to improve your professional practice?
8. Please describe the overall quality of your last teacher evaluation? How was the evaluation helpful to you in improving your professional practice?
9. What suggestions would you provide to policymakers to improve Idaho's teacher evaluation processes for the novice, intermediate, and experienced teachers?

In the winter of 2021, a pilot study of the interview was conducted with Idaho elementary teachers from the population who were not participants in the study. The three elementary teachers in Idaho were requested to give feedback and comments relating to the overall clarity of the interview questions. The pilot study results were reviewed, but no suggestions for modifying the interview questions were made. The following feedback was obtained from the pilot interviews: Participants believed that the questions were relevant to the research being conducted on teacher evaluations. The researcher implemented a method recommendation made by one of the interviewees. The interviewee recommended informing participants at the outset of the interview that the study will represent the teachers, so the interviewer may not comment on their responses before going on to the next question.

Participants

The research focused on educators who worked in the elementary educational setting in Idaho and taught in traditional public school districts and charter schools.

+Teachers were defined as full or part-time employees who held a state teaching certificate and were evaluated by administrators using the Idaho Teacher Evaluation Model. At the beginning

of the study, the subjects' population included kindergarten through sixth-grade teachers from Southeast Idaho's elementary schools. The study population changed a few months into the research to include all Idaho's kindergarten through sixth-grade elementary teachers due to the lack of teachers volunteering to participate in the survey.

The researcher sent out electronic invitations (See Appendix G) to elementary teachers whose email addresses were available on their school or district website. The criteria to participate in the survey were met by 157 elementary school teachers in Idaho who volunteered. Each of these volunteers had received a summative teacher evaluation and taught kindergarten through sixth grade. Kindergarten through sixth-grade teachers from Idaho were chosen to participate in the study because they taught in grades where students' academic growth could be measured. Measurement of students' academic growth was important because Idaho's teacher evaluation system required student growth measures on a teacher's summative evaluation.

As specified in the invitation email, the researcher offered a monetary incentive of participants having the chance to win a $50 gift card in a random drawing to teachers who completed the survey. One of the improvements made to the research in response to the pilot study results was the addition of a monetary incentive. Before introducing monetary incentives there were insufficient responses to the pilot survey. With the inclusion of the incentive, the number of teachers who responded to the survey increased.

Participants who were willing to participate in the study clicked on the embedded Qualtrics survey link in the email invitation. Those who accepted the terms of the consent form (See Appendix H) were then presented with the opportunity to participate in the quantitative study. Participants could complete the TEP survey at a location of their choosing, where they had access to a computer and the internet. Participants were given the option to enter their

contact information after the survey if they wished to volunteer for the semi-structured interviews and the monetary reward. Regardless, participants were assured that the survey and the interview data would be kept confidential.

Demographic data in gender, teaching experience level, and grade levels were collected from the 157 participants who returned the survey. Table 2 provides the demographic data related to the participants' gender.

Table 2

Participants' Gender

Gender	Frequency	Percent
Female	146	93%
Male	10	6%
No Response	1	1%

Teachers' level of experience was also collected from the demographic section. The majority of participants had at least 11 years of teaching experience. Respondents must have taught for at least one year to receive an evaluation. Therefore, no teacher had less than one year of experience. Table 3 presents the teachers' level of experience from the data received from the participants.

Table 3

Participants' Level of Experience

Level of Experience	Frequency	Percent
Beginning (1-5 years)	27	17%
Intermediate (6-10 years)	36	23%
Advanced (11+ years)	92	59%
No Response	2	1%

Additionally, the assigned grade level of each participant was obtained. The teaching assignments of the participants in this study ranged from kindergarten through sixth grade, with some teachers teaching multiple grade levels. The information presented in Table 4 represents the various teaching assignments held by the participants.

Table 4

Participants' Grade Level Taught

Grade Level	Frequency	Percent
Kindergarten	29	15%
First Grade	27	14%
Second Grade	27	14%
Third Grade	32	16%
Fourth Grade	37	19%
Fifth Grade	35	18%
Sixth Grade	12	6%

The qualitative research consisted of fourteen individual, semi-structured interviews. For the qualitative interviews of Idaho's elementary teachers, a purposeful sample was drawn from those who volunteered to participate in the interview (Creswell & Gutterman, 2019). The researcher purposely selected at least four participants within each of the following three categories of experience: novice, intermediate, and experienced. The researcher determined novice teachers had one to five years of experience based on research around 20% to 50% of teachers leave the profession within the first five years of their career (Geiger & Pivovarova, 2018). Since there was a five-year period for novice teachers, the researcher determined that the same period would be used for intermediate teachers. Therefore, the researcher defined

intermediate teachers as having six to ten years of experience. Experienced teachers were considered to have 11+ years of experience. The researcher also ensured teachers from the different grade spans were selected to participate in the semi-structured interviews out of the 57 teachers, 55 females (96%) and two males (4%), who indicated their willingness to participate.

Fourteen semi-structured individual interviews were held with four novice teachers (29%), four intermediate teachers (29%), and six experienced teachers (43%). Table 5 provides information regarding the 14 elementary teachers who participated in the semi-structured interviews, including their gender, grade level, and years of experience.

An email invitation was sent out to the participants who on the survey stated they were interested in participating in a semi-structured interview (See Appendix I). The semi-structured interviews with the participants focused on their perceptions of the impact Idaho's Teacher Evaluation Model had on their motivation to improve their professional practice. Before starting the interviews, the participants were provided a consent form (See Appendix J) where they agreed to take part in the interview and have their interviews recorded.

Some teachers were excluded from the research study. Teachers who had not received a teacher evaluation did not fit the criteria for this study. Other excluded teachers included Idaho's teachers outside the grade levels of kindergarten through sixth, Idaho's teachers whose emails could not be obtained from their district's website, teachers who participated in the pilot study, and teachers who chose not to volunteer when invited.

Data Collection

The researcher used two instruments to obtain data for this mixed-method study. Stiggins (1989) Teacher Evaluation Profile (TEP), which the researcher modified by adding demographic questions, was used to collect quantitative data from Idaho's kindergarten through

sixth-grade teachers. The TEP was a survey that used a 5-point Likert scale that focused questions on six areas that were shown to have created an environment conducive to teachers'

Table 5

Semi-Structured Interview Participants

Participants	Gender	Experience Level	Years of Experience	Grade Level Taught
Participant 1	Female	Novice	5 years	First Grade
Participant 2	Female	Novice	1 year	First Grade
Participant 3	Female	Novice	3 years	Third Grade
Participant 4	Female	Novice	5 years	First Grade
Participant 5	Female	Intermediate	9 years	Fourth Grade
Participant 6	Female	Intermediate	10 years	Kindergarten
Participant 7	Female	Intermediate	8 years	Kindergarten
Participant 8	Female	Intermediate	7 years	Fourth Grade
Participant 9	Female	Experienced	20 years	Fifth Grade
Participant 10	Female	Experienced	17 years	Kindergarten
Participant 11	Female	Experienced	29 years	Sixth Grade
Participant 12	Female	Experienced	11 years	Second Grade
Participant 13	Female	Experienced	17 years	Sixth Grade
Participant 14	Female	Experienced	22 years	Fourth Grade

professional growth (Stiggins & Nickel, 1989). The survey contained nine demographic questions added by the researcher and forty-eight items to obtain data and determine the teachers' perceptions of Idaho's Teacher Evaluation Model processes. The teachers who

completed the TEP were asked to answer the statements based on their most recent teacher evaluations.

The TEP was web-based and accessed from the Qualtrics program through a confidential link provided in the email sent out to Idaho's kindergarten through sixth-grade teachers. The responses obtained from the participants on the survey remained confidential by having the survey results sent directly back to the researcher through Qualtrics. The data was kept in a database that was password protected. The participants were informed they could leave the research at any time.

The researcher adjusted the scope of the population and thus the sample after the first few months of trying to gather data due to a lack of adequate responses. During the first two months, hundreds of emails were sent out to Idaho's fourth through sixth-grade teachers who resided in Southeast Idaho. Only forty-five participants responded, of which only twenty-nine participants met the qualifications to respond to the survey. The researcher then obtained permission from her chair to change the rhetoric of the email from being very formal to more semi-formal. Also, approval from the IRB (See Appendix K) was received to change the scope of the population to include all Idaho elementary teachers who taught kindergarten through sixth grade. The second round of surveys was sent out to elementary teachers in Idaho who taught kindergarten through sixth grade. The researcher collected 183 surveys, of which 157 participants met the qualifications to respond to the study.

Fourteen semi-structured individual interviews were utilized to collect qualitative data on elementary teachers' perceptions of Idaho's Teacher Evaluation model, emphasizing the evaluation's impact on their professional growth. The 14 individual semi-structured interviews were conducted utilizing the web-based video program from Zoom. The Zoom platform allowed

audio and visual communication with Idaho elementary teachers living throughout the state. Additionally, the researcher utilized the Zoom platform to record each interview. The researcher followed an interview protocol to be reminded of the interview processes and questions and to be able to take notes (Creswell & Guetterman, 2019).

After each interview, the researcher uploaded the audio file to Otter.AI to generate a transcript. Otter.AI transcribed the interviews and allowed the researcher to verify the text by replaying the recording while following the transcript. Once the researcher confirmed that the transcription was accurate, the file was saved in a password-protected, safe file and retrieved once all interviews had been conducted. After completing all 14 interviews, the researcher imported the transcripts into the computer program Quirkos to begin the coding process.

Analytical Methods

According to each research question, the researcher assessed the Teacher Evaluation Profile data of the participants. The researcher reported the data according to the individual TEP items within each of the subcategories: teacher attributes, perception of the evaluator, perception of the evaluation process, attributes of feedback, resources available for the evaluation process, and relationship of the evaluation to district policy (Stiggins & Nickel, 1989).

In addition to using quantitative data from the surveys to analyze the data linked to the first research question, qualitative data from all fourteen interviews were also utilized. The researcher was able to separate, group, arrange and develop the meaning of the semi-structured interviews through the use of coding (Saldana, 2016). The researcher used In Vivo coding to capture the participants' language and voices. In Vivo coding occurred when the researcher used a word or phrase from the acquired qualitative data. The researcher reviewed each transcript twice during the coding procedure to ensure that the participants' thoughts were captured.

After completing the coding process, the researcher placed the words and phrases into categories and identified themes present within the data. The researcher matched themes and participants' responses from the interviews with responses to specific TEP items. The researcher then placed the themes and responses under the various survey categories to provide further support or insight into the data gathered during the quantitative survey.

The researcher also used data from the TEP to address the second research question, "How does the experience level of Idaho's kindergarten through sixth-grade elementary teachers impact their perception of the Idaho Teacher Evaluation Model and its usefulness in helping them improve their professional practice?" A Spearman's rho was performed using the IBM SPSS 28 Statistics program between item 14 on the TEP regarding the participants' perception of the overall quality of their last evaluation and the participants' years of experience. A second Spearman's rho was performed between item 15 on the TEP regarding the participants' perception of the evaluation's impact on their motivation to improve their professional practice and their experience level. The strength of the correlation was based on Salkind's (2007) scale for correlations found in Table 6.

The categories of participants' experience were entered into the SPSS 28 Statistics program as ranked data when running the Spearman rho. Novice teachers (1-5 years) were given the rank of one, intermediate teachers (6-10 years) were given the rank of two, and experienced teachers (11+ years) were given the rank of three. The teachers' perception of the impact teacher evaluations had on motivating them to improve their professional practice was entered as ordinal data from the Likert scale and ranged from one, no impact, to five, high impact. The researcher also discussed the differences in the responses and themes found within the interviews from the various experience subgroups: novice, intermediate, and experienced.

Table 6

Interpreting the Strength of the Correlation Coefficient

Correlation Coefficient	Strength of the Correlation Coefficient
.8 to 1.0	Very strong relationship
.6 to .8	Strong relationship
.4 to .6	Moderate relationship
.2 to .4	Weak relationship
.0 to .2	Weak or no relationship

Limitations

There were limitations to this study. Possible research bias was present due to the researcher being an administrator who has conducted teacher evaluations on certified employees she supervised. However, none of the teachers the researcher managed were participants in the study. Every effort was made to allow the data and analysis to communicate the findings. In addition, the engagement of the participants was not observed due to the teachers taking the surveys on their own without being monitored. The sample size of the study was also a limitation since the current study was limited to Idaho's kindergarten through sixth-grade teachers whose emails were found on websites and who had volunteered for the study. There could be no random assignment. The results could not be generalized to all Idaho elementary teachers. The scope of the study was also a limitation since the TEP focused on only the teachers' last evaluation cycle.

The study was also limited by the diverse ways in which schools implemented the Idaho Evaluation Model. Districts have the option of determining how they will measure student

growth and the percentage by which it will be measured. Districts also had the option of utilizing portfolios and determining their presentation. Consequently, the TEP responses do not reflect the same Idaho model, as districts have input into their evaluation policies. In addition, the study did not attempt to control the amount of preparation the evaluators who conducted the teacher evaluations in Idaho had.

Chapter IV

Results

Introduction

This study investigated how Idaho's teacher evaluation processes motivated teachers to improve their professional practice and how their experience level influenced their perception of Idaho's teacher evaluation model. The researcher, an Idaho charter school head administrator, investigated the perceptions of Idaho's kindergarten through sixth-grade certified elementary teachers who had taught for at least one year and had received a summative teacher evaluation from an evaluator within an Idaho public or charter school district. This chapter presents the findings from the mixed-method study, where quantitative and qualitative data were used to capture the perceptions of Idaho's elementary teachers to answer the following research questions:

1) In what ways do Idaho's kindergarten through sixth-grade elementary teachers perceive the Idaho Teacher Evaluation Model as a motivator to improve their professional practice?
2) How does the experience level of Idaho's kindergarten through sixth-grade elementary teachers impact their perception of the Idaho Teacher Evaluation Model and its usefulness in helping them to improve their professional practice?

The data collected on the Teacher Evaluation Profile (TEP) survey (n=157) were analyzed using two methods. The researcher used the SPSS 28 program to run the Spearman's rho to determine if there was a relationship between the experience level of Idaho elementary teachers and their perception of the impact Idaho's teacher evaluations played in helping them improve their professional practice and the overall quality of their last evaluation. Descriptive

statistics, including frequency distribution summary and a profile of medians and modes, were also used to determine the teachers' perceptions of the following categories within the TEP: Overall Rating, Attributes of Teachers, Perception of Evaluator, Perception of Evaluation Process, Attributes of Feedback, Resources Available for Evaluation Process, and the Relationship of the Evaluation to the District's Policies.

The qualitative data from the semi-structured interviews held using the online platform Zoom (n=14) were gathered using In Vivo coding to capture the teachers' voices on their perceptions of how the current Idaho teacher evaluation processes motivate them to improve their professional practice (Saldana, 2016). The themes provided in Table 7 and participants' responses from the interviews were compared to data found within the TEP.

Table 7

Semi-structured Interview Themes, Subthemes, and Number of Statements

Theme	Subtheme	Number of Statements
Quality of Evaluation	Overall Quality of Evaluation	11
	Feedback	66
Character Traits	Teacher	17
	Evaluator	38
Perception of the Evaluation Process	Standards Communicated	14
	Examination of Teacher Artifacts	35
	Examination of Student Growth	58
Impact of Evaluation	Professional Practice	30

Results

Findings for Research Question 1

The researcher used descriptive statistics from the TEP and themes found within the semi-structured interviews to address the following research question:

1) In what ways do Idaho's kindergarten through sixth-grade elementary teachers perceive the Idaho Teacher Evaluation Model as a motivator to improve their professional practice?

The data obtained for the descriptive statistics came from the SPSS 28 program, through which the data were analyzed. The subcategories of the TEP that were analyzed included: Overall Rating, Attributes of Teachers, Perception of Evaluator, Perception of Evaluation Process, Attributes of Feedback, Resources Available for Evaluation Process, and the Relationship of the Evaluation to the District's Policies.

Quality of Evaluation Processes. One of the three key factors in Vroom's Theory of Motivation, instrumentality, is based on the employee's belief that the specific outcome of their performance will result in the anticipated reward (Lloyd & Mertens, 2018; Lunenburg, 2011). In this research, instrumentality would be the teachers' belief that the Idaho Evaluation Model and processes would result in them improving their professional practice. Therefore, the participants' perceptions of the quality of their last evaluation and the evaluation processes could play an important role in teachers' motivation to improve their professional practice. If the evaluation processes were deemed to be of very poor to poor quality, the instrumentality would approach zero (Lloyd & Mertens, 2018; Lunenburg, 2011). If the evaluation processes were deemed to be of high to very high quality, instrumentality would be closer to 1.

Overall Quality of their Last Evaluation. The first subsection of the TEP asked participants to rate the overall quality of their last evaluation. The participants were asked to rate their most recent evaluation process, including observations, evaluations, and other procedures, from a one that represented inferior quality, to a five, which meant a high-quality evaluation (Stiggins & Nickel, 1989). Table 8 provides the frequency and percent of the participant's perception of the quality of their last evaluation.

Table 8

TEP Survey Participants' Perception of Overall Quality of Their Evaluation

Rank	Frequency	Percent
1 (Very Poor Quality)	4	3%
2	14	9%
3	67	43%
4	51	33%
5 (High Quality)	20	13%

N=156

When rating the overall quality of their evaluation, the mode and median were equal to 3, which indicates the most common response for the overall quality was moderate. In addition, 46% percent of participants rated the quality of their evaluation as relatively high to high quality, while only 12% rated the quality as poor or very poor.

The participants' perceptions of the quality of their most recent evaluation also emerged as a theme from the semi-structured interviews, Quality of Evaluation. The Overall Quality of the Evaluation was a subtheme found within the data. During the interviews, 11 statements were made regarding the overall quality of the participants' most recent evaluation. Participants' perceptions regarding the overall quality of their evaluations varied, with 55% believing the

quality to be poor and 45% believing it to be high. Participant 10 thought the evaluation was good quality, but it was not happening enough to be as helpful as it could be to teachers. Participant 11 also had a positive perception of the quality of her evaluation. She stated, "I have found that my teacher evaluations are incredibly helpful for it helps me develop my professional practice." Participant 2 also said, "I feel like it was valuable. It gave me validation that I was on the right track and made me less nervous."

Other participants did not perceive their last evaluation to be of high quality. Participant 7 did not feel the overall quality was good. This participant recounted the experience of her being told by the evaluator that it was her year to take a hit for the team because not everyone could earn high marks. She stated, "That sucks, but I understand what he's saying because you can't go through and say every teacher is highly effective without them thinking that they're not evaluating critically." Participant 13 became frustrated with her evaluation because her evaluator was learning how to do them, and she felt like the evaluator put information in areas that were not always accurate. She called the evaluator on the inaccurate information, and the evaluator said she would take that part out of the evaluation. She stated, "So it didn't help me be a better teacher, but it helped me, and I hate to say this, but it helped me learn to cover my butt more." The data on the TEP for the attributes, usefulness of suggestions for improvement (*Mdn=3*), and quality of the ideas and suggestions in the feedback (*Mdn=3*) are contradicted by these statements regarding the low quality of teachers' overall evaluations.

Quality of Feedback. Participants' perceptions of the quality of feedback were gathered from the fifth subsection of the TEP, which focused on participants' perceptions of feedback they received during their most recent evaluation and questions posed during the semi-structured interviews. Attributes/items covered in this section include the amount of information received,

the frequency of formal and informal feedback, the depth of information provided, the timing of the feedback, and the feedback being focused on the standards. Table 9 provides specific data on each attribute, including the median and mode.

Table 9

TEP Survey Participants' Perception of Feedback Received

Attribute/Item	Median	Mode
Amount of information received	3	3
Frequency of formal feedback	2	2
Frequency of informal feedback	2	1
Depth of information received	3	4
Quality of the ideas and suggestions contained in the feedback	3	2
Specificity of information provided	3	3
Nature of information provided	4	4
Timing of feedback	4	4
Feedback focused on standards	4	4

The median scores in this category ranged from 2 to 4, while the mode scores were between 1 and 4. The lowest attributes/items were the frequency of the formal (*Mdn*=2, Mode=2) and informal feedback (*Mdn*=2, Mode=1). The highest attributes/items within the data on feedback were the feedback focused on standards (*Mdn*=4), the timing of feedback (*Mdn*=4), and the nature of the information provided (*Mdn*=4). A subtheme of the semi-structured interview centered on the quality of the Idaho Evaluation Model's feedback procedures. Within this subtheme, there were 66 statements, of which 39% were positive perceptions of the quality of the feedback, 41% were negative, and 20% were not associated with the quality of the feedback.

The median scores of the informal and formal feedback suggest some teachers perceived not receiving frequent feedback. The lack of feedback could hinder teachers' growth since feedback can foster professional growth when instructional strategies are given to teachers to implement within their classrooms (Fuentes & Jimerson, 2020; Hill & Grossman, 2013; Mireles-Rios et al., 2019). Participant 10 reflected on how she received instructional strategies she could use to improve within her profession.

> I feel like we talked a lot about managing centers and having students doing different things in different places in the classroom. I feel like I remember bringing up that as my personal struggle. So we were able to talk about different ways of making that a stronger structure within the classroom. We just bounced off ideas, and it was very collaborative. It generated ideas that I could then go and try.

This statement illustrates how the evaluator's feedback can provide teachers with methods to enhance their professional practice. However, the statement from Participant 13, "It literally only happens twice a year," supports the data that feedback is not occurring frequently enough.

The data from the highest attributes/items within the feedback category shows when teachers did receive feedback; they perceived it to be almost instantaneous, descriptive, and reflective of teaching standards. Neumerski et al. (2018) study showed when providing feedback to teachers; evaluators can refer to observation rubrics for a common language and effective teaching skills (Neumerski et al., 2018). Shyika et al. (2020) research also found that teachers viewed feedback as helpful when the evaluator framed the improvement effort within a Danielson-based framework. Participant 10 also felt having her feedback based on the Danielson-based framework as useful. She stated,

> I would say it is great quality. It was very specific. It was very detailed. He described what I did and what the kids did in a kind of play-by-play. He also referenced which part of the Danielson Framework it hit, and he is using that as evidence. So I think it was really high-quality feedback.

One participant's perception in the semi-structured interviews contradicted the survey data regarding the timing of the feedback (*Mdn*= 4). Participant 14 stated,

> It is like two weeks later after the observation, and it would be nice to talk to him right away when it is still fresh in their mind on what they say. They won't have to sit there and look back at their notes or whatever and remember what they saw. Even though they are sending it off, I think it would be nice for them to just give you some feedback right away.

Another area to recognize is the quality of the ideas and suggestions contained in the feedback (*Mdn*=3, Mode=2). Shyika et al. (2020) reported that post-conference feedback was the most beneficial to teachers when there was two-way communication between the evaluator and teacher. In this research, participants' viewpoints varied concerning the suggestions and ideas received during their post-conferences. During the semi-structured interviews, 42 statements were made regarding the quality of the ideas and suggestions, of which 50% were negative, 40% were positive, and 10% were neutral. Some participants wanted more two-way communication. Participant 12 stated, "I wish it was more back and forth, more questions about my own personal reflection on my lesson, or things that perhaps they didn't observe, or wouldn't have an opportunity to observe." Another participant also felt the ideas and suggestions were lacking in the post-conference feedback. Participant 7 stated,

> I will be honest. I do not think that I have ever really felt like the feedback that I have received has been quality. I just feel like maybe many administrators want to be soft and gentle. I think that is important, but my principal just pointed out what I did, and I know what I did. I am very happy to receive criticism.

Participant 14 wished for more feedback. She said, “Maybe she doesn’t think I need it. But I guess I think all of us still want it. No matter how long we have been teaching, it is nice to know.” Other participants perceived feedback to help them improve their instructional practice. Participant 11 reflected on her experience communicating with her evaluator.

> I can talk with her in a one-to-one dialogue, and that is the most valuable piece of the evaluation process. It is valuable when I can actually sit down with a person, and we can share what was seen, what was in my notebook, and what they observe because I don’t always have an accurate picture of how I am as a teacher.

Feedback was also more useful when teachers perceived the evaluator as having knowledge of a particular grade or content (Fuentes & Jimerson, 2020). One participant discussed how her evaluator’s expertise in a specialized field of education allowed her to be accurately evaluated in this area. Participant 6 stated,

> I wouldn’t change my principal for the world because I am a special education (SPED) teacher, and she has been through the sped world. She knows the sped world where other principals have no clue. My first year in sped at a different school district, I got like proficient, and there is no way on God’s green earth as a sped teacher I should be proficient. There should be so many basics, like I should have a big B on my evaluation, and there should have been some Us at that point.

Character Traits. An essential component of Vroom's Theory of Motivation was the worker's expectation that their effort will result in a particular performance (Lloyd & Mertens, 2018). The self-perception attributes of teachers would fall into this formula under expectancy since expectancy is the amount of confidence a teacher has around their abilities to reach their goals (Lloyd & Mertens, 2018). In addition, teachers' perceptions of their evaluators' attributes would be included under expectancy for the evaluator's role is to support teachers by boosting their confidence in their ability to achieve their goals (Luneneburg, 2011). Expectancy ranges from zero, which indicates no expectation, to one, which indicates full expectations (Lloyd & Mertens, 2018; Lunenburg, 2011). The risk factor of failure also had not to fall too low or high for teachers to have optimum motivation (Agah et al., 2020).

There were 55 statements made within the semi-structured interviews that comprised the theme of Character Traits. Also, when analyzing the data of the median scores on the TEP, which ranged from; 3 to 5, on the teachers' self-perception of their attributes, as presented in Table 9, the expectancy values would likely not be zero. In addition, when analyzing the data of medians on the TEP, which ranged from 3 to 4, on the teachers' perception of their evaluator's attributes, presented in Table 10, it is likely the expectancy values would also not be zero. Therefore, the participants' perceptions of their own and the evaluators' attributes would provide teachers with a moderate to a high level of motivation to enhance their professional practice.

Attributes of Teachers. Participants' perceptions of their own attributes were gathered from the second subsection of the TEP, which was based on the participants' self-perception of attributes they may or may not perceive themselves as possessing, and 17 statements from the semi-structured interviews. The participants were asked to rate themselves on a Likert scale from one being the lowest ranking to five being the highest ranking. The areas the participants rated

themselves on were the following: the professional expectation of themselves, orientation to risk-taking, orientation to change, orientation to experimentation in the classroom, openness to criticism, knowledge of technical aspects of teaching, knowledge of curriculum content, and their experience with their prior teacher evaluation experience. Table 10 provides the median and mode for each area in this section.

Table 10

TEP Survey Participants' Self-Perception of Attributes

Attribute/Item	Median	Mode
The strength of your professional expectations of yourself	5	5
Orientation to change	4	4
Orientation to experimentation in your classroom	4	4
Openness to criticism	4	4
Knowledge of technical aspects of teaching	4	4
Knowledge of curriculum content	5	5
Experience with teacher evaluation prior to most recent experience	3	3

The median scores ranged from 3 to 5. The lowest was their previous experience with teacher evaluations prior to the most recent experience, and the highest was the strength of their professional expectations and knowledge of curriculum content. It would be essential to consider when looking at the lowest area, experience with teacher evaluation prior to most recent experience; two of the participants were first-year teachers who would not have had any experience before this year.

During the semi-structured interviews, participants also provided their perceptions of the strength of their attributes. One attribute brought up through the discussions was the participants'

strength of their expectations of themselves. Participant 11 stated, "I feel that if you are really trying to be a good teacher, you already know what you need to do better or have some ideas in your mind." Participant 9 also stated, "Trust us that we know where we need to improve and let us focus on those areas a little bit more." These statements support the TEP survey findings that teachers have high expectations of themselves (*Mdn*=5).

Other attributes brought up through interviews were orientation to experiment within their classroom and openness to criticism. Participant 13 explained her perceptions within these areas.

> Having all fours does not make me happy because I still feel like I'm not a perfect teacher. I know I have stuff to learn; I just have to go out on my own to figure out what it is. Luckily, with Highly Reliable Schools, I am so excited because there are so many other things that I can go experiment with to grow and learn.

The participant's assertion that she can learn and grow from numerous things she can experiment within the classroom supported the TEP survey results in Table 9, indicating that teachers experiment in the classroom (*Mdn*=4). Another participant described how criticism could be difficult to accept but how it helped her grow, confirming the TEP data that participants are receptive to criticism. Participant 1 stated, "It was always hard to hear the more constructive criticisms, but that did make me want to be better."'

Perception of Evaluator. Participants' perceptions of the evaluators' characteristics were gathered from the third subsection of the TEP and 38 statements from the semi-structured interviews. The TEP survey asked the participants to rate the characteristics of their evaluator, which included attributes around credibility, trust, working relationship with the teacher, and

temperament. Table 11 provides the attributes and the median and mode for each area in this section.

Table 11

Participants' Perception of Evaluator's Attributes

Attribute/Item	Median	Mode
Credibility as a source of feedback	4	5
Working relationship with you	4	5
Level of trust	4	5
Interpersonal manner	4	5
Temperament	4	5
Flexibility	4	5
Knowledge of techniques of teaching	4	5
Capacity to model or demonstrate needed improvements	3	4
Familiarity with your particular teaching assignment	4	4
Usefulness of suggestions for improvement	3	3
Persuasiveness of rationale for suggestions	3	3

The median scores in this category ranged from 3 to 4. As seen in Table 11, the highest categories were based on the evaluator's personal characteristics, including areas that described the evaluator's temperament, interpersonal manner, credibility, flexibility, trust, and working relationship. The three lowest categories in Table 11 were: the persuasiveness of rationale for suggestions, capacity to model or demonstrate needed improvements, and usefulness of suggestions for improvement. These attributes were all based on the ability to communicate recommendations for improvement. Therefore, the majority of participants have a favorable

opinion of their evaluators. Still, they may lack confidence in the evaluators' abilities to persuade teachers to use their suggestions, provide suggestions participants viewed as useful, and model suggestions for improvement.

According to Spina et al. (2014), implementation of the evaluation process may be hindered when teachers feel threatened, and their trust transforms into mistrust. As shown in Table 10, the perception of the evaluators' interpersonal manners (*Mdn*=4) was not threatening; therefore, trust between teachers and evaluators could flourish. Fuentes and Jimerson (2020) found compassion and understanding could help build the trust needed for communication to occur. One participant explained how trust was formed with her evaluator over time. Participant 5 stated,

> The first year or two with him was, very much stay out of my room and just don't come in for I don't want to have a discussion with you for I know where I am struggling. I don't need your opinions. Let me figure it out. Now, it is there; the trust has been established.

She further explained, "I am very comfortable with my administrator. I know where I stand with him. I am not afraid of what he is going to say. There is a trust there." Participant 11 also explained her feelings on trust.

> I am actually really, really blessed to have my administrators that I do. I hear horror stories from other schools about their administrators and how they have no trust in them. I know my administrator has my back. I know if I have an issue, she will tell me. I can go in and talk to her anytime, and I do. She has an open-door policy. I love that! So yes, trust is vital!

Other participants expressed their perceptions of the importance of having a working relationship with their administrator. Participant 2 stated, “I think if administrators come in with the attitude that they are there to help you, and that you are a team, and they are on your side, that would probably be the most helpful.” Respect and having a positive manner were other areas mentioned during the interviews. Participant 6 stated, “Respect is a big piece to building that relationship, and I think relationships are important in the evaluations.” In addition, Participant 2 said, “My principal, in general, is a very, you know, he is a positive person in general. So, just his personality, I think, kind of helps.” These statements from the semi-structured interviews support the data on the TEP survey that the participants trust their evaluators (*Mdn*=4) and that there is a positive working relationship between them (*Mdn*=4).

To persuade teachers that their performance can lead to the desired reward, teachers need to view their evaluators as conducting accurate job performance evaluations (Lunenburg, 2011). As seen in Table 10, the credibility of the evaluator was high among the participants (*Mdn*=4). Statements made during the semi-structured interviews also revealed the evaluator's credibility or lack of credibility. A few participants explained the importance of knowing their administrators had the experience to make them a credible resource. Participant 6 stated,

> Somebody who knows what they are doing makes a lot of difference. If they do not know what they are doing, it is pointless. If they started out ABCTE and had a business degree and came in here, I wouldn’t care about my evaluation because they don’t know it. Whereas my principal now I care because she knows and has been there.

Participant 13 also shared her perception of evaluators being credible resources.

> It is tough when you have more experience than your administrator and your administrators are coming from non-teaching positions. They do not have those strategies

> and different relationships that teachers make with their students. So it's frustrating, and it is really hard to get really quality feedback because they don't have all the knowledge that you have acquired, and their feedback is not always useful knowledge.

Another participant explained her frustration when her evaluator did not understand the informal assessment she used during her observation. Participant 12 stated, "I don't feel the observer understood the sophistication of my information assessments." She then provided feedback on her perception of how to solve this problem of having the observer not being a credible resource for the teachers. She said,

> Maybe not have the building administrator do the actual observations. I feel having someone in the district who has a great deal of experience with that particular grade level or area would give more effective feedback and do a more useful observation.

These statements regarding the credibility of the evaluator both support and contradict the data in Table 10 that the participants' evaluators are credible (*Mdn*=4).

Perception of the Evaluation Processes. When analyzing the instrumentality concept within Vroom's Theory of Motivation, it was necessary to consider the participants' perceptions of the evaluative criteria. Instrumentality is the expectation that a teacher's performance will result in the anticipated reward (Lloyd & Mertens, 2018). Instrumentality would not rank highly if participants' knowledge and perceptions of the evaluation system's criteria were lacking. There were 164 statements made within the semi-structured interviews that comprised the theme of teachers' perceptions of the evaluation processes. Also, when analyzing the range of the median scores on the TEP, which ranged from 1 to 4, on the participants' perception of evaluation standards, as shown in Table 12, the instrumentality values could likely range from close to zero to one. Consequently, the participants' perceptions regarding the criteria of the

evaluation processes would provide teachers with a low to a high level of motivation to improve their professional practice based on specific attributes.

The fourth subsection of the TEP focused on the participants' perceptions of the procedures used during their most recent teacher evaluation. Standards, which were the criteria used to evaluate teachers, were ranked on a Likert scale, with one being the lowest and five being the highest, and included areas of communicating the standards, having uniform standards for all teachers, understanding the standards, and believing the measures were appropriate for their teaching assignment. Table 12 provides the attributes and the median and mode for each area.

The median scores in this category ranged from 1 to 4 as seen on Table 12. The lowest was peer evaluations, and the highest were observations being considered in the teachers' evaluations and the standards being communicated and clear to the participant. When looking at the data, it is essential to remember that peer evaluations are not required in the state of Idaho and could contribute to it being the lowest attribute in this section. Two common areas to recognize were the criteria being the same for all teachers (*Mdn*=2) and the examination of artifacts which could include portfolios (*Mdn*=3). One factor to consider when looking at the attribute of the criteria being the same for all teachers was there were 5 (3%) participants who taught special education, 5 (3%) who taught physical education, and 5 (3%) who taught music. The median score for this attribute (*Mdn*=2) could reflect participation from these specialist teachers. However, it is essential to note that these specialist teachers have the same requirements as general education teachers on their evaluations.

Table 12

TEP Survey Participants' Perception of Standards (Criteria) of Evaluation

Attribute/Item	Median	Mode
Were standards communicated to you	4	5
Were the standards clear to you	4	5
Were standards endorsed by you as appropriate for your teaching assignment	4	4
Were the standards the same for all teachers	2	1
Observation of your classroom performance	4	5
Meeting with evaluator	3	4
Examination of artifacts	3	2
Examination of student performance	4	3
Student evaluations	2	1
Peer evaluations	1	1
Self-evaluations	3	1
Number of Observations per year	3	3
Approximate frequency of informal observation per year	3	5

Through semi-structured interviews, 14 statements regarding evaluation criteria were communicated to the researcher. In addition, Table 12 of the TEP survey data indicates that participants felt they were informed of evaluation standards. Participant 8 explained how she learned about the standards; "At the beginning of the year, they have to go over the rules or things that you have to do for a teacher evaluation." Participant 2 explained how her district communicated the evaluation standards to new teachers within her district.

> The district did have us go to an actual class as a first-year teacher, where they talked to us about what was going to be expected. So we kind of had a heads up as to what things

> they were going to be looking for in the evaluation. So that helped ease a little bit of the stress I think everybody feels a little bit. I think that helped me as a first-year teacher at least feel a little better to know what it was they would be looking for and knowing she is not going to surprise us or give us something that we had no idea or were unprepared for.

During the semi-structured interviews, participants also referenced the data found in Table 12 that all teachers were held to the same standards (*Mdn*=2, Mode=1). This median on the survey reflects that the standards were the same for all teachers and not tailored to fit the needs of individual teachers. This attribute was further expounded upon during the semi-structured interviews. One participant described how her evaluator did not treat the experienced teachers and new teachers the same during the evaluations. Participant14 stated,

> I do not know when the evaluator was coming to observe, which is fine, for that is kind of how it is supposed to be. However, a few months ago, we were in the teacher's lounge, and some of the newer teachers said they always knew when she was coming in to observe, so they were aware of when she was coming in and were ready.

Another participant highlighted the difference between how the evaluators ranked the teacher's performance during the observation. Participant 14 stated, "I think each administrator has a different understanding of how to get from proficient to distinguished, and the purpose of being distinguished. That is really hard."

Participants' perceptions were shared on individualizing teacher evaluations based on experience. In the semi-structured interviews, it was suggested that novice educators should be granted grace. Participant 10 stated,

> Grace needs to be given to people. It takes years and years and years to craft your practice. The expectation that I am going to be great at all of these things at once is not realistic, and it is too much pressure.

She continued to explain how crafting your professional practice is like spinning plates.

> I feel like a circus performer with the spinning plates since I started teaching. It takes years to spin this plate and get it going. Then you can pay attention to something else. So I have my classroom management, which is spinning pretty good. Now I can work on crafting my lessons. I just can't work on them all at once. Evaluations should include all 22 components, but just with the understanding that you don't have to be great at these things all at once.

Participant 13 also stated, " I really think that all of it is way too much for the brand new teachers because no matter how much they get in university and student teaching, it is still not enough that first year. I think the evaluation process should be different for them."

The semi-structured interviews yielded 35 statements pertaining to examining teaching artifacts through portfolios. There were various perceptions among the participants, with 11% of the statements emphasizing the positive, 54% emphasizing the negative, and 35% being neutral statements. According to Table 12 of the TEP survey results, only a small to moderate amount of artifacts are being examined for the teachers' evaluations. This is important to note since most of Domain One and Four components within the Danielson Framework cannot be seen during an observation and happen behind the scenes (Danielson & Association for Supervision and Curriculum Development, 2007). However, participants communicated their perceptions on the time it took them to prepare the portfolio, the time the evaluator spent looking through the evidence, and the way teachers could submit items to satisfy what the evaluator is looking for

within the Danielson Framework even though it may not match precisely what they were doing within the classroom. Participant 7 shared her perception of the portfolio aspect of the evaluation.

> I felt it was kind of like being back in high school again. It was like I can generate any type of data you want me to do to show you that I am doing something. It is often very forced and very fake.

Another teacher, Participant 3, shared her feelings about the portfolio and her perceptions of how it does not accurately portray her teaching abilities.

> I think it is really useless. Anybody can mockup anything and say that is what I am doing in my classroom. But they are really not, or they don't know how to show it on paper. It seems just a waste of time, and it takes me the most time.

Another participant viewed the portfolios as not a piece to motivate but a piece to show the evaluator complied with regulations. Participant 5 stated,

> I know we only have to provide one or two pieces, and it is just so that my principal knows we are doing this. He uses it so that if there is an audit, he can say that he checked that and did those things. It seems like a step just to prove that we are actually doing it.

Other participants reflected on the time it took to build the portfolio, and the amount of feedback received. Participant 2 stated,

> It felt a little redundant. I felt like it could have just been questions asked. It was a lot of work to put it together. I felt like it was flipped through pretty quickly. Like, okay, got it, got it, but I did not see as much value in it compared to the time to put it together. We did not talk about it. I felt like more of the actual observation and the feedback were more helpful to me.

The expectations of the evidence provided within the portfolios were also not the same between the evaluator and the teacher. Participant 11 stated,

> The first year I did my notebook, I explained and gave an example of how I helped a student who was struggling. I was then told no and was told what they were really looking for was a seating chart. I went, oh, so if I put a seating chart in and explain why I put the kids where I put them, then that is fine? Yep. That is what I have done ever since, and I tell new teachers don't worry about trying to explain how you have met the needs of one particular kid because you understand this kid? Don't do it. Just put in your seating chart, and you are good.

However, Participant 11 reflected on how she preferred the portfolio to parent and student surveys.

> The way it is set up, it gives me a chance for my administrator to see my best. If I have a student who hates me, which I do, if they submit a survey, it could skew the data because that is what will be used to evaluate me. If I have a parent survey, and I have a parent that hates me, which I do, it would skew the data. However, when I create the notebook I can put in what I have done and what I feel is representative of me.

The TEP survey results in Table 11 show that student achievement is used in teacher evaluations in Idaho. The 58 statements through the semi-structured interviews varied on their perceptions of student achievement being part of the teacher evaluation process with 10% being positive, 41% being negative, and 49% being neutral. Previous research showed that some teachers perceived student growth measures as inaccurate when portraying their teaching (Hewitt, 2015; Pressley et al., 2018). During the interviews, participant 11 shared her perception of student growth measures representing her instructional practice.

> I have to show that the kids are learning, and if the kids don't learn, I have a problem that I have to solve. I am not sure that really is meeting the need of improving my instructional practice. I have a kid who went down on a science vocabulary quiz. So my options are to drill the kid on the words. That is not improving my instructional practice. I can make sure the kids study and keep teaching the words. Is it going to improve my practice? No, not really.

Participant 5 stated, "Teaching is more than just academics, especially nowadays. Teaching is understanding them emotionally. So to limit their growth in the year to just this test, that is hard because there is so much more than that."

Previous research also showed that teachers believed student growth measures did not consider outside factors that teachers could not control, including students' background and home life (Pressley et al., 2018; Warring, 2015). Some participants in the current study also shared the same views on student growth measures. Participant 6 explained her perspective on student growth measures being used on teacher evaluations.

> My honest opinion, I do not think it is fair and I do not think it shows what we have done. Every child learns differently and learns at a different pace. Even though all second-grade teachers are doing a pacing guide and are within the same area, not everyone is going to do the same thing. Especially if the social-economic status is low, or if grandma died last weekend, or their dog got hit. What if they did not eat breakfast that morning and did not tell us.

Perceived Impact of the Evaluation

When analyzing the valence concept within Vroom's Theory of Motivation, it was necessary to consider the participants' perceptions of the impact the evaluation had on their

motivation to improve their professional practice. Valence is the degree to which the employee preferred the outcome (Lloyd & Mertens, 2018). It is important to remember that valence could be a positive or negative value from -1 to 1 (Lloyd & Mertens, 2018). If teachers do not prefer the outcome of their evaluations, it could have an impact on their motivation to improve their professional practice. There were 30 statements made during the semi-structured interviews that provided insight into the teachers' perceptions of how the evaluation process impacted their professional growth. Table 8 provides the frequency and percent of the participants' perception of their evaluation's impact on their professional practice.

Table 13

TEP Survey Participants' Perception of Impact Evaluation had on Professional Practice

Rank	Frequency	Percent
1 (No Impact)	30	19%
2	40	26%
3	45	29%
4	32	20%
5 (Strong Impact)	10	6%

N=157

When rating the evaluation's impact on teachers' professional practice, the mode was equal to 3 which shows the most common response was a moderate impact. In addition, 26% of the participants rated their evaluation as having a relatively strong to strong impact on their professional practice, while 35% rated their evaluation as having low to no impact. Compared to the evaluation's impact on teachers' professional practice found on Table 7, 46% of respondents assessed the evaluation's quality as relatively high to high, but only 26% rated the evaluation's impact as relatively strong to strong. Participant 12 provided a statement that explains how it

does not impact her professional growth, but there have been improvements she feels have been beneficial. She stated,

> There are many aspects of it that are demotivating. But the one that changed recently, where you get more input in terms of your achievement data, I like that aspect only because you can create an area that you feel you have a need for your students. You can set that goal early and just develop lessons and formative assessments to guide. It is fun to see how students respond to the lessons. There is a lot of reflection in that process instead of just having them come in and observe you in a snapshot.

This statement affirms Butler's (2007) belief that goals play an important role in generating a distinct motivational system. Participant 13 also provided her perception on the impact of the evaluation system. She stated,

> The evaluation process does not motivate me. I am a lifelong learner. So to me, the only way that it helps me is when they are able to give me some good feedback. On the other hand, I get just as much having other teachers come in and give me that critique. So I think I get more from that than I do my evaluations.

Perceptions of Resources Available for Evaluation. In the sixth section of the TEP, available resources for teacher evaluations were highlighted. These attributes included the time spent on the evaluation process, the time set aside for professional development during a semester, and the availability of training programs and models of good practices. These attributes range from one being the lowest ranking representing none and five being the highest ranking representing a great deal. Table 14 provided specific data on these attributes, including the median and mode.

Table 14

TEP Survey Participants' Perception of Resources Available for Evaluations

Attribute/Item	Median	Mode
Amount of time spent on the evaluation process	3	3
Time during the semester for professional development	3	3
Availability of training programs and models of good practice	3	3

The median scores in this category were the same for all attributes (*Mdn*=3). One attribute that teachers focused on during the interview was the time spent on the evaluation process. Participant 13 felt there was not enough time given to the evaluation process. She stated, "It is just a pinch of time, it really isn't enough to really know what is happening in the class." Another participant felt there was too much time in between cycles. Participant 9 stated, "The evaluation cycle should be shortened to different cycles so your goals are more at the forefront throughout the year."

Perception of District Values and Policies in Evaluations. The last subsection of the TEP focuses on the school districts' values and policies in evaluations. There are two attributes in this section, which include the clarity of policy statements regarding the purpose of evaluation ranging from vague to very clear, and the intended role of the evaluation from teacher accountability to teacher growth. Table 15 provided specific data regarding each of these attribute areas. The median scores in this category were the same for both attributes (*Mdn*=3). The mode score of the intended role of evaluation (Mode=3) shows that teachers most common response was in the middle when viewing evaluations as an accountability or growth piece.

Table 15

TEP Survey Participants' Perception of District Values and Policies in Evaluations

Attribute/Item	Median	Mode
Clarity of policy statements regarding purpose of evaluation	3	3
Intended role of evaluation	3	3

A few participants in the semi-structured interviews brought up an area that could fall under school policy. These teachers made statements regarding evaluations being used to give pay raises. Participant 1, a novice teacher, said evaluations tied directly to pay raises is a big motivator. An intermediate teacher, Participant 6, stated, "I don't think pay raises should be given on evaluations because if you have one bad moment doesn't mean your entire year has been bad. I think if there is growth, that can be determined on raises, but I don't agree with that either."

These statements are important to consider when determining if the summative evaluation motivates teachers to improve their professional practice. In Vroom's Theory of Motivation, valence was the degree to which the teacher favored the outcome (Lloyd & Mertens, 2018; Lunenburg, 2011). Valence could have a positive or negative scale, depending on the desire or lack thereof, and the range could be between -1 to 1. Therefore, when analyzing the TEP and interview data, the valence would fall within the negative and positive scale ranges, which could either hinder or support teachers' motivation for professional growth.

Findings for Research Question 2

The researcher used the SPSS program to run two Spearman Correlations to determine if there was a relationship between the experience level of Idaho elementary teachers and their perception of the impact Idaho's teacher evaluations played in helping them improve their

professional practice and the overall quality of their last evaluation. These correlations and themes found within the semi-structured interviews were used to address the second research question:

2) How does the experience level of Idaho's kindergarten through sixth-grade elementary teachers impact their perception of the Idaho Teacher Evaluation Model and its usefulness in helping them to improve their professional practice?

Participants' Perception of Impact on Evaluation. The researcher used Spearman's rho to determine the relationship between the experience level of teachers and their perception of the impact their evaluation had on their professional practice as measured by item 15 on the TEP, which asked the participants to rate the overall impact of the evaluation on their professional practice. Table 16 shows the data obtained when running the Spearman's rho.

Table 16

Spearman's Correlation on Experience Level and Perception of Impact on Evaluation

	1	2
1. Experience Level of Teachers	--	-.164*
2. Perception of Impact on Evaluation	-.164*	--

Note. N=155. *Correlation is significant at the .05 level (2-tailed).

A Spearman's rho correlation was run to assess the relationship between the experience levels of teachers and the teachers' perception of the impact teacher evaluations had on Idaho their professional practice. There were 155 participants' results analyzed. Preliminary analysis showed a statistically significant, weak negative correlation between the experience level of teachers and the teachers' perception of the impact of teacher evaluations on Idaho elementary teachers' professional practice, $r_s(153)=-.164$, $p<.05$. These results show that the perception of

experienced teachers regarding the impact evaluations had on improving their professional practice were slightly less positive than novice teachers' perceptions.

Perceptions of Novice, Intermediate, and Experienced Teachers on Motivation. Teachers were able to give their perspectives on what aspect of the teacher evaluation motivates them to want to improve their professional practice. Between all three groups, there were some similarities in motivation. Novice, intermediate, and experienced teachers groups all had teachers who stated student growth measures motivate them to improve their professional practice. A novice teacher, Participant 2, stated the following,

> The Student Learning Objectives and the growth goal, those two things together. I could see the student growth, I could track it, I could see it on the charts, and I could see the areas I needed to push or the areas I was doing well. That was motivating to me to see my kids moving forward.

An intermediate teacher, Participant 6, also felt student growth measures motivated her. She stated, "Students' growth motivates me. That is what motivates me." An advanced teacher, Participant 12, reflected on how choosing the student growth measures motivated her to improve her instructional practice. She stated,

> To have more input in terms of achievement data, I like that aspect. You can create an area that you feel you have a need, your students have a need, and set that goal early. It helps me develop lessons and formative assessments to guide. It is fun to see how many students respond to the lessons. It is more long term, if that makes sense.

Another process within the teacher evaluation system that appeared throughout all experience levels as a motivator was feedback and reflection. Participant 2, a novice teacher, felt motivated by the feedback received from her principal. She stated, "The principal's feedback and just

knowing like I was on the right track, made me more confident to go forward." Participant 5, an intermediate teacher, stated, "The most valuable has been the discussions with my administrator." Participant 9, an experienced teacher, said,

> The reflection component is amazing. I have mentioned that, but then also sitting down with the principal is always very positive. Being able to reflect with somebody and have him be a sounding board for you to reflect on how I want to improve. The principal expressing that I am doing better than I think I am doing is very motivating to realize that.

One perspective only arose within the experienced category; some teachers did not feel like any of the evaluation process motivated them. An experienced teacher, Participant 13, stated,

> The evaluation process does not motivate me. I am one of those lifelong learners. They don't see the true classroom coming in twice a year. I have a community in my classroom and we have deep engaging conversations. But when the principal comes in, they all shut down because they don't want to embarrass themselves, so it is not an accurate picture.

Another experienced teacher, Participant 12, also felt many areas were demotivating. She stated, "Having them come and observe you in a snapshot, it is almost impossible to cover everything. You have to do a dog and pony show in order to meet all the little checkmarks."

The portfolio process was described as not motivating by participants in all three experience levels. An experienced teacher, Participant 14, stated,

> I think the portfolio is not motivating because I have been teaching a while and I know what I should be doing. Having to put it all together to prove it is just kind of a waste of time that I could use to get ready for my classroom.

An intermediate teacher, Participant 5, also felt the portfolio was the least motivating process. She stated, “The least valuable for me has been providing evidence because it is not on my brain to prove that I am doing my job.” A novice teacher, Participant 3, did not find the portfolios motivating. She said, “Hands down, the evidence binder. I think it’s really useless because anybody can mock up anything and say this is what I am doing in my classroom. It just seems like a waste of time, and it takes the most time.”

Participants’ Perception of Overall Quality of Evaluation. The researcher ran a second Spearman’s rho to determine if there was a relationship between the experience level of teachers and question 14 on the TEP, which asked teachers to rate the overall quality of their last evaluation. Table 17 shows the data obtained when the Spearman’s rho was run in SPSS 28.0.

Table 17

Spearman’s Correlation on Experience Level and Perception of Overall Quality

	1	2
1. Experience Level of Teachers	--	.016
2. Perception of Overall Quality	.016	--

Note. N=134

There was no statistically significant correlation between the teachers’ experience level and the participants’ perception of the quality of Idaho Teacher Evaluation process, $r_s(132)=.016$, $p=.855$. There were 157 participants surveyed, out of which 134 participants’ results were analyzed due to other participants not answering this question.

Perceptions of Novice, Intermediate, and Experienced Teachers on the Overall Quality of Their Evaluation. Two beginning teachers had varying views on the quality of their evaluations. Participant 1 was a little perplexed with the quality of her evaluation; she stated, “I was graded very highly on planning and preparation, and I feel that is one of my weaker points

as a teacher." Participant 2 felt her overall quality of the evaluation was valuable. She said, "It gave me validation that I was on the right track and made me less nervous."

Participant 7, an intermediate teacher, had mixed feelings regarding the quality of her evaluation. She said, "It was helpful because it got done, and I met the standard marks that I was supposed to, but as far as helpful as in did I learn anything or grow? No." Another intermediate teacher, Participant 5, also felt it was good but really, really short.

There were mixed feelings regarding quality in the experienced teacher group. Participant 10 gave her perspective on the overall quality of her evaluation. She said, "It was good quality; I just don't think it is happening enough to be as helpful as it could be." The perception of Participant 12 was different, for she did not think her evaluation was of high quality. She said, "I think there is a lot of weakness." She went on to explain how the evaluator did not prepare for the observation by looking over documents provided to them ahead of time. Therefore, the evaluator did not understand all that was being done during the lesson.

Conclusion

The three components of Vroom's Theory of Motivation were expectancy, instrumentality, and valence (Lloyd & Mertens, 2018; Lunenburg, 2011). Vroom used the following equation to describe motivation: Motivation= Expectancy * Instrumentality * Valence. Using Vroom's Theory of Motivation, the researcher analyzed the data to determine whether Idaho's Teacher Evaluation Processes motivate teachers to enhance their professional practice.

Within Vroom's Theory of Motivation, the quality of the evaluation processes, including overall quality and the quality of feedback, was related to instrumentality for this study. As shown in Table 7, the rating for the overall quality of their evaluation (*Mdn*=3), 46% deemed it to be of relatively high to high quality. In addition, participant perceptions of the

overall quality of their evaluations varied within the semi-structured interviews, with 55% believing the quality to be low and 45% believing it to be high. Within the attributes/items of feedback, the median scores ranged from 2 to 4 as seen in Table 9. The data from the TEP and semi-structure interviews could possibly indicate that the instrumentality would likely be less than one.

Instrumentality was also related to the participants' perception of the evaluation process. Instrumentality would also not rank highly if the participants believed they lacked knowledge of the evaluation system. The first two attributes/items in this section found on Table 11 focused whether the evaluation criteria were explained to the teachers (*Mdn*=4, Mode=5) and whether they understood the criteria (*Mdn*=4, Mode=5). The medians and modes suggested that most teachers knew and understood the criteria of the Idaho Evaluation Model. However, the statements from the semi-structured interviews provided varying perceptions of how these processes motivate them to improve their practice. The data from TEP would suggest the instrumentality values could likely fall on the upper end of the scale between .75 and 1. However, the data from the semi-structured interviews would suggest the instrumentality values could likely fall anywhere on the full scale from 0 to 1.

In this study, the attributes of teachers and evaluators represented the component of expectancy in Vroom's Theory of Motivation (Lloyd & Mertens, 2018). As shown in Table 10, the median scores on the teachers' self-perception of their attributes ranged from 3 to 5, and the median scores on the participants' perception of their evaluators' attributes ranged from 3 to 4 as shown in Table 11. There were also 38 statements from the interviews that reflected the participants' perspectives on the characteristics they and their evaluator possess. From this data, the researcher could indicate the expectancy values would most likely fall within the mid to

upper range close to 0.75. However, data from the semi-structured interviews showed there were opposing viewpoints on the credibility of the evaluator. This data could affect the value of expectancy.

In order to analyze the valence concept within Vroom's Theory of Motivation, it was necessary to consider the participants' perceptions of the evaluation's impact on their motivation to improve their professional practice (Lloyd & Mertens, 2018). Valence has a value ranging from -1 to 1 (Lloyd & Mertens, 2018). When teachers do not prefer the outcome of their evaluations, it could have an impact on their motivation to improve their practice. The TEP survey showed that 26% of the participants rated their evaluation as having a relatively strong to strong impact as shown in Table 9. However, statements from the semi-structured interviews did not support these findings. Therefore, the data from the TEP would suggest the valence values could likely fall on the mid to upper end of the scale between 0.50 and 1. However, the data from the semi-structured interviews could suggest the valence values could likely fall anywhere on the full scale from -1 to 1.

Chapter V

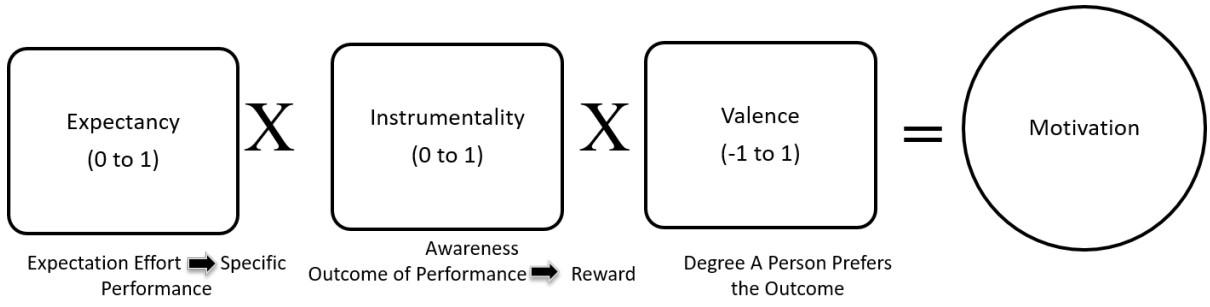
Discussion

Introduction

The primary purpose of this study was to investigate Idaho elementary teachers' perceptions of Idaho's Evaluation Model as a motivator for teachers to improve their instructional practice. Teacher motivation is essential because it drives teachers to perform their duties to the best of their abilities and has a significant impact on a teacher's professional growth (Ponnock et al., 2018; Renata et al., 2018). Since motivation influences the effectiveness of teachers, it also influences student achievement (Engin, 2020; Ponnock et al., 2018). Figure 2 depicts Vroom's theoretical framework which is based on three concepts: expectancy, instrumentality, and valence (Lloyd & Mertens, 2018; Lunenburg, 2011). This framework served as a theory base for this study.

Figure 1`

Vroom's Expectancy Theory of Motivation



Federal incentives have played a key role in the development and approval of new teacher evaluation systems within the United States (Aldeman, 2017; Anderson et al., 2019; Cohen & Goldhaber, 2016; Hallgren et al., 2014). These new evaluation systems have resulted in both positive outcomes and 2obstacles within the educational system (Aldeman, 2017; Ali et al.,

2016; Dee & Wyckoff, 2017; Mireles-Rios et al., 2019; Neumerski et al., 2018). The teacher evaluation system in Idaho was last updated during the legislative session of 2021 (Rules Governing Uniformity). Idaho school districts must adhere to specific criteria and procedures when developing policies for their teacher evaluation process, including requiring the evaluation system to be based on the domains and components from the Second Edition of the Charlotte Danielson Framework for Teaching (Danielson & Association for Supervision and Curriculum Development, 2007; Rules Governing Uniformity).

This study was driven by the lack of research surrounding the Idaho Teacher Evaluation Model and its impact on motivating teachers to improve their professional practice, as well as, whether the various stages of teachers' careers influenced the effectiveness of Idaho's Evaluation Model on their motivation to improve their professional practice. The researcher examined teacher evaluations in Idaho using a mixed-methods approach with kindergarten through sixth-grade teachers to ascertain the impact of Idaho's Teacher Evaluation Model on teachers' motivation.

Summary of the Results

A mixed-method study that included data from the Teacher Evaluation Profile and individual semi-structured interviews examined how Idaho's Teacher Evaluation Model motivated teachers to improve their professional practice, and whether teachers' experience level influenced their perception of the evaluation model's usefulness for professional growth. The following two research questions were used to capture the data:

1) In what ways do Idaho's kindergarten through sixth-grade elementary teachers perceive the Idaho Teacher Evaluation Model as a motivator to improve their professional practice?

2) How does the experience level of Idaho's kindergarten through sixth grade teachers impact their perception of the Idaho Teacher Evaluation Model and its usefulness in helping them to improve their professional practice?

Research Question I

The first research question asked: In what ways do Idaho's kindergarten through sixth-grade elementary teachers perceive the Idaho Teacher Evaluation Model as a motivator to improve their professional practice. According to this study, 46% of participants rated the overall evaluation quality of the TEP as relatively high to high. In addition, a theme, Quality of Evaluation, emerged from the semi-structured interviews that provided participants' perspectives on their most recent evaluations. Within this theme was a subtheme that focused on the overall quality of the evaluations received by the participants. There were 11 statements made during the semi-structured interviews that revealed the participants' perceptions of the quality of their most recent evaluation; of these, 55% were based on the quality being poor and 45% on the quality being good. This data is significant since teachers' perceptions of the quality of their most recent evaluation can influence their motivation to enhance their teaching abilities (Lloyd & Mertens, 2018; Lunenburg, 2011). Therefore, the data suggests the quality of the teachers' most recent evaluation has a moderate to a positive effect on their motivation to improve their craft.

Another finding of this study indicated that some educators viewed feedback as a motivator for enhancing their professional practice. According to previous research, providing teachers with feedback can foster professional growth when teachers are given instructional strategies to implement in the classroom (Fuentes & Jimerson, 2020; Hill & Grossman, 2013; Mireles-Rios et al., 2019). In addition, Neumerski et al. (2018) research supported the significance of referencing standards when providing teachers with feedback. In the current

study, the data from the feedback section of the TEP revealed that the attributes/items participants ranked high included a focus on the evaluation standards (*Mdn*=4, Mode=4), timely delivery (*Mdn*=4, Mode= 4), and descriptiveness (*Mdn*=4, Mode=4). The data indicated that participants felt the feedback they received was descriptive, based on evaluation standards, and delivered promptly. The TEP results also indicated teachers did not receive frequent formal (*Mdn*=2, Mode= 2) or informal (*Mdn*=2, Mode =1) feedback, and there was room for improvement in the quality of ideas and suggestions the evaluators were giving (*Mdn*=3, Mode=2). The Quality of Feedback was also a subtheme found within the semi-structured interviews with 66 statements made from the participants regarding the feedback they received from their evaluators. There were opposing statements made within the qualitative data regarding feedback, with 39% of the statements expressing positive perceptions and 41% expressing negative perceptions. One statement did contradict the TEP data on the timeliness of the feedback received.

Teachers' perceptions of their own attributes were a strength in the TEP data, with the medians ranging from 4 to 5 and the modes ranging from 4 to 5. A theme, Character Traits, also emerged from the 55 statements within the semi-structured interviews. Within this theme, 17 statements formed the subtheme, Teachers, where the participants described their own perceptions of the character traits they possess. The statements made in the subtheme, Teacher, supported the TEP's quantitative data collection. This data indicated participants' believed they possessed the traits identified within Stiggins & Nickel (1989) study as being open and ready to grow professionally. These characteristics included holding themselves to high standards, being receptive to change, being willing to experiment within the classroom setting, being receptive to

hearing constructive criticism, and having knowledge of the technical aspects of teaching and their curriculum.

When analyzing the TEP data on teachers' perceptions of their evaluators' characteristics there were some areas of strength and areas for improvement. That was also the case within the subtheme, Evaluators, where 38 statements were made during the semi-structured interviews. The highest attributes/items on the TEP were based on the evaluator's personal characteristics, such as temperament, interpersonal demeanor, credibility, flexibility, trust, and working relationship. The credibility of the evaluator was also seen as an important aspect through the semi-structured statements made during the interviews. One participant in the current study believed the evaluation process did motivate them to improve their practice when their evaluator had taught in a classroom, whereas another participant believed the evaluation process did not motivate her because the evaluator had never taught. These statements both support the data on how teachers perceive their evaluators' credibility (*Mdn*=4, Mode=5), with the exception of when the evaluator did not have classroom experience. There were three attributes/items within this TEP category that were ranked lower. Those attributes/items included persuasiveness of rationale for suggestions (*Mdn*=3, Mode=3), capacity to model or demonstrate needed improvements (*Mdn*=3, Mode=4), and usefulness of suggestions for improvement (*Mdn*=3, Mode=3). This data from the TEP suggests the majority of participants have a favorable opinion of their evaluator. Spina et al. (2014) found in their research that the evaluation process could be hindered when teachers feel threatened. The data from the TEP show the teachers' perception of their evaluator as non-threatening. However, teachers perceive their evaluators may lack confidence in their ability to persuade teachers to use their suggestions, provide suggestions participants viewed as useful, and model improvement suggestions. This study made no attempt

to control the degree of preparation of the evaluators that conducted the Idaho teacher evaluations, so the data may vary due to this limitation.

There were also quantitative findings in the TEP section that covered how participants ranked 13 attributes/items based on their perception of the evaluation criteria. A theme, Perception of the Evaluation Process, also emerged from the semi-structured interview with 164 statements made within this theme. One attribute/item in this TEP section asked the participants if the evaluation standards were communicated to them (*Mdn*= 4, Mode=5). The statements within the theme, Perception of the Evaluation Process, also supported this finding for participants were being able to explain the evaluation process within their school. The quantitative data on the TEP identified the various processes utilized when teachers received their evaluations. The statements within this theme also provided a look into how the participants perceived the various criteria used within the evaluation process. One attribute/item on the TEP asked participants if artifacts were examined during their most recent evaluation, this was rated moderate to low (*Mdn*= 3, Mode=2). During this study, some participants expressed concern regarding teacher portfolios including the time required to create them, and the lack of time the evaluator had to review the items contained within. Concerns regarding the portfolio also included the time it took away from planning and preparation, the ability of teachers to create items that do not accurately reflect what is happening in the classroom, and the lack of motivation to improve their professional practice resulting from creating the portfolio. Another attribute/item within this category showed most participants viewed the evaluation process as the same for all teachers instead of being tailored for individualized needs (*Mdn*=2, Mode=1). In the TEP data, the evaluation process was perceived to be the same for all teachers; however, in the

semi-structured interviews, some participants felt the process should not be the same for everyone.

During the legislative session of 2021 (Rules of Uniformity), Idaho made a change to the evaluation process where teachers and evaluators would work together to determine the student growth goals for the year. The value of the use of student growth as part of the evaluation process was moderate to high as seen in the TEP data (*Mdn*= 4, Mode=3). Some participants in the present study reflected on the positive aspect of the change made in choosing their students' growth goals. They believed seeing the academic growth of their students inspired them to improve their skills. Others, however, felt that the objectives were not sufficiently emphasized to benefit their students and their own teaching abilities.

According to TEP data, the current evaluation process had a moderate impact on teachers' motivation to improve their professional practice, with the median and mode both equaling 3. There were 26% of participants that rated the impact as relatively strong to strong, while 35% rated their evaluation as having little to no impact. A theme, Impact of the Evaluation, was found within the statements made during the semi-structured interviews. There were 30 statements made regarding this theme that focused on the positive and negative perceptions of the impact of the evaluation system on teachers' professional growth. One participant expressed how a change within the system of allowing teachers to choose their student growth measures had motivated her to improve her practice, while another participant stated there was no motivation for she is a lifelong learner.

In the TEP category of resources, the data showed there was moderate time spent (*Mdn*=3, Mode=3) on the evaluation process for both the participant and the evaluator. In addition, statements made during the semi-structured interviews were focused on the time the

evaluation cycle takes as well as the time the evaluator spends observing within the classroom setting. One participant felt the evaluator did not spend enough time observing to get a clear picture of what happens in her classroom, while another participant felt a year-long evaluation process is too long for growth to occur.

The last category within the TEP was the participants' perception of the district values and policies on evaluations. The median and mode scores in the two attributes/items were the same (*Mdn*=3, Mode=3). This data shows that the participants were evenly split when viewing the evaluation as an accountable piece versus a growth piece. This is important to note since the Every Student Succeeds Act has changed the view of the evaluations to be more toward teachers' growth than accountability (Close et al., 2018).

Research Question II

Two Spearman Correlations were conducted to determine if there was a relationship between the experience level of the teachers and the impact Idaho's teacher evaluations had on helping them improve their professional practice and the overall quality of their most recent evaluation. As well as statements made within the semi-structured interviews were analyzed based on the teachers' experience level. Preliminary analysis showed a statistically significant, weak negative correlation between the experience level of teachers and the teachers' perception of the impact of the Idaho's teacher evaluation on Idaho elementary teachers' professional practice, $r_s(153)=-.164$, $p<.05$. These results show that the perception of experienced teachers regarding the impact evaluations had on improving their professional practice were slightly less positive than novice teachers' perceptions. There were also areas within the evaluation process that were motivating to teachers within all levels of experience categories as seen in the semi-

structured interviews including student growth measures and feedback. The portfolio process was seen as non-motivating in all three experience categories.

The second Spearman's rho determined there was no statistically significant correlation between the teachers' experience level and the participants' perception of the quality of Idaho's elementary teachers' evaluation model, $r_s(133)=.016$, $p=.855$. The semi-structured interviews showed there were mixed feelings within all three teacher experience levels when discussing the quality of their evaluation.

Conclusion

There were key findings within this current study regarding the Idaho Teacher Evaluation Model as a motivator for teachers to improve their professional practice. First, 46% of the participants rated the overall quality of their evaluation as relatively high to high, while only 26% rated the model's impact on their professional practice as relatively strong to strong. One area that was identified in the study was the importance of quality feedback during the evaluation process. The participants viewed feedback as a motivator to improve their professional practice; however, there was often a lack of both formal and informal feedback given to the teachers. In addition, some participants perceived the feedback was more motivating when the evaluator had experience teaching and knowledge of the teacher's content area and believed the feedback's suggestions and ideas could be improved.

The examination of artifacts that provide information on teachers' capabilities in Domain One and Domain Four of the Danielson Framework was another key finding within this research. During this study, some participants expressed concern regarding teacher portfolios, the time required to create them, and the lack of time the evaluator had to review the items contained within. Concerns regarding the portfolio also included the time it took away from planning and

preparation, the ability of teachers to create items that do not accurately reflect what is happening in the classroom, and the participants' perception that the portfolio process did not motivate them to improve their professional practice. Another key finding within the evaluation process was the use of student growth measures as a motivator when participants were able to identify the areas of growth they wanted to work on with their students. Participants also felt the evaluation process was the same for everyone, but made statements regarding the importance of individualizing the process.

Some participants did not feel the time the evaluator spent on the observations gave an accurate picture of what happens on a daily basis within the classroom setting. One participant stated the year-long process was too long, and felt for motivation to occur, the process needed to be shortened. Another finding was based on the correlation between the experience level of teachers and the impact the evaluation process had on their motivation to improve their professional practice. The perceptions of experienced teachers regarding the impact evaluations had on enhancing their professional practice were slightly less favorable than those of novice teachers. The last finding showed there was no significant correlation between the experience level of teachers and their perception of the quality of the evaluation model.

Recommendations for Further Research

As mentioned in the previous section, feedback was perceived as important in motivating teachers to improve their professional practice. Therefore, the identification of barriers that prevent or reduce the amount and quality of feedback teachers receive requires additional consideration. The amount of time evaluators have to provide feedback and their familiarity with the evaluation rubric, as well as their ability to use it to guide feedback, may be barriers that require research. Shyika et al. (2020) found in their research the teachers saw it helpful when

their evaluator framed the feedback to the Danielson rubric. It would be important to have data on the evaluators' perception of the time needed to prepare and give feedback, and their perceptions on using the rubrics to provide feedback.

Another important consideration on feedback would be to research middle school and high school teachers' perceptions of the evaluation process and the feedback they received if the evaluator were a subject-matter-competent staff member compared to evaluators who are not competent in the teacher's field of expertise. In their research, Fuentes & Jimerson (2020) discovered that the usefulness of an evaluator's feedback was dependent on the evaluator's knowledge of the specific grade or content. Data gained from this research could help determine how the middle school and high school evaluation processes should be conducted to motivate the teachers to improve in their profession.

Further consideration could also be given to the type of feedback Idaho's evaluators are using when discussing the observations with the teachers. It would be important to understand if the evaluators employ two-way communication, which has been shown to be the most beneficial (Shyika et al., 2020), or do they simply provide feedback that is a play-by-play of what was observed to check off the boxes of getting the evaluation done. It would also be important to know if the evaluators possess the necessary skills to facilitate a two-way discussion that can benefit teachers, given the participants in the current study were quite receptive to criticism.

Previous research also showed the evaluator's credibility influenced teachers' perceptions of the feedback received (Cherasaro et al., 2016; Shyika et al., 2020). Participants during this current study also stated that the credibility of their evaluator affected how they responded to the input they got throughout their evaluation. It would be essential to conduct additional research on enhancing administrative credibility among teachers.

The examination of artifacts that provide information on teachers' capabilities in Domain One and Domain Four of the Danielson Framework is another aspect that could be investigated further. During this study, some participants expressed concerns regarding teacher portfolios including the time required to create them, the lack of time the evaluator had to review the items contained within, and the validity of the created items as a reflection of teaching performance. A study could be conducted to determine how these domains could be addressed in a way that would motivate teachers to improve their teaching skills without requiring them to spend time on a portfolio that is not thoroughly reviewed.

Butler's (2017) research focused on the importance of goals when motivating teachers to improve their teaching abilities. The research showed teachers set goals for different reasons including to show mastery, to show ability, or to mask their inability to perform their duties (Butler, 2017). A study could be held regarding teacher and student growth goals and the perception on how the current growth goals are being implemented in order to determine whether the current process motivates our teachers to improve.

The timing of evaluation processes within Idaho's Evaluation Model is another area that should be investigated further. Some participants voiced concerns about time and how there was either too much time or not enough time allocated to specific evaluation model processes. Also, concerns were raised about the duration between the observations and the received feedback. Researching different evaluation cycle models could provide information on teachers' perspectives on the amount of time that benefits them as educators, and could help us develop a system that supports teachers' professional development.

Implications for Professional Practice

The findings of this study have implications for Idaho's administrators, evaluators, teachers, and policymakers regarding the quality and implementation of the Idaho Evaluation Model. Administrators and evaluators in Idaho must receive consistent, high-quality training in all aspects of the evaluation system to ensure that the quality and implementation of teacher evaluations become uniform within their district as well as statewide. Administrators must have the knowledge necessary to assist their school district's board of education in developing, adopting, and revising policies based on research for evaluating teacher performance and state requirements. In addition, evaluators must have an understanding of how to conduct an evaluation that would motivate teachers to improve their practices. Therefore, policymakers must ensure that there is quality and consistency in all statewide training programs that are offered to administrators and evaluators.

Policymakers must also ensure evaluators are being provided training on how to give specific, relevant, actionable, and timely feedback to teachers with the ability for teachers to implement the suggestions so that additional feedback can be given. Evaluators must be trained to be able to engage teachers in a two-way conversation by asking them to reflect on their practices (Carreiro, 2020; Shyika et al., 2020). In addition, the evaluator needs to be given training on the skills necessary to provide feedback that is connected to the teacher's area of growth, framed within the evaluation rubric, and related to the teacher's professional goals (Shyika et al., 2020). Evaluators also need to provide accurate feedback in order for teachers to improve their craft (Shyika et al., 2020).

In order to build the teacher's confidence in the feedback provided, evaluators must have credibility by having classroom experience. Policymakers must provide policies that ensure

evaluators are qualified to implement the evaluation system. Policies could be established regarding providing better training based on the same standards for evaluations, revising certification requirements for evaluators to ensure they have classroom experience, and allowing districts to use trained personnel for evaluations that have the required skill set for that particular grade level or content. Motivation influences teacher performance and student achievement (Engin, 2020; Ponnock et al., 2018). Therefore, it is imperative to ensure the Idaho Teacher Evaluation Model has processes that motivate teachers to improve their professional practice.

The results of Spearman's rho correlation indicated that the perceptions of experienced teachers regarding the impact evaluations had on enhancing their professional practice were slightly less favorable than the perceptions of novice teachers. Therefore, it may be necessary to modify our evaluation system to accommodate the diverse needs of our teachers. Participant 10 validated this need when she stated, "I don't think that the evaluation should look the same for everyone. You need to know what you are striving towards and grace needs to be given to people for it takes years and years to craft your practice." Participant 14 echoed the sentiment, stating, "I simply believe that it should be more personalized."

Policymakers also need to allow evaluators the flexibility to personalize their teacher evaluations while maintaining adherence to the Danielson Framework rubric. This would support the third tenet in Vroom's Theory of Motivation, which states that every individual has different expectations of their workplace (Agah et al., 2020; Lunenburg, 2011). It would be important that a rubric still be used within the evaluation system since the rubric would provide a foundation of language and skills evaluators could refer to while giving feedback to teachers (Neumerski et al., 2018). However, the rubric could be customized through discussions between the evaluator and teacher regarding the areas they wish to concentrate on to enhance their practice. Then student

growth goals and professional goals could be established for the specific area in need of improvement, and those goals would be discussed frequently in order to keep them in mind. Once the objective is achieved, the improvement cycle would begin again. The use of goals has been shown to motivate teachers to improve their practice (Butler, 2007), and shortening the amount of time between the processes could help teachers to improve at a quicker rate.

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Appendix A

Teacher Evaluation Profile Survey

DEMOGRAPHIC INFORMATION

Please answer the following demographic questions:

Please write in the number of years of teaching experience including the current school year.

What grade level(s) do you teach?

Please check the appropriate box below:
- ❍ I have received a summative teacher evaluation done by an administrator that was based on the Danielson Framework for Teaching.
- ❍ I have not received a summative teacher evaluation done by an administrator that was based on the Danielson Framework for Teaching.

A percentage of my summative teacher evaluation was based on student growth measures:
- ❍ Yes
- ❍ No

Please write in the percentage of your teacher evaluation that was based on student growth measures:

The student growth measured used on my teacher evaluation was based on:
- ❍ ISAT scores
- ❍ Student Learning Objectives
- ❍ Pre and Post Tests
- ❍ Other _____

Your Gender:
- ❍ Male
- ❍ Female

Date of most recent evaluation:
- ❍ During the academic year 2020-2021
- ❍ During the academic year 2019-2020
- ❍ During the academic year 2018-2019
- ❍ Before the academic year 2018

TEACHER EVALUATION PROFILE

The Teacher Evaluation Profile was written and developed by R. Stiggins. The researcher has received permission by R. Stiggins to use the Teacher Evaluation Profile for their research.

The Definition of Teacher Evaluation

Teacher evaluation takes different forms in different programs. For the purpose of this study, teacher evaluation procedures **may include all or some of the following**: Classroom observations, student/parent evaluation of teachers, meetings with teacher evaluators, peer evaluation, examination of lesson plans, materials or other artifacts, self-evaluation , student achievement. When reference is made in this questionnaire to teacher evaluation, it should be understood to encompass any of these procedures that are followed in the evaluation program within your school district.

Overview

This form has been designed to allow you to describe in some detail your most recent experience with teacher evaluation in your school district. Your responses will be combined with those of other teachers to yield a picture of the key components in the teacher evaluation processes for fourth through sixth-grade teachers in Southeast Idaho. The goal of this survey is to determine how Idaho's evaluation process motivates teachers to improve their professional practice. Your honest responses are important to reach this goal and will remain confidential. While this questionnaire is designed to be comprehensive in scope, it will take only a short time to complete. Please follow the instructions carefully and set aside about 20 uninterrupted minutes to provide thoughtful responses.

Instructions

Please use the scales provided on the following pages to describe yourself and the nature of your most recent teacher evaluation experience in your school district. Do this by: Considering each of the items carefully, studying the scale to be used to describe each, click on the bullet under the number on the scale that best represents your response. Thank you for your participation.

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

Section 2: Overall Rating

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

A. Rate the overall quality of the evaluation:

Very poor quality 1 2 3 4 5 Very high quality

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

No impact 1 2 3 4 5 Strong impact

Section 3. Rating Attributes of Evaluation

A. Describe yourself in relation to the following attributes:

1. The strength of your professional expectations I demand little 1 2 3 4 5 I demand a great

2. Orientation to risk-taking I avoid risks 1 2 3 4 5 I take risks

3. Orientation to change I am relatively slow to change 1 2 3 4 5 I am relatively flexible

4. Orientation to experimentation in your classroom I don't experiment 1 2 3 4 5 I experiment frequently

5. Openness to criticism I am relatively closed 1 2 3 4 5 I am relatively open

6. Knowledge of technical aspects of teaching I know a little 1 2 3 4 5 I know a great deal

7. Knowledge of curriculum content I know a little 1 2 3 4 5 I know a great deal

8. Experience with teacher evaluation prior to most recent Waste of time 1 2 3 4 5 Very helpful

B. Describe your perceptions of the person who most recently evaluated your performance:

9. Credibility as a source of feedback Not credible 1 2 3 4 5 Very credible

10. Working relationship with you Adversary 1 2 3 4 5 Helper

11. Level of trust Not trustworthy 1 2 3 4 5 Trustworthy

12. Interpersonal manner Threatening 1 2 3 4 5 Not threatening

13. Temperament Impatient 1 2 3 4 5 Patient

14. Flexibility Rigid 1 2 3 4 5 Flexible

15. Knowledge of technical aspect of teaching Not knowledgeable 1 2 3 4 5 Very knowledgeable

16. Capacity to model or demonstrate needed improvement Low 1 2 3 4 5 High

17. Familiarity with your particular teaching assignment Unfamiliar 1 2 3 4 5 Very familiar

18. Usefulness of suggestions for improvement Useless 1 2 3 4 5 Very useful

19. Persuasiveness of rationale for suggestions Not persuasive 1 2 3 4 5 Very persuasive

C. Describe the attributes of the procedures used during your most recent evaluation: Standards are the criteria used to evaluate your teaching. Describe the procedures related to standards in the items below:

20. Were standards communicated to you? Not at all 1 2 3 4 5 In great detail

21. Were the standards clear to you? Vague 1 2 3 4 5 Very clear

22. Were standards endorsed by you as appropriate for your teaching assignment Not endorsed 1

2 3 4 5 Highly endorsed

23. Were the standards the same for all 1 2 3 4 5 Tailored for your teachers' unique needs

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

24. Observation of your classroom performance Not considered 1 2 3 4 5 Used extensively

25. Meetings with evaluator Not considered 1 2 3 4 5 Used extensively

26. Examination of artifacts Not considered 1 2 3 4 5 Used extensively

27. Examination of student performance Not considered 1 2 3 4 5 Used extensively

28. Student evaluations Not considered 1 2 3 4 5 Used extensively

29. Peer evaluations Not considered 1 2 3 4 5 Used extensively

30. Self-evaluations Not considered 1 2 3 4 5 Used extensively

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

31. Number of formal observations per year

1. 0 Observations
2. 1 Observation
3. 2 Observations
4. 3 Observations
5. 4 Observations

32. Approximate frequency of informal observations

1. 0 Observations per year
2. 1 Observation
3. 2 Observations
4. 3 Observations
5. 4 Observations

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

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

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

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

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

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

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

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

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

41. Feedback focused on I ignored the standards 1 2 3 4 5 Reflected the standards teaching standards

E. Please describe these attributes of the evaluation context: Resources available for evaluation:

42. Amount of time spent on the evaluation process None 1 2 3 4 5 Great deal

43. Time allotted during the semester for professional development None 1 2 3 4 5 Great deal

44. Availability of training programs and models of good practices None 1 2 3 4 5 Great deal

District values and policies in evaluation:

45. Clarity of policy statements regarding purpose of evaluation Vague 1 2 3 4 5 Very clear

46. Intended role of evaluation Teacher accountability 1 2 3 4 5 Teacher growth

Appendix B

Teacher Semi-Structured Interview Protocol

Thank you for taking the time today to meet with me and agreeing to the interview aspect of my study. The study I am working on is seeking to understand how Idaho teacher evaluation processes motivate fourth through sixth grade teachers to improve their professional practice. Our interview today will last approximately 45minutes during which I will ask you questions around Idaho's teacher evaluation processes within your school.
Are you ok with me recording our conversation today?
If yes: Thank you for your participation. Please let me know if at any time during the interview you want me to turn off the recording.
If no: Thank you for letting me know you do not want to be recorded. I will only take notes of our conversation today.
Do you have any questions today before we begin the interview on teacher evaluations? If any questions come to mind during any part of the interview process, please feel free to ask them.

Let's begin. I will now turn on the recorder

1. Please describe the teacher evaluation processes your district used on your last summative teacher evaluation?
2. What has been the most valuable aspect of the evaluation process that has motivated you in improving your professional practice? Why did this process motivate you?
3. What has been the least valuable aspect of the evaluation process your district uses within the summative teacher evaluation? Why is this the least valuable process within the teacher evaluation?
4. What are your feelings about using student growth measures on teacher evaluations to determine the overall summative evaluation scores for teachers?
5. How does your district figure student growth for your teacher evaluations? What percentage of your teacher evaluation is based on student growth measures?

6. Please describe how student growth measures on teacher evaluations motivated you or did not motivate you to improve your professional practice?
7. Please describe the quality of feedback you received on your last teacher evaluation? How did this feedback motivate you to improve your professional practice?
8. Please describe the overall quality of your last teacher evaluation? How was the evaluation helpful to you in improving your professional practice?
9. What suggestions would you provide to policy makers to improve Idaho's teacher evaluation processes for novice, intermediate, and experienced teachers?

Appendix C

NIH Certificate

ACRP

FOR LEARNING FOR LISTENING FOR LIFE

Certificate of Completion

This is to certify that

TIffnee Hurst

has successfully completed

NO CREDITS - Ethics and Human Subject Protection: A Comprehensive Introduction

Date of completion: Jan 20, 2020

Jim Kremidas — Executive Director

ACRP

The Association of Clinical Research Professionals (ACRP) provides contact hours for this educational activity.

Appendix D

Northwest Nazarene University IRB Approval

7 months ago

From: Northwest Nazarene University

To: Tiffnee Hurst

Subject: Status update from Northwest Nazarene University

Dear Tiffnee,

Thank you for submitting the needed elements. IRB has again reviewed your protocol: 0294: Idaho's Teacher Evaluation Model Processes: Are They a Motivator for Novice, Intermediate, and Experienced Fourth Through Sixth Grade Elementary Teachers in Southeast Idaho to Improve Their Professional Practice.. and the protocol is at "Full Approval" status. If you have any questions, let me know.

Amy Ackley

Northwest Nazarene University

IRB Member

623 S University Blvd

Nampa, ID 83686

Appendix E

Permission to Use Teacher Evaluation Profile

Tiffnee Hurst <tiffneehurst@nnu.edu>

Permission to Use Teacher Evaluation Profile

7 messages

Tiffnee Hurst <tiffneehurst@nnu.edu> Tue, Jul 6, 2021 at 2:02 PM
To: rickstiggins@gmail.com

Dear Mr. Rick Stiggins,
My name is Tiffnee Hurst and I am currently working on my dissertation on Idaho's Teacher Evaluation Model and how it motivates teachers at different stages of their career to improve their professional practice. I am interested in using the "Teacher Evaluation Profile" (TEP) for teachers in my study. Would you be willing to give me permission to use the TEP or do you know who I would contact to gain permission?

Thank you,

Tiffnee Hurst

tiffneehurst@nnu.edu

Rick Stiggins <rickstiggins@gmail.com> Wed, Jul 7, 2021 at 6:29 PM
To: Tiffnee Hurst <tiffneehurst@nnu.edu>

Hi Tiffnee

You have come to the right place. You have my permission to use the TEP for your dissertation research.

Do you have a copy of my book, Dependable Teacher Evaluation (Codrwin, 2014). If not, send me your address and i will mail you one. It may help with your summary of research.

Rick

[Quoted text hidden]

[Quoted text hidden]

Appendix F

Content Validity for Teacher Evaluation Profile

	Content Validity Index								
Item	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Number in Agreement	I-CVI
Section 1: Demographics									
1	X	X	X	X	X	X	X	7	1
2	X	X	X	X	X	X	X	7	1
3	X	X	X	X	X	X	X	7	1
4	X	X	X	X	X	X	X	7	1
5	X	X	X	X	X	X	X	7	1
6	X	X	X	X	X	X	X	7	1
7	X	X	X	X	X	X	X	7	1
8	X	X	X	X	X	X	X	7	1
9	X	X	X	X	X	X	X	7	1
Section 2: Overall Rating									
10	X	X	X	X	X	X	X	7	1
11	X	X	X	X	X	X	X	7	1
Section 3: Rating Attributes of Evaluation A. Describe Yourself in Relation to the Following Attributes									
12	X	X	X	X	X	X	X	7	1
13	X	X	X	X	X	X	X	7	1
14	X	X	X	X	X	X	X	7	1
15	X	X	X	X	X	X	X	7	1
16	X	X	X	X	X	X	X	7	1
17	X	X	O	X	X	X	X	6	.86
18	X	X	O	X	X	X	X	6	.86
19	X	X	O	X	X	X	X	6	.86
B. Describe the Perception of the Person Who Evaluated You									
20	X	X	X	X	X	X	X	7	1
21	X	X	X	X	X	X	X	7	1
22	X	X	X	X	X	X	X	7	1
23	X	X	O	X	X	X	X	6	.86

24	X	X	O	X	X	X	X	6	.86
25	X	X	O	X	X	X	X	6	.86
26	X	X	X	X	X	X	X	7	1
27	X	X	X	X	X	X	X	7	1
28	X	X	X	X	X	X	X	7	1
29	X	X	X	X	X	X	X	7	1
30	X	X	X	X	X	X	X	7	1
C. Attributes of the Procedures Used During Most Recent Evaluation									
31	X	X	X	X	X	X	X	7	1
32	X	X	X	X	X	X	X	7	1
33	X	X	O	X	X	X	X	6	.86
34	X	X	X	X	X	X	X	7	1
35	X	X	X	X	X	X	X	7	1
36	X	X	X	X	X	X	X	7	1
37	X	X	X	X	X	X	X	7	1
38	X	X	X	X	X	X	X	7	1
39	X	X	X	X	X	X	X	7	1
40	X	X	X	X	X	X	X	7	1
41	X	X	X	X	X	X	X	7	1
42	X	X	X	X	X	X	X	7	1
43	X	X	X	X	X	X	X	7	1
44	X	X	X	X	X	X	X	7	1
D. Attributes of Feedback Received During Last Evaluation									
45	X	X	O	X	X	X	X	6	.86
46	X	X	O	X	X	X	X	6	.86
47	X	X	O	X	X	X	X	6	.86
48	X	X	X	X	X	X	X	7	1
49	X	X	X	X	X	X	X	7	1
50	X	X	X	X	X	X	X	7	1
51	X	X	X	X	X	X	X	7	1
52	X	X	O	X	X	X	X	6	.86
53	X	X	X	X	X	X	X	7	1
E. Resources Available for Evaluations									
54	X	X	X	X	X	X	X	7	1
55	X	X	O	X	X	X	X	6	.86
56	X	X	O	X	X	X	X	6	.86

57	X	X	X	X	X	X	X	7	1
58	X	X	X	X	X	X	X	7	1
Proportion Relevant	1	1	.78	1	1	1	1		

SCVI .776
SCVI/AVE .96

Appendix G

Electronic Invitation to Participate in TEP Survey

Dear Teachers,

My name is Tiffnee Hurst and I am a school administrator in Southeast Idaho who is researching teacher evaluations for my dissertation. There have been significant changes in the teacher evaluation process in the last decade. How have these changes impacted you? Through a secure, confidential survey that I am conducting, now is your chance to offer your perspective on Idaho's teacher evaluation process. Administrators and policymakers need to understand the teachers' perspectives on teacher evaluations in the state of Idaho.

If you are willing to invest a few minutes of your time to answer a few questions to help me respond to this issue, please click the link that will take you to a permission document with a link to the survey. The attached survey will take you approximately 20 minutes to complete. Your input is important and your responses will be kept confidential. Those who do participate in this survey will be entered into a drawing to receive a $50 gift card. If you will consider helping, please click the link below. Thank you in advance for considering this request.

Tiffnee Hurst

Appendix H

TEP Survey Consent Form

A. PURPOSE AND BACKGROUND

Idaho's teacher evaluation processes have changed over the past several years within the state of Idaho. Notably, the addition of using student growth measures on teacher evaluations has been added, as well as both verbal and written feedback. It would be useful to know the impact these processes have had on Idaho's kindergarten through sixth-grade teachers' motivation to improve their professional practice. The information gained from studying the impact of Idaho's teacher evaluation processes could help shape our educational policies in the state of Idaho.

My name is Tiffnee Hurst and I am a doctoral student at Northwest Nazarene University, in Nampa, Idaho. I am conducting research on Idaho's teacher evaluation processes and how they motivate fourth through sixth-grade teachers to improve their professional practice. The Institutional Review Board of Northwest Nazarene University has approved this study. If you are a kindergarten through sixth-grade teacher and are willing to assist me in this study, please read this consent form, agree to participate, and then take the survey. The survey will take approximately twenty minutes. Thank you for considering to participate in this study.

B. PROCEDURES

If you agree to be in the study, the following will occur:

1. You will read the consent form, and if you click agree, the survey will appear on the screen.
2. You will be asked to complete the Teacher Evaluation Profile survey, which should take a total time of about 20 minutes.
3. You will return your survey to the researcher when you hit the submit button at the end of survey.
4. The surveys will be kept on a secure thumb drive that is encrypted and password protected.
5.The researcher will run the data using descriptive analysis to determine if Idaho's teacher evaluation processes motivate kindergarten through sixth-grade teachers to improve their professional practice.

C. RISKS/DISCOMFORTS

The following are risks or discomforts that may be associated with the research:

1. If any of the questions make you feel uncomfortable, you are free to decline to answer any questions.
2. For this research project, the researcher is requesting demographic information. Due to the make-up of the school districts in Idaho, the combined answers to these questions may make an individual person identifiable. The researcher will make every effort to protect your confidentiality. However, if you are uncomfortable answering any of these questions, you may leave them blank.
3. Confidentiality: Your records will be handled as confidentially as possible. No individual identities will be used in any reports or publications that may result from this study. All data

from notes, surveys, and spreadsheets will be kept on a password protected computer or on an encrypted, password protected thumb drive. In compliance with the Federal wide Assurance Code, data from this study will be kept for three years, after which all data from the study will be destroyed (45 CFR 46.117). 4. Only the primary researcher and the research supervisor will be privy to the identity of the participants and the connection of the data to the participants. As researchers, both parties are bound to keep data as secure and confidential as possible.

D. BENEFITS

The information you provide may help educators and policymakers to better understand how Idaho's teacher evaluation processes motivate teachers to improve their professional practice.

E. PAYMENTS

As an incentive, if you chose to share your email address, you will be entered into a drawing for a $50 gift card. The email address will be used for no purposes other than those associated with this study. If you choose not to provide your email, your survey data will still be used for the study, but you won't be entered into the drawing.

F. QUESTIONS

If you have any questions or concerns about participating in this study, you should first talk with the investigator. Tiffnee Hurst can be contacted via email at tiffneehurst@nnu.edu, or via telephone at 208-881-1410. If for some reason you do not wish to do this you may contact the research supervisor, Dr. Dennis Cartwright, via email at dcartwright46@gmail.com or by writing to 623 S. University Blvd, Nampa, Idaho 83686. Should you feel distressed due to participation in this, you should contact your own health care provider.

G. CONSENT

You may print this consent for your own records. PARTICIAPTION IN RESEARCH IS VOLUNTARY. You are free to decline to be in this study, or to withdraw from it at any point. By clicking on the survey link below, you are providing consent to participate in this study:

Appendix I

Electronic Invitation for Semi-Structured Interview

Dear Teacher,

Thank you for taking the teacher evaluation survey and agreeing to participate in a semi-structured interview. You have been chosen to participate in a semi-structured interview about Idaho's teacher evaluation processes. Idaho's teacher evaluation processes have evolved over the last few years. Notably, the addition of using student growth measures on teacher evaluations has been added, as well as both verbal and written feedback. It would be useful to know how these processes have affected the motivation of Idaho's public and charter school kindergarten through sixth-grade teachers to improve their professional practice. The information gained from researching the impact of Idaho's teacher evaluation processes could help shape our educational policies in the state of Idaho.

My name is Tiffnee Hurst and I am a doctoral student at Northwest Nazarene University, in Nampa, Idaho. I am a school administrator conducting research that was approved by the Institutional Review Board of Northwest Nazarene University on Idaho's teacher evaluation processes and how they motivate kindergarten through sixth-grade elementary teachers to improve their professional practice. I believe it is important to find out if the evaluation processes have motivated teachers to improve their professional practice. Thank you for considering investing approximately 45 minutes to participate in an interview that will provide feedback on Idaho's teacher evaluations. Please read the consent form and confirm your willingness to participate in a semi-structured interview.

Thank you,

Tiffnee Hurst

Appendix J

TEACHER INFORMED CONSENT FORM FOR INTERVIEW

A. PURPOSE AND BACKGROUND

Idaho's educators have invested many hours in the evaluation process developed by the state's policy makers. I believe it is important to find out if the evaluation processes have motivated teachers to improve their professional practice. Thank you for considering investing approximately 45 minutes to participate in an interview that will provide feedback on Idaho's teacher evaluations.

My name is Tiffnee Hurst, a doctoral student in the Department of Education at Northwest Nazarene University, and I am conducting a research study on Idaho's teacher evaluation processes and how they motivate Idaho's K-6 elementary teachers to improve their professional practice. You are being asked to participate in this study because you are an Idaho's public school teacher who has received a teacher evaluation.

B. PROCEDURES

If you agree to be in the study, the following will occur:

1. You will be asked to sign an Informed Consent Form, volunteering to participate in the study.
2. You will answer a set of interview questions on your perception of Idaho's teacher evaluation processes and how they motivate you to improve your professional practice. The interview will be audio taped and is expected to last approximately 45 minutes.

These procedures will be completed at a time and location mutually decided upon by you and the researcher and will take a total time of about 45 minutes.

C. RISKS/DISCOMFORTS

1. If any of the discussion questions make you uncomfortable, you can feel free to decline to answer them.

2. For this research project, the researcher is requesting demographic information. Due to the make-up of the school districts in Idaho, the combined answers to these questions may make an individual person identifiable. The researcher will make every effort to protect your confidentiality. However, if you are uncomfortable answering any of these questions, you may decline to answer them.

3. Confidentiality: Participation in research may involve a loss of privacy; however, your records will be handled as confidentially as possible. Pseudonyms will be assigned and used in reporting data. All data from notes, surveys, and spreadsheets will be kept on a password protected computer or in password protected files. In compliance with the Federalwide

Assurance Code, data from this study will be kept for three years, after which all data from the study will be destroyed (45 CFR 46.117).

4. Only the primary researcher and the research supervisor will be privy to the identity of the participants and the connection of the data to the participants. As researchers, both parties are bound to keep data as secure and confidential as possible.

D. BENEFITS

There will be no direct benefit to you from participating in this study. However, the information you provide may help educators and policymakers to better understand and improve Idaho's teacher evaluations processes and their effect on Idaho's K-6 elementary teachers.

E. PAYMENTS

There are no payments for participating in this study.

F. QUESTIONS

If you have any questions or concerns about participating in this study, you should first talk with the investigator. Tiffnee Hurst can be contacted via email at tiffneehurst@nnu.edu, via telephone at 208-881-1410. If for some reason you do not wish to do this you may contact the research supervisor, Dr. Dennis Cartwright, via email at dcartwright64@gmail.com or by writing to NNU's Graduate Department, 623 S. University Blvd, Nampa, Idaho 83686.

Should you feel distressed due to participation in this, you should contact your own health care provider.

G. CONSENT

You may print this consent for your own records.

PARTICIPATION IN RESEARCH IS VOLUNTARY. You are free to decline to be in this study, or to withdraw from it at any point. Your decision as to whether or not to participate in this study will have no influence on your present or future status as a student at Northwest Nazarene University.

I give my consent to participate in this study:

____ ***Yes*** ____***No*** **Name:** _____ **Date:**_____

I give my consent for the interview and discussion to be audiotaped in this study:

____ ***Yes*** ____***No*** **Name:** _____ **Date:**_____

I give my consent for direct quotes to be used in this study:

____ ***Yes*** ____***No*** **Name:** _____ **Date:**_____

Appendix K

Updated IRB Approval

4 months ago

From: Amy Ackley
To: Tiffnee Hurst
Subject: Changes Reviewed: IRB Full Approval

Dear Tiffnee,

The IRB has reviewed your protocol: 0294: Idaho's Teacher Evaluation Model Processes: Are They a Motivator for Novice, Intermediate, and Experienced Fourth Through Sixth Grade Elementary Teachers in Southeast Idaho to Improve Their Professional Practice. You received "Full Approval". Congratulations, you may begin your research. If you have any questions, let me know.

Northwest Nazarene University

Amy Ackley

IRB Member

623 S University Blvd

Nampa, ID 83686