

CALIFORNIA BAPTIST UNIVERSITY

Riverside, California

The Private School Teacher Evaluation Process: A Qualitative Case Study of
Private High School Teachers' Perceptions of the
Evaluation Process by Site Administrators

A Dissertation Submitted in partial fulfillment of the
Requirements for the degree
Doctor of Education in Organizational Change and Administration

Walter Funk

Dr. Robert K. Jabs School of Business

June 2024

The Private School Teacher Evaluation Process: A Qualitative Case Study of
Private High School Teachers' Perceptions of the
Evaluation Process by Site Administrators

Copyright © 2024

by Walter Funk

The Private School Teacher Evaluation Process: A Qualitative Case Study of Private High
School Teachers' Perceptions of the Evaluation Process by Site Administrators

by

Walter Funk

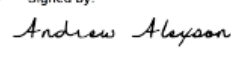
has been approved by the Dr. Robert K. Jabs School of Business in partial fulfillment of the
requirements for the degree Doctor of Education

August 2024

Signed by:

DCEBC21FA27F4AB...

Staci Mizell, Committee Chair

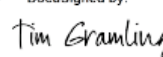
Signed by:

283EBE88423249F...

Andrew Alexson, Committee Member

Signed by:

81DEFAC0B22D487...

Christopher Bonn, Committee Member

DocuSigned by:

CA2DA2A85E6945F...

Tim Gramling, LPD., FACHE, Dean, Jabs School of Business

ABSTRACT

With increased awareness of student achievement in today's schools, examining ways to evaluate teacher performance and the effectiveness of teachers has become an area of focus. Tuition-based private schools risk closing if they cannot maintain quality programs and have high levels of student achievement. This qualitative study examined private school teachers' perceptions of the evaluation process's influence on their teaching practice. This study specifically focused on knowledge of leadership practices and using teacher evaluations as a tool in the evaluation process. Three theoretical frameworks, transformational leadership, motivation, and path-goal theory, were the lenses used to study this process. Purposeful sampling and semistructured interview protocol were used for data collection. Thematic analysis was performed to examine interview transcripts for codes and emerging themes. This study provides insight into the perceptions and desires of high school teachers toward the teacher evaluation process and informs leadership to make changes. This could advance changes in the process that could positively affect student achievement.

Keywords: teacher evaluations, private high school teacher

ACKNOWLEDGMENTS

As humans, we all play a part in this experience of life. As we travel through our time, we encounter many experiences, some memorable and others we would soon rather forget. All these events make us who we are. They are the ingredients in the recipe of our lives. If an ingredient were left out, it would not taste the same. This experience has been a profound ingredient and has created a tremendous community of support for me.

I want to express my gratitude to my wife, Kristen; my children, Walter, Joseph, and Emma; and my daughter-in-law, Naomy. Family is our closest community and the one I look to for support. You have motivated, challenged, and supported me during this process. Thank you! My extended community, friends, and colleagues, thank you for your encouragement and support during this journey.

Second, I would like to thank Dr. Bowden for your encouragement throughout this process and for using your experience to develop this program that supports learners and provides a community for the students to grow. I also want to thank Dr. Mizell, my dissertation chair, for your positive support, words of encouragement, and continued motivation. I also want to thank my dissertation readers, Dr. Alexson and Dr. Bonn, for sharing your thoughts, expertise, and support.

Thank you to the incredible people who served as accountability partners. They were encouraging, insightful, and willing to meet weekly for support and guidance throughout this process.

To the amazing teachers who get up daily to instruct students and much more. I thank you for your commitment and dedication to learning.

DEDICATION

This dissertation is dedicated to my wife, Kristen, who has been a source of strength, support, motivation, and patience for me throughout this experience and our life together. You help me to be my best and encourage me to slow down and appreciate life. I do not have words to express how grateful I am that I get to be your husband and as promised, it is finished!

TABLE OF CONTENTS

ABSTRACT.....	iv
ACKNOWLEDGMENTS	v
DEDICATION.....	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER 1: INTRODUCTION.....	1
Background of the Problem	1
Statement of the Research Problem	3
Purpose Statement.....	3
Research Question	3
Scope and Significance of the Problem	5
Definitions.....	6
Organization of the Study	7
CHAPTER 2: REVIEW OF THE LITERATURE.....	8
Introduction and Purpose	8
Search Description	9
Theoretical Framework.....	10
Transformational Leadership.....	10
Motivation.....	12
Path-Goal Theory.....	13
Review of Research	14
Causes of Teacher Evaluation Implementation	14
Issues With Mandated Evaluations.....	14
New Ideas for Teaching Evaluations	16
Philosophy Change	17
Student Feedback	18
Peer Observations	18
Value-Added Models	19
Transparency.....	20
Relationships and Collaboration.....	20
Factors to Support Teachers Through Evaluations.....	21
Professional Development	21
Professional Development Design.....	22
Frameworks and Methods for Constructive Evaluations.....	23
Relational Theory.....	23
Collaborative Evaluations.....	24
Implementation of New Evaluations	25

CHAPTER 3: METHODOLOGY	27
Purpose Statement.....	27
Research Question	28
Protection of Human Subjects	28
Research Design.....	30
Population	30
Sample.....	31
Instrumentation	31
Data Collection	33
Data Analysis.....	33
Design and Instrument Limitations.....	34
Summary	35
CHAPTER 4: RESEARCH, DATA COLLECTION, AND FINDINGS.....	36
Overview.....	36
Purpose Statement.....	36
Research Question	37
Research Methods and Data Collection Procedures	37
Data Analysis Process.....	39
Presentation and Analysis of Data	39
Themes by Interview Question	43
Theme 1: The Teacher Evaluation Process.....	43
Formal Observation	43
Postmeeting.....	44
Premeeting	45
Theme 2: Impact of Teaching Practices.....	45
Little or No Effect.....	46
Negative Effects.....	47
Theme 3: Factors at the School Site That Have an Impact.....	47
Work in Isolation	48
Lack of Resources.....	49
Collaboration.....	49
Professional Development	50
Theme 4: Administration’s Impact on the Teacher Evaluation Process.....	50
Little to No Impact.....	51
Requirement Based	51
Goal Setting	51
Theme 5: Improvement Ideas	52
Time of Year	52
Target and Goal Setting	52
Professional Development	53
Collaboration.....	53
Summary	53
CHAPTER 5: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	55
Significant Findings	57
Conclusions.....	58

Major Findings.....	58
Theme 1: The Teacher Evaluation Process.....	58
Theme 2: Impact on Teaching Practice	61
Theme 3: Factors at the School Site That Have an Impact.....	62
Theme 4: School Administration’s Impact on the Teacher Evaluation Process.....	64
Theme 5: Improvement Ideas	65
Limitations	67
Implications for Action.....	68
Recommendation 1: Transformational Leadership: Changing Teacher Evaluations	68
Recommendation 2: Incorporate Professional Development Into the Evaluation Process	70
Recommendation 3: Provide Training for the New Evaluation Method	71
Transformative Leadership	72
Recommendations for Further Research.....	74
Concluding Remarks and Reflections.....	75
 REFERENCES	 77
 APPENDICES	 84
A. Informed Consent.....	85
B. Recruitment Email.....	87
C. Interview Questions.....	88
D. Response Email with Links.....	90
E. Interview Transcripts.....	91

LIST OF TABLES

Table 1. Major Themes	40
Table 2. Theme and Theme Statements	41
Table 3. Categories and Themes	59

LIST OF FIGURES

Figure 1. Literature Map.....	9
Figure 2. Evaluation Process.....	43
Figure 3. Impact on Teaching Practices.....	46
Figure 4. Factors That Have an Impact.....	48
Figure 5. Administration’s Impact.....	50

CHAPTER 1: INTRODUCTION

In a time when there is an increased awareness of student achievement, examining ways to evaluate teacher performance and the effectiveness of those teachers has become an area of focus. Although there has been research regarding teacher evaluations in the public school system, research has not focused on the evaluation practices in private schools. Private schools are typically nonprofit; however, they must generate and maintain income to remain open because their funding is by student tuition (Patek & Bosler, 2021).

Tuition-based private schools risk closing if they do not maintain quality programs and have high student achievement. The competition is growing with the increase in charter, magnet, and tuition-free online schools. There has been a steady decline in the number of private schools in the United States since 2002 (Ewert, 2013). Currently, private schools make up about 30% of the schools in the United States and enroll 10% of the student population (National Center for Education Statistics, n.d.). Private schools must evaluate the standards of their practices to compete in this educational environment. This research evaluated the teachers' perception and knowledge of their private high school's evaluation system to execute better evaluations to inform leadership practices and increase student achievement.

Background of the Problem

Investigations and legislation have taken place to evaluate the state of the educational system and legislate ways to attempt to improve it. In 1981, the National Commission on Excellence in Education created a team to research the quality of education in America (National Commission on Excellence in Education, 1983). The findings showed that there were no common standards or accountability. This report and future legislation of the No Child Left Behind Act ([NCLB], 2002) provided new standards for student performance, teacher

performance, and school accreditation. NCLB (2002) mandated that there would be learning standards and accountability measures at national and state levels that attempted to satisfy the deficits in the *A Nation at Risk* report (National Commission on Excellence in Education, 1983). In addition, teacher requirements were established, including education, credential requirements, subject matter competency, and accountability through evaluations. The implementation of teacher evaluations is to improve teaching practices, thus increasing student achievement. There has been considerable research into evaluation methods and frameworks to relate teachers to higher student achievement (Danielson, 2007; Marzano et al., 2011); however, this research focuses on the public school system.

Using the evaluation system to help teachers become more effective in their teaching practices could increase student achievement. Research has shown that excellent teachers provide the opportunity for better student achievement (Goldhaber & Anthony, 2007; Rivkin et al., 2005). Studies have found that teacher effectiveness is the most significant variable in student learning (Aaronson et al., 2003; Stronge et al., 2001; Sanders et al., 1997). Previous studies focused on the public school system, but there is a gap in the research regarding public schools.

The trend of private school closures needs to change. These schools meet the specific needs of students in specialized areas such as academic philosophy, extracurricular activities, and religious education. Private schools must prioritize providing excellent education and improving student achievement to demonstrate their stewardship for families. This plan requires a steadfast commitment to the implementation of effective teaching methodologies. By achieving these goals, private schools can fulfill their responsibility to families and contribute to their students' academic success. This process will help to ensure that the doors to these schools remain open.

Statement of the Research Problem

There is a pressing need for research on teacher evaluation practices in the private school sector. The lack of accountability and standards for teachers in these communities can lead to the closure of private schools if student achievement does not meet the stakeholders' expectations. This research is crucial to prevent such a scenario and ensure the continued success of private schools.

Purpose Statement

The purpose of this study was to examine teachers' perceptions of the evaluation process, with a focus on understanding leadership practices and using teacher evaluations as an integral part of the assessment process. This research included teachers' knowledge of the process and the role school administration plays at private high schools in Southern California through a qualitative case study that informed leadership practices that could affect student achievement.

The underlying premise of this study was that teacher evaluation has the potential to enhance instruction. To improve the process of evaluation, school administrators need to use an evaluation process that fosters growth for all teachers rather than simply completing evaluations for compliance purposes (Kraft & Gilmour, 2017; Marzano et al., 2011; Papay, 2012; Weisberg et al., 2009). By understanding teachers' perceptions of the evaluation process, school administrators can better understand the needs of the teachers and be more effective at providing support for teachers' growth.

Research Question

The purpose of this study was to examine teachers' perceptions of the evaluation process, with a focus on understanding leadership practices and using teacher evaluations as an integral

part of the assessment process. The following overarching research question guided this study:
How do private high school teachers perceive the existing teacher evaluation process?

Data were gathered to answer the research question using the following interview questions:

1. How is the teacher evaluation process conducted at the school site?
2. How does this teacher evaluation process impact your teaching practice?
3. What factors exist at the school that positively or negatively impact teaching practices?
4. In what ways does the administration influence the teacher evaluation process?
5. Would you like to share other details regarding the teacher evaluation process?

This study's theoretical framework and lens was transformational leadership theory. James MacGregor Burns (1978) first introduced this concept. Bernard Bass (1998) developed this concept further. Bass wanted to understand how leaders developed what he referred to as charisma. He defined leadership based on its impact on followers. Transformational leaders garner trust, respect, and admiration from their followers.

Kenneth Leithwood bridged the work of Burns and Bass into the educational environment. Leithwood's model has seven components: individualized support, shared goals and vision, intellectual stimulation, culture building, rewards, high expectations, and modeling (Leithwood & Jantzi, 2000). He considered the central purpose of transformational leadership to be the enhancement of the individual and collective problem solving of the organizational members. This process of setting goals and practices allows successful resolution to complex problems. Leithwood's model assumes the principal shares leadership with teachers and looks to provide individual support, intellectual stimulation, and personal vision (Leithwood & Jantzi, 2000).

Motivation theory (Maslow, 1943) and path-goal theory (House, 1971) are other frameworks that play a role in transformational leadership. These frameworks are seen in the literature and work alongside transformational leadership. According to Maslow's (1943) Hierarchy of Needs, motivation drives our behavior. Meeting humans' basic needs allows one to develop and grow. The path-goal theory, introduced by House (1971), proposes that leaders should adapt their leadership style based on the characteristics of their followers and the task at hand.

Scope and Significance of the Problem

The scope of the problem is for effective teachers to educate students effectively and increase student achievement, and teacher evaluations play a role in that process. Studies have shown that effective teachers produce higher student achievement, which is the essence of school learning (Aaronson et al., 2003; Stronge et al., 2011). Teacher evaluations are required in most districts in the country and are often completed as just another task (Marzano et al., 2011; Weisberg et al., 2009). The National Commission on Excellence in Education (1983) and the No Child Left Behind (2001) suggested comprehensive evaluations. Although much of the research looks at the process in the public school sector, conducting research for the private K-12 sector is imperative, and that is the gap this research satisfies.

The significance of the problem was that private schools are seeing an increase in competition for students as the number of charter, magnet, and online schools increases. Private schools need to work diligently to improve student achievement, or those schools will lose students and eventually need to close. Private schools are asking families to pay for a service they can get for free through the public school system, so student achievement needs to be high to make such private schools desirable.

Definitions

Administration (principal). The person in charge of the school site who supervises students and academic programs and evaluates certificated and classified personnel (California Commission on Teacher Credentialing, 2024).

Formative evaluation. Regular and informal evaluation periods throughout the school year of teachers by administrators who observe the teachers' classroom teaching and provide feedback focused on improvement (Popham, 2013).

Private school. A school for which the facilities and funding are not provided by the federal, state, or local government (National Center for Education Statistics, n.d.).

Summative evaluation. A final evaluation of teachers by administrators that is based on the compilation of data collected during the formative evaluations and is used to monitor overall progress toward expectations with an end in mind to make personnel decisions, including retention, dismissal, or promotion (Popham, 2013).

Teacher effectiveness. The degree to which teachers meet the expectations of the school district in their classrooms, considering the areas assessed in formative and summative evaluations (Darling-Hammond, 2013).

Teacher evaluation. The collection and use of information to measure against established criteria resulting in a judgment regarding teacher performance made by an administrator (Danielson & McGreal, 2000).

Teacher evaluation system. The comprehensive methodology and structure used by a school district to use teacher evaluations to measure, critique, and provide feedback regarding the job performance of the district's teachers (Marzano & Toth, 2013).

Organization of the Study

Chapter 2 shares the current and historical literature regarding teacher evaluations and their effect on teacher and student improvement. It examines various methods, models, and leadership practices. Chapter 3 describes the study's research methodology and discusses the design, population, sample, and instrumentation. The protection of human rights is shared because this study used adult human participants. Other topics include data collection, limitations, and personal biases. The research results are provided in Chapter 4, followed by an interpretation of the findings and a discussion of future research in Chapter 5.

CHAPTER 2: REVIEW OF THE LITERATURE

Introduction and Purpose

Student achievement and academic standards have been a topic of interest in education for decades. In 1981, the National Commission on Excellence in Education researched the state of education in the United States and presented a report titled *A Nation at Risk* to the U.S. Department of Education (National Commission on Excellence in Education, 1983). This report showed many deficiencies in the educational system. The No Child Left Behind Act ([NCLB], 2002) provided legislation to help elevate student and teacher standards and provide guidelines for accreditation. One of the critical elements revolved around teacher evaluations and training. With the emphasis on accountability, there was a rise in pay-for-performance in many districts, and a need for teacher evaluation systems to be fair and reliable (Adams et al., 2009).

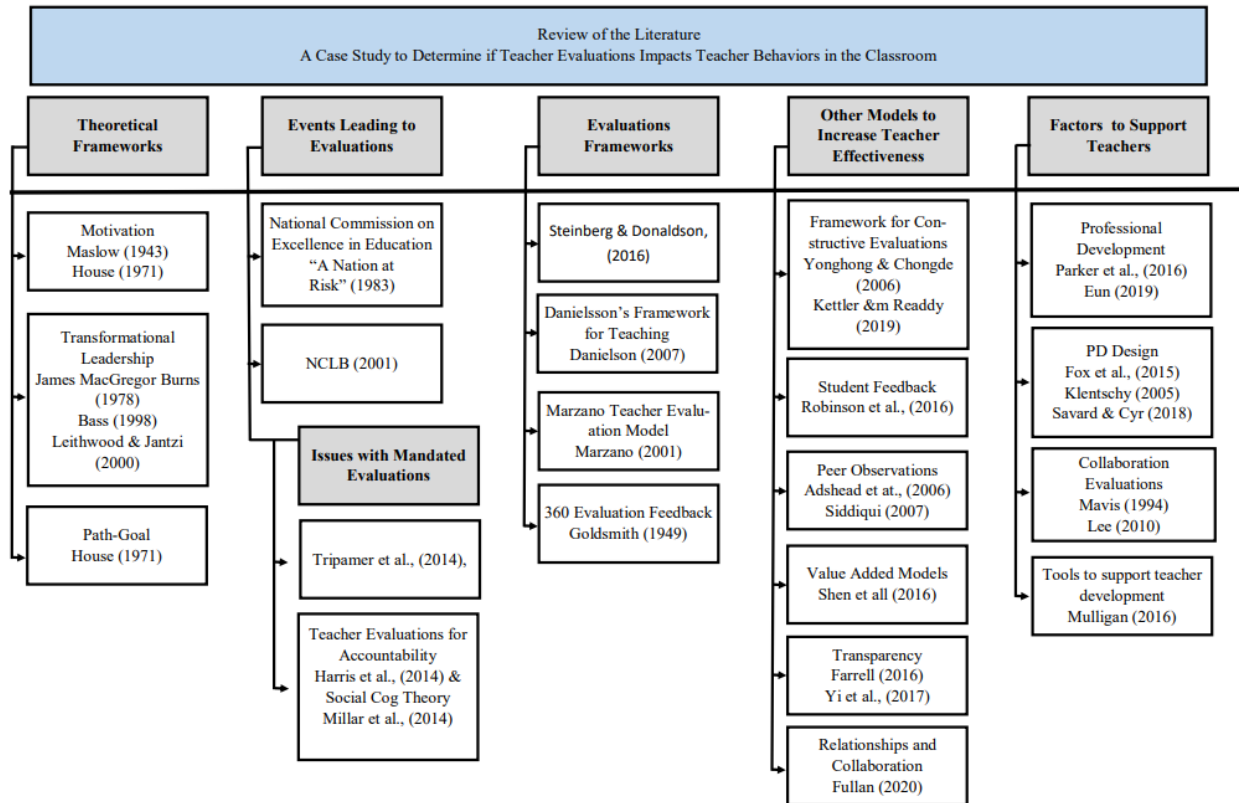
Proper evaluation and potential interventions, professional development, and discussions are necessary to grow a teacher's ability. This process can have a direct impact on student achievement. Significant literature exists on many evaluation forms and even the reasoning for such evaluations (Adshead et al., 2006; Kettler & Reddy, 2019; Malloy, 2020; Robinson et al., 2016; Siddiqui et al., 2007). Marzano et al. (2011), in their book titled *Effective supervision: Supporting the Art and Science of Teaching*, shared what it takes to create a teacher supervision and evaluation system that leads to higher student achievement. They reported that teacher evaluations are one of the major initiatives. This study focused on the teacher's perspective of the evaluation process to provide direction in evaluation design and implementation. This constructive view of teacher evaluation can potentially develop a growth mindset in teachers that will continue to increase throughout their careers and positively impact student achievement.

Search Description

The literature search was through the Annie Gabriel Library at California Baptist University. Various databases were accessed, including Academic Search Premier, Education Research Complete, ERIC, and Primary Search. The other research methods implemented involved searching Google Scholar for additional documents, dissertations, and research related to this topic. The keywords searched were leadership, motivation theory, teacher evaluations, teacher evaluation methods, theoretical frameworks of education, perceptions of teacher evaluations, and professional development. Figure 1 shows the literature map of this research.

Figure 1

Literature Map



Theoretical Framework

Transformational Leadership

Burns (1978) introduced the concept of transformational leadership and defined it as a process whereby leaders and their followers raise one another to higher levels of morality and motivation. Bass (1985) later developed the concept of transformational leadership further.

In the context of educational systems, Bolman and Deal (2008) proposed that organizations should foster the ability to have multiple leadership styles. Their research underscores the importance of leaders offering guidance while encouraging independent leadership behaviors, creating a supportive and forward-thinking culture that empowers all organization members.

Influential leaders can quickly assess personnel and task characteristics, enabling them to make effective decisions. The task characteristics, such as teacher evaluations, can impact subordinates' ability to reach a goal. This process relies on subordinates feeling that there is a central plan to achieve an attainable goal (Leithwood & Jantzi, 2000). A directive leadership style can help implement complex tasks even when they are stressful and arduous (House, 1971; Northouse, 2013). Educators can successfully implement complex tasks, such as instructional practice, by clearly outlining work assignments and expectations.

Although a direct leadership style is one of many, the transformational theory views its leaders as the vehicle by which team members search for and execute necessary change. This type of leadership focuses on achieving this goal through influence and inspiration (Burns, 1978; Bass, 1998; Leithwood & Jantzi, 2000). To begin to understand the idea of transformational leadership, a review of its development is essential. Burns (1978) developed the transformational leadership style. He first described the idea of transformational leadership as a leadership model

by which a leader inspires team members to change and even exceed their expectations. Burns shared that the role of leader and follower must be united conceptually. The transforming leader seeks to satisfy higher needs and engages the whole person of the follower. Burns also argued that humans have overemphasized the role of power. He stated that power is in the relationship, and together, they increase their levels of motivation and morality. In this early stage, there was a lack of research devoted to Burns's theory. Avolio (1999) furthered Burns's work by providing more empirical evidence to prove Burns's theory.

Bass (1998) expanded Burns's initial ideas into what became known as the Bass transformational leadership theory. According to Bass, the effectiveness of the transformational leadership model is the influence certain types of leaders have on their followers. Bass focused his research on military, business, and educational organizations. Bass wanted to identify successful and influential leaders by developing the Multifactor Leadership Questionnaire and continued research in the field. Bass identified four components of transformational leadership. The first component is charismatic leadership or idealized influence. These leaders are role models and are shown respect by their followers. These followers identify with and want to emulate their leader. They have a clear vision and purpose and are willing to take risks. The second type is inspirational motivation. These leaders motivate others, generate enthusiasm, and challenge followers to grow. They communicate expectations clearly and are committed to goals and a shared vision. The third category is intellectual stimulation. These leaders actively ask for new ways of doing things. The fourth category is individualized consideration. These transformational leaders establish a supportive environment in which individual differences are respected, and the leader knows the concerns of those individuals (Bass, 1998). Bass's leadership model has three dimensions of transactional leadership. The three dimensions are contingent

reward, management by exception, and laissez-faire or nonleadership. Although Bass felt these are on opposite sides of the spectrum, he believed they can be complementary.

Leithwood and his research team have played a significant role in bridging the work of Burns and Bass through the lens of educational administration. Leithwood et al. (1994) stated that transformational leadership aims to enhance organizational members' individual and problem-solving capacities. Leithwood et al. (1999) shared that there are a limited number of studies regarding student effects because the teachers and others mediate the effects. Leithwood believed that other models of transformational leadership neglected to include the transactional components that were important to the stability of an organization. He shared seven dimensions to describe transformational leadership in a school setting: (a) building school vision and establishing goals, (b) providing intellectual stimulation, (c) giving individualized support, (d) modeling best practices and organizational values, (e) demonstrating high-performance expectations, (f) creating a productive school culture, and (g) developing a structure to promote participation in school decisions (Leithwood & Jantzi, 2000).

Motivation

Motivation drives human behaviors based on wants and needs (Maslow, 1943). The foundational human needs address physiological demands and safety. Once physiological needs are motivated within an organization, Maslow's hierarchy states that a sense of belonging, appreciation, and alignment with a common goal is essential. Assuming physiological needs are in place in an educational institution, this research examined the impact of transformational leadership factors on the motivation of educators.

Motivation among educators is crucial for the growth of learners. This effectiveness depends on several factors, including the skill and motivation of employee groups. According to

House (1971), skilled employees with moderate to high motivation levels welcome the structure, praise, and feedback the path-goal approach provides. In contrast, underskilled and unmotivated employees may resent the approach.

It is crucial to consider the unique characteristics of teachers and tasks when implementing path-goal leadership in education. According to Leithwood and Jantzi (2000), a leader's behavior that motivates teachers depends on their characteristics and the specific task. Although schools strive to have highly skilled and motivated teachers, path-goal leadership acknowledges the significance of individual characteristics. Northouse (2013) emphasized that leadership, motivation, and subordinate characteristics are all vital components with leadership strategies dependent on personnel and situations. Through this approach, Northouse stressed the significance of teacher motivation and administrator leadership characteristics to drive positive change in student performance and achievement.

Path-Goal Theory

House (1971) found that influential leaders, concerning path-goal theory, implement many leadership styles to coach subordinates to be successful and provide motivation for growth. This type of leadership can only occur when a leader shows subordinates the purpose of their work. Path-goal leaders articulate the organization's vision and model the best practices needed to achieve that vision. The four main leader behaviors in path-goal theory are directive, supportive, participative, and achievement oriented (Northouse, 2013). The leader's behaviors adjust to the subordinate's needs and situation.

Review of Research

Causes of Teacher Evaluation Implementation

In 2002, the NCLB policy was enacted, requiring accountabilities for all students and their academic needs. Steinberg and Donaldson (2016) authored a policy brief that systematically analyzed teacher evaluation systems and the policies of all states and the largest 25 school districts. They concluded that teacher observation remains a large part of the evaluation, and states and districts now include some measure of student performance in the evaluation process. Steinberg and Donaldson shared that teachers are increasingly being held accountable for student achievement. Often, policymakers attach student test scores such as value-added models (Shen et al., 2016). Furthermore, observation-based teacher effectiveness measures inform teacher evaluation. The two main approaches include developing teachers' skills to improve student performance and evaluating the teacher's effectiveness to inform tenure, rewards, and dismissal (Steinberg & Donaldson, 2016). This research examined the evaluation process in all 50 states and the 25 largest districts. One conclusion was that linking evaluations to student test scores causes good teachers to leave lower performing schools because their ratings would be lowered if the student scores were low. Evaluations need to be constructive for the teacher. Suppose their ratings were affected by the school's population or socioeconomic makeup. In that case, better teachers would leave for higher-performing schools, and the students would miss out. This situation would further widen the gap between lower and higher-performing schools.

Issues With Mandated Evaluations

A quantitative analysis by Harris et al. (2014) looked at teachers' effectiveness ratings by their principals in 30 different schools. Data were collected from interviewing these participants. Findings suggested that teacher value-added measures and informal principal evaluations

correlate positively but weakly. They found that many principals were inaccurate to measure the teacher's effectiveness. Independent teachers who showed little effort were often rated lower on the scale. Many students in those teachers' classes scored well on district and state tests, showing those teachers were effective. It is important to remember that the metric used to measure a teacher's effectiveness is not always accurate. Papay (2012), in his article "Refocusing the Debate," shared that the system is broken and needs fixing. He continued to share that most teachers are rated satisfactory, and only 1% are considered unsatisfactory (Papay, 2012; Weisberg et al., 2009).

There is a possibility of missing important aspects during the evaluation process. Truly effective teachers go beyond just test scores and engage with their students personally, creating a safe and supportive environment for learning. So do not be too quick to judge a teacher's impact based on numbers alone. A study looked at teachers' perceptions in the Fort Zumwalt School District and found that the teachers' attitudes toward the evaluation process were not complimentary. Tripamer et al.'s (2014) study used a mixed methods approach. They used survey data and focus group interview data to evaluate teachers' perceived limitations. They often stated that they did not feel the evaluation process benefited their growth. They believed that the teacher-centered approach to evaluation was inadequate to assess the effectiveness of teachers.

The NCLB (2002) mandate required the implementation of these evaluations. The study compared this type of evaluation with a new model that focused more on proactive teaching models and student achievement and found that teachers preferred the proactive model. However, much training was needed to inform teachers of the changes in the evaluation model

(Tripamer et al., 2014). Many teachers were reluctant to engage in this type of evaluation because they felt they might receive lower scores if they exposed some of their weaknesses.

Examining the social cognition theory can provide valuable insights into how employees respond to performance evaluations. Organizations can improve their evaluation processes by understanding how individuals process and interpret feedback and foster a more positive and productive work environment (Verbos et al., 2014). Verbos et al. (2014) used social cognitive theory to look at reactions to performance evaluation processes. They used a survey of 260 employees from eight organizations located in the Midwest United States. Their study found that excellent job resources, organizational communication, and coworker relationships correlate with positive reactions to performance evaluations. Although the study by Verbos et al. was in a business environment, there is a crossover to other workplaces. These findings point to social factors that influence attitudes about evaluations. These findings further the notion that evaluations should be more than just student test scores and standard teaching practices as the basis for evaluation. The foundation is positive relationships and collaboration in the work environment.

New Ideas for Teaching Evaluations

There have been some new ideas for evaluating teachers effectively. Although there are some excellent ideas, unfortunately, many have issues. Yonghong and Chonge (2006) interviewed collegiate-level teachers in a quantitative case study. They shared that teacher evaluations should be grounded in theory. Research has shown that such research is found for collegiate-level teachers, but there is limited research at the middle and elementary levels. Their results showed that ratings from students, peers, and supervisors were most significant in the evaluation of teachers. These findings suggested that evaluations need to be more dynamic and

that there is more of a social construct to evaluation. Like a 360-evaluation approach, such reviews must be from multiple sources.

Although performance evaluations have been used for years in many sectors to assess an employee's ability, Kettler and Reddy (2019) took the Danielson framework for teaching, offered alternative scoring methods, and used the observations to inform professional development. Their study had a sample of 156 teachers and 34 trained school administrators for 12 high-poverty charter schools that used the Framework for Teaching for their evaluation practices. They used classical test theory to evaluate the reliability and validity of the practice. The study focused on assessing the reliability and validity of the Framework for Teaching. The results showed that using a composite score from more than one observation is more accurate than just one evaluation (Kettler & Reddy, 2019). In addition, more observations provide more opportunities to share feedback to the teacher. With feedback and more accurate scores, professional development can be more targeted and specific to the teacher's needs.

Philosophy Change

Performance evaluations have been used for years to decide whether to retain, promote, or dismiss employees. Often, these evaluations are seen as punitive and not supportive (Malloy, 2020). These evaluations were used to evaluate only but did not offer areas for growth. Malloy's (2020) study looked at the Wisconsin Department of Public Education's shift from a punitive model to a support model focusing on teacher growth and environmental adjustments. This qualitative case study used 34 semistructured interviews and data gathered from attending several meetings and open forums regarding the evaluation process. This program used a more integrated approach. Although this study showed many of the obstacles to the implementation of this model, there were positive factors that show improvement in teachers' willingness to

engage. This type of approach indicates that a more collaborative or developmental approach to evaluations shows better results for teacher improvement. This style can affect the attitude toward evaluations as well. Results also showed that some of the punitive aspects of the previous methods still influence the evaluation process.

Student Feedback

Robinson et al. (2016) conducted a study using cognitive dissonance to encourage teachers to value student evaluations. This quantitative study used a snowball sample with K-12 teachers from 44 states to evaluate teachers' attitudes toward student feedback in evaluations. The sample had 309 participants complete the intervention, and 279 participants completed the survey. The study suggested that inducing cognitive dissonance by having teachers evaluate their principals can help them understand the value of student evaluations and improve their ability to provide constructive feedback. This transfer to a student's teacher evaluation would be a productive way for teachers to buy into the process. By changing the teacher's attitude toward the evaluation method, the effectiveness of the evaluation method would become more effective. Regardless of the accuracy of the student feedback, this could show the perception of how students see the teacher's effectiveness and that teachers' attitude is malleable.

Peer Observations

Another process for observing and evaluating teachers comes from a peer observation model. These collaborative models offer a different lens through which to look at evaluations. Some teachers resist this type of evaluation because they are concerned about peer relationships (Adshead et al., 2006). This study was a mixed methods evaluation of 316 participants who teach at a medical school. Participants were given a survey with a Likert scale and open-ended questions. The studies showed that the collaborative effort in the evaluation process helped

teachers provide more precise learning goals, reflect more on their teaching methods, and take more risks in trying new methods (Adshead et al., 2006; Siddiqui et al., 2007). However, these benefits did not persuade more than half the participants to commit to peer observation. This model of peer evaluations promoted better relationships among the teaching staff (Siddiqui et al., 2007). Many participants expressed some drawbacks and often refused because they felt it would not be productive and create too much paperwork; however, no significant association between such things was found (Adshead et al., 2006).

Value-Added Models

Shen et al. (2016) reviewed the teacher evaluation process. They looked at both the potential micro- and macrolevel consequences of using value-added models to make high-stakes decisions. At the microlevel, they looked at individual teachers' perceptions, actions, and reactions to this type of evaluation and its effect on teacher effectiveness.

Shen et al. (2016) examined the consequences of using value-added models to evaluate teachers. Value-added models try to separate the teacher's contribution to the student's learning growth measured by standardized test scores. NCLB (2002) sought accountability in student learning growth. This shift took the responsibility off the student and placed it on the teacher. According to Shen et al. (2016), these evaluations are not valid or reliable when making high-stakes decisions. Although student achievement is significant, using it as a part of the teacher evaluation system and making high-stakes decisions is unsuitable for the teacher.

Although these new ideas have some valuable components, their reliability and validity are often not good. One theme that shows positive results is the group or collaborative efforts in evaluation. These collaborative approaches must continue refining and developing into a more

reliable and valid approach. The desire is a qualitative approach to teacher evaluation and can produce teacher growth and positively affect student achievement (Shen et al., 2016).

Transparency

Transparency has been a growing area of study in organizations. Although leaders and managers cannot always be completely transparent, leadership activities can be transparent (Farrell, 2016). Leaders who develop methods for transparency will benefit from more dynamic and inclusive processes. This change in the idea of transparency and making evaluations focus on development and not being punitive will help to alter the view of evaluations to one that is productive and seen as a more optimistic evaluation style (Farrell, 2016; Malloy, 2020).

Yi et al. (2017) used a quantitative study to examine the relationship of transparency between managers and employees. They used a convenience sample of 199 participants who worked at a telecommunication company in China. Transparency had a positive influence on employee creativity. Yi et al.'s study showed that when leaders show transparency, this develops psychological safety and the ability to focus attention. Further research should be conducted by Yi et al. to generalize about other populations because they conducted the study at an information technology company. The relational nature of the transparent relationship led to better feedback between the leaders and employees, enhancing the workers' productivity. Creativity is a quality needed in the classroom to meet the needs of students. The evaluation's relational and collaborative nature showed promise in information technology but would also benefit other groups.

Relationships and Collaboration

Fullan (2020) researched how the current school system needs to change. He reviewed five recent studies examining the state of education and the reform needed to make positive

changes in the educational system. The old models are not working, and from a societal point of view, there needs to be more change. During this research, Fullan shared that more research is needed to meet the needs of all students. This process involves relationships between the teachers, students, and the community. Although this model is in its early stage, more research is needed. He posited that global society, not education, is responsible for the fundamental deterioration of the universe but that now education should become the change maker for the individual and social good.

For education to become a change agent, school leaders must find new ways to support and evaluate their teachers. Visone et al. (2022) conducted a qualitative study examining teachers' perceptions of collaboration in the northeastern United States with 1,336 participants. It examined how teachers perceive collaboration in the changing evaluation methods. Although collaboration is a pathway for teachers to test new methods and ideas to find the best pathways for their students' learning, teachers often see forced collaboration as lost autonomy and feel it will lead to more prescriptive and narrow methods. When collaboration happens through a relationship and not through evaluation, teachers can grow and experiment. Collaboration must be authentic and free to experiment, fail, reevaluate, and retry without the fear of judgment.

Factors to Support Teachers Through Evaluations

Professional Development

Eun (2019) shared in a study that professional development is the most effective way to improve quality teaching, which is critical to improved student learning. This study shared that professional development must have purpose and be meaningful to those who are engaged in professional development. Parker et al.'s (2016) study did a meta-review of physical education professional development studies published between 2005 and 2015. Throughout the study, they

reviewed 64 articles and interviewed or surveyed 479 teachers and 48 facilitators from across the United States and Europe. Parker et al. shared that quality professional development is not just about using as many pedagogical strategies as possible. Instead, it is about furthering teachers' expertise, acknowledging their interests, and expanding their teaching skills. This philosophy improves engagement in professional development. A collaborative evaluation can help identify where to focus professional development based on a teacher's view of their skills and personal interests for growth.

Professional Development Design

Previous studies shared that professional development is significant, but ensuring it as a good fit is essential. There are many ways to focus on professional development. Teachers who are early in their careers have unique needs compared to experienced teachers. Differentiated teacher professional development is vital to attain high-stakes school improvement goals to impact student learning (Fox et al., 2015). When professional development meets the teacher's needs, this helps further the teacher's growth mindset. This research by Fox et al. used a qualitative analysis of 47 teacher portfolio reflections and 11 postprogram interviews to determine how coursework influenced their professional growth. Their findings (2015) suggested using portfolios to evaluate the needs and interests of teachers. This focused collaborative approach helps to ensure a positive attitude toward this process. A collaborative evaluation process would help the administration support teachers at their various levels of development. A growth mindset would be created in the teachers and, in turn, increase student achievement.

Professional development should be targeted and related to teachers' practice (Klentschy, 2005). Klentschy's (2005) article "Designing Professional Development Opportunities for Teachers That Foster Collaboration, Capacity Building and Reflective Practice" reviewed several

programs implementing different evaluation and professional development forms. The article shared that evaluations can be an avenue to learn the needs of teachers and where training can be most effective. Differentiated professional development is often not feasible because many employees have unique needs and costs associated with such training. Savard and Cyr (2018) proposed a model that provides a method to expand professional development. They studied the implementation of math training for first- and second-grade teachers in the Republic of Congo. They used pre- and posttest analysis to assess the teacher's learning of the new curriculum. The model they suggested is a waterfall method, which has different layers. The experts at the top train leadership; leadership trains other people, including teachers, and then teachers train other teachers. This method uses a top-down waterfall approach to training. With a diversified group of trained employees, the organization would have a wealth of experts to meet the needs in many areas.

Although professional development was not the focus of Savard & Cyr's research, it connects to the end goal of student achievement. Proper evaluation would inform professional development and design training to fit the organization's needs. This could help to develop employees in both areas of growth and enrichment. Focused professional development would help early career teachers develop skills needed to become effective teachers.

Frameworks and Methods for Constructive Evaluations

Relational Theory

Jiang and Shen (2023) conducted quantitative research using an employee survey of 727 employees. From the data of the survey, Jiang and Shen proposed a relational employee engagement theory that integrates authentic leadership behaviors and perceived transparent communication with employees' immediate supervisors. The relationship between the supervisor

and employee is essential to develop solid employee behaviors. Jiang and Shen found that authentic leadership and transparent communication positively impact employee behavior, increasing customer satisfaction. Authentic leadership is when leaders remain visible to others, focus on what is ethical, lead when taking risks, prioritize followers' development, and ensure their communication is transparent. Through an authentic, collaborative evaluation process, positive change can occur to affect student achievement positively. Their study showed that positive change begins with the relationship between the leader and the employee.

Collaborative Evaluations

Mavis (1994) shared that even experienced administrators are reluctant to conduct performance reviews. People want to avoid conflict because they do not want to take responsibility for their judgments. If they give clear, significant feedback, they are afraid they will receive candid feedback on their own performance. Although this explains why people do not like to do evaluations, employees do not like receiving such evaluations. As shared previously, evaluations have evolved into more than accountability and decision making for retention, reward, or release. The goal would be to develop a program that engages the employee-evaluator relationship and provides a way to develop the employees' skills collaboratively and increase student achievement in schools.

Consultative instructor supervision and evaluation can leverage positive social relationships and employ accountability that drives teacher development, according to an article by William Lee. Lee (2010) proposed a supervision and evaluation process that improves instructors' instructional skills. This process is collaborative. The process begins with a preevaluation conference, during which the relationship begins, and the administration's role is to assist the teacher through this process. The teacher suggests goals and objectives for the

observation with input from the administrator. After establishing goals and objectives, both parties work together to create an observation instrument that identifies what they will observe and how they will evaluate it. The observation is conducted, and the teacher reviews the observation instrument during the postobservation conference. The discussion involves any questions or potential explanations of the findings. This process is the beginning of the next preobservation conference. The process repeats to identify areas the teacher feels need evaluation, and collaboratively, the teacher and administrator develop a plan to mitigate any issues or find professional development that meets the teacher's desires in an area of passion (Lee, 2010). This collaborative process puts the teacher in charge of their learning and development. The administrator is a facilitator in the process, the outside eyes for the teacher to evaluate their teaching abilities. This process removes the teacher evaluation's adverse properties from the table and creates a collaborative working relationship that promotes teacher improvement. One hindrance to creating this positive relationship of evaluation informing professional development is the attitude toward evaluations. This collaborative evaluation process should create a more positive attitude and productive teacher.

Implementation of New Evaluations

Numerous studies have evaluated the implementation of these evaluations. There is a learning curve with any new program. A report by Riordan et al. (2015) looked at several areas to be aware of when implementing a new evaluation process. Their study looked at the implementation process of new teacher evaluations in New Hampshire. The study used various methods to address the research question, including a document review of district evaluation plans, descriptive statistics to analyze evaluator and teacher surveys, and thematic coding of interviews. They included 35 evaluators and 277 teachers in the study.

Perception and clarity of communication were some of the biggest obstacles to successful implementation (Riordan et al., 2015). Some participants felt it was too much work and used too many resources to accomplish these evaluations. This negative view developed a negative attitude toward the evaluation process. This perception shows how the teacher's attitude can affect the evaluation process's outcome.

The communication regarding the evaluation process expectations was unclear and lacked precision. There was a significant variation in the evaluation methods and the elements considered. (Riordan et al., 2015). When wanting to implement a new evaluation style, it would be essential to be clear about how to conduct the evaluation and that there is clear communication about the process to both the evaluator and the teachers. The lack of communication and clarity can affect even the best evaluation process.

Evaluations are an essential part of teachers' development, and implementing these evaluations plays a role in their effectiveness. Teachers can influence the success of the evaluation process with their attitude. Positive growth is possible if a teacher sees the evaluations as a fair process by which the evaluator works to improve the teacher. In a collaborative evaluation, the teacher can play a role in the evaluation process and choose the path for professional development. If there is growth in the teacher's ability, this can positively impact student achievement, which is the goal.

CHAPTER 3: METHODOLOGY

This study evaluated the teachers' experience in the teacher evaluation process in suburban private high schools to see whether the process enhances the teachers' knowledge, skills, and abilities. High-performing private high schools in Southern California were selected for this case study. This study used a quantitative case study design. This method allows a researcher to identify the themes in human experience (Creswell & Poth, 2016). This process also allows for essential topics to emerge and offer insight into the results. In this chapter, I share the foundation of the methods in this study.

Purpose Statement

The purpose of this study was to examine teachers' perceptions of the evaluation process, with a focus on understanding leadership practices and using teacher evaluations as an integral part of the assessment process. This research included teachers' knowledge of the process and the role school administration plays at private high schools in Southern California through a qualitative case study that informed leadership practices that could affect student achievement.

The underlying premise of this study was that teacher evaluation has the potential to enhance instruction (Papay, 2012). To improve instruction, school administrators need to use an evaluation process that fosters growth for all teachers rather than simply completing evaluations for compliance purposes (Kraft & Gilmour, 2017; Marzano et al., 2011; Papay, 2012; Weisberg et al., 2009). An important consideration is how teachers' perceptions of teacher evaluation impact the evaluation process. School leaders need to understand how their practices impact the process of helping teachers improve instruction (Weisberg et al., 2009). Teachers' perceptions of principals' leadership, the evaluation instrument, and the entire evaluation process impact their effectiveness in improving instruction (Marzano et al., 2011). This study examined how

teachers' perceptions of the evaluation process, leadership practices, and use of the evaluation instrument affect the teacher evaluation process.

Research Question

The purpose of this study was to examine teachers' perceptions of the evaluation process, with a focus on understanding leadership practices and using teacher evaluations as an integral part of the assessment process. In addition, teachers shared their perceptions of crucial factors in an effective teacher evaluation. The following overarching research question guided this study: How do private high school teachers perceive the existing teacher evaluation process? The interview questions for this case study were the following:

1. How is the teacher evaluation process conducted at the school site?
2. How does this teacher evaluation process impact your teaching practice?
3. What factors exist at the school that positively or negatively impact teaching practices?
4. In what ways does the administration influence the teacher evaluation process?
5. Would you like to share other details regarding the teacher evaluation process?

I developed several questions concerning these themes to ask during the individual interviews, which are discussed later in this chapter.

Protection of Human Subjects

The confidentiality of participant data was of the utmost concern for me. The research participants were able to opt out at any time without facing any consequences and did not need to disclose their identity during the interview (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). I interviewed participants to gather firsthand accounts of their experiences. The interviews did not include identifying information in order to protect the participants' privacy.

The Institutional Review Board (IRB) of California Baptist University approved this research before it began. In addition, doctoral students and committee members completed human subject training through the Collaborative Institutional Training Initiative (CITI). Specifically, doctoral students are certified in the Social-Behavioral-Education Researchers basic course.

Written permission to conduct research was obtained, if necessary, from the participating schools and administration. In addition, participants completed a written consent form at the beginning of their research participation. It was apparent that participants could discontinue their participation in the research at any time without any penalty to career, person, or compensation (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979).

During the study, participants completed a digital informed consent form before the interview began (see Appendix A). Data were accrued through interviews, and document collection, as Creswell and Creswell (2018) suggested. I conducted interviews so participants could share their experiences (Creswell & Poth, 2016). Although I did not collect any identifying data, interviews of the participants made their identities known to me. With these data, a person familiar with the participant and organization might be able to deduce the identity of participants. I implemented necessary measures to safeguard the participants' confidentiality (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). I also instructed the participants to keep all information confidential. There was a risk that some participants might not adhere to this request. I kept all data secure and stored it at my residence. No other parties had access to the collected data.

I am a school administrator at a different site. Although this study occurred at various locations, being aware of any bias toward participants was essential. A distinct set of procedures and questions was essential to standardize the process and mitigate bias opportunities. Using evaluation software to record, transcribe, and code information helped mitigate researcher bias.

Research Design

The design of this study was a qualitative case study of private high schools in Southern California. The design of this method was to examine the teachers' understanding of the evaluation process in the private school setting. I interviewed the teachers to identify their perceptions of how the evaluation process impacts their teacher's practice and gather information. I attempted to understand the world from the teachers' point of view, find the meaning of their experience, and uncover their lived world (Creswell & Poth, 2016). After completing the interviews, data analysis about teacher perceptions of the impact of teacher evaluations occurred. Transcribing the interviews, coding themes in the data, and evaluating emerging themes provided insight into teachers' perceptions of the evaluation process. The use of NVivo software facilitated this process of data analysis.

Population

The population of participants consisted of credentialed teachers who taught full time in three Southern California private Christian high schools (ninth through 12th grade). The population consisted of 22% males and 78% females, consistent with the national statistics of teaching professionals. The population consisted of in-person classroom teachers with 2 years of full-time teaching experience and teachers who have taught for over 30 years. Approximately 180 participants from the three schools met eligibility for this study. These sites were selected to show a cross-section of teachers with different ages and experiences, like a typical private high

school in this region. Specifically, private high school teachers have different regulations and dynamics of being in the private school system compared to the public school system. None of the population was in any protected class.

Sample

A purposeful sampling procedure was used to select members of the population. The number of participants was 16 participants or approximately 9% of the available pool. I looked for data saturation to have an accurate picture of the data. The basis for this sample size and saturation standard was according to the recommendations of Creswell and Creswell (2018). I acquired the current teaching staff list with work emails from public websites. Once identified, participants were asked through email whether they would be willing to participate in this study (see Appendix B). The email explained that the research looked at teachers' perceptions of teacher evaluations and that they were not required to participate. I included a link to the informed consent form with the initial email that also included a link to a scheduling website. The release form from the participants was completed before the interviews began.

Instrumentation

Data were collected from virtual interviews with a semistructured design. Data included in this interview began with general demographic information such as years of experience and number of years at this school to ensure that the participant was eligible to participate. Participants' identities were secured to remain anonymous. Teachers were interviewed with open-ended questions to gather feedback concerning their perception of the evaluation system. Subordinate questions were asked if the information was not covered by the participant's responses. The four main interview questions and the subordinate questions included the following (see Appendix C):

1. How is the teacher evaluation process conducted at the school site?
 - 1.1 How are you involved in developing your evaluation for the school year?
 - 1.2 Are you familiar with all the documents needed to complete your evaluation?
 - 1.3 How do you know what your principal is looking for during the evaluation?
 - 1.4 How does your principal share what she/he observes?
 - 1.5 How many observations do you have in a formal evaluation year?
 - 1.6 In what ways are your performance evaluations integrated into your contract?
2. How does this teacher evaluation process impact your teaching practice?
 - 2.1 How does the evaluation process affect your teaching practice?
 - 2.2 How does the recommendation affect your teaching practice?
3. What factors exist at the school that positively or negatively impact teaching practices?
 - 3.1 To what extent does your school culture impact your teaching practice?
 - 3.2 To what extent does professional development impact your teaching practice?
 - 3.3 To what extent does collaboration impact your teaching practice?
 - 3.4 What programs or school strategies are implemented to improve teacher practice?
4. In what ways does the administration influence the teacher evaluation process?
 - 4.1 How does the administration contribute to improving teacher practices?
 - 4.2 Who do you view as school leaders, and how do they impact teacher practice?

The IRB and industry participant matter experts reviewed the questions to ensure they were valid and reliable and that no information would identify the participants. Environmental triangulation is gathering data from three different sites to ensure the validity of the qualitative study.

Data Collection

I acquired IRB approval through the CBU Institutional Review Board to ensure the ethical practice of research and data collection. Data collection was done through interviews. Study participants were contacted via email. Included in the email was an agreement to participate. Participants were notified of the purpose of the study, and directions were included on signing up for the Zoom interview and a link to complete the informed consent form. Other information in the email was the approximate duration of the survey and a reminder that they could choose not to participate at any time.

In the interview process, I chose participants following random sampling from the employee-teacher pool. Ethical considerations were assessed, including the school's culture and the participants' psychological well-being. I asked open-ended questions regarding the participants' experience and knowledge of the evaluation process and how that impacted their teaching practices. Interviews were conducted via Zoom and recorded for future transcription. Questions were carefully selected to ensure the openness and engagement of the participants, to share in their own words, and to allow for the development of emerging themes and ideas.

Data Analysis

This study examined the teacher's experience in the teacher evaluation process at a private high school to see whether the process enhanced the teacher's knowledge, skills, and abilities. Once the data were collected from Zoom interviews, I analyzed the data according to appropriate qualitative processes to be sure the collection and analysis were trustworthy. I transcribed and coded the recordings using NVivo software to ensure unbiased evaluations and accurate coding of emerging themes. I wanted to collect supporting documents, but they were not available to assist in data triangulation and ensure trustworthiness (Creswell & Creswell, 2018).

Responses were analyzed to find naturally occurring themes that inform essential ideas of the process. I used the principle of saturation, which occurs when themes and codes in the data become redundant so that further data collection cannot find new information. These coded data were analyzed to ensure essential ideas that identified potential changes for implementation into the evaluation process.

The interview data were triangulated between the three sites to show consistency (environmental triangulation). Returning to the data repeatedly to test whether the constructs continue to make sense increases the validity. I sought disconfirming evidence suggesting invalid conclusions (Creswell & Creswell, 2018). The results have strong validity with these processes in place using software and triangulation from other documents to support findings.

Design and Instrument Limitations

The instrument's limitations include participants interpreting questions differently than intended. Some participants may have rated their scores to show themselves more positively or based on what they thought I was looking to find. Because this topic concerns their employment, they may have been reluctant to express negative thoughts about it. The interviews could potentially be less regulated. Although the responses may have shown themes, they may not have shown causation.

Design limitations include the study's setting, a smaller sample size, and the time it took to complete the research. This study took place in a suburban setting in private high schools with tuition rates between \$20,000 and \$25,000 per year.

My current position as a school administrator could influence some teachers to believe I would be biased toward the administrator when evaluating this process. I do not personally know any of the participants. It was essential to let the data speak and not let any bias influence the

data. In addition, it was essential to protect the identity of the participants. This research design was purposefully selected so that themes could emerge outside of my current knowledge or beliefs so data would accurately represent the findings.

Summary

This study examined the teacher's experience in the teacher evaluation process in private high schools in Southern California to see whether the process enhances the teacher's knowledge, skills, and abilities. Chapter 3 outlined the research design, location, participants, data collection, and analysis techniques. Interviews and document analysis served as tools for data collection. The interpretation of the data was evaluated through software that transcribes, analyzes, codes interview topics, and identifies emerging themes.

CHAPTER 4: RESEARCH, DATA COLLECTION, AND FINDINGS

Overview

This qualitative study examined private school teachers' perceptions of the evaluation process's influence on their teaching practice. This chapter begins by sharing the purpose statement and research question from Chapter 1. The remainder of the chapter is organized by sharing the research methods and data collection procedures, followed by the data presentation and analysis. The purpose of this chapter is to report themes pertaining to the research question: (a) The various teacher evaluation processes conducted at the school sites, (b) How the evaluation process impacts teaching practices, (c) The factors at the school site that impact teaching practices, and (d) The influence of the administration on the teacher evaluation process. In addition, teachers were asked to share any other information about the teacher evaluation process that they would like to share. This question provided insight into future research and what teachers felt was needed as a part of this evaluation process.

The findings presented in this chapter resulted from data collected and analyzed from a population of private high school teachers who taught in Southern California, had spent at least 1 year at the school site, and were evaluated in the teacher evaluation process. Interviews were conducted via Zoom over 2 months between February 12, 2024, and April 15, 2024. Sixteen teachers completed the interview process.

Purpose Statement

The purpose of this study was to examine teachers' perceptions of the evaluation process, with a focus on understanding leadership practices and using teacher evaluations as an integral part of the assessment process. This research included teachers' knowledge of the process and

the role school administration plays at private high schools in Southern California through a qualitative case study that informed leadership practices that could affect student achievement.

The underlying premise of this study was that teacher evaluation has the potential to enhance instruction. By understanding teachers' perceptions of the evaluation process, school administrators can better understand the teachers' needs and be more effective at providing support for their growth. Leithwood and Jantzi's (2000) theoretical framework on transformational leadership shares the effects of transformational leadership on organizational growth.

Research Question

The purpose of this study was to examine teachers' perceptions of the evaluation process, with a focus on understanding leadership practices and using teacher evaluations as an integral part of the assessment process. The following overarching research question guided this study: How do private high school teachers perceive the existing teacher evaluation process?

Data were examined to answer the research question using the following interview questions:

1. How is the teacher evaluation process conducted at the school site?
2. How does this teacher evaluation process impact your teaching practice?
3. What factors exist at the school that positively or negatively impact teaching practices?
4. In what ways does the administration influence the teacher evaluation process?
5. Would you like to share other details regarding the teacher evaluation process?

Research Methods and Data Collection Procedures

This study was a qualitative case study of private high schools in Southern California. This method was selected to examine the teachers' perceptions of the evaluation process in the

private school setting. The recruitment process began after receiving approval from the Institutional Review Board (IRB) and continued until 16 participants were interviewed. I interviewed 16 teachers in a Zoom virtual interview to identify their perceptions of how the teacher evaluation process impacts their teaching practice.

Before the interview, participants were informed that it could take up to 40 min. A reminder email was sent that included the Zoom interview link, the interview time, and a reminder that the interview would be recorded and transcribed for coding purposes. Participants would need to be in a private location with stable internet.

The participants were credentialed teachers who taught full-time in Southern California private Christian high schools (ninth through 12th grade). The sample consisted of 22% males and 78% females. These participants consisted of in-person classroom teachers with at least 2 years of full-time teaching experience and teachers who had taught for over 30 years. The sample was randomly selected from the staff directory of teachers from the schools. An introductory email explaining this study's purpose and process was sent. Participants were asked to respond to that email if they wished to participate. Then the potential participants received a follow-up email with directions on signing up for an interview through Calendly and a link to fill out a digital informed consent form (see Appendix D). When they signed up for an interview on Calendly, they were automatically sent the Zoom link with the time and date of the interview. Calendly sent a reminder email a day before the interview was scheduled. The interviews lasted for an average of 25 min. The interviews were recorded and transcribed through the Zoom platform and then checked for accuracy to ensure correct transcription of the data.

Data Analysis Process

I asked open-ended questions regarding the participants' experience and knowledge of the evaluation process and how it impacted their teaching practice. Once the interviews were completed, the data analysis process began. The data analysis process involved transcribing the audio transcripts using the Zoom transcription software provided on the Zoom platform (see Appendix E). The transcriptions were verified against the original recordings to verify accuracy. Thematic analysis was used to analyze the qualitative data collected from the interviews and the highlighted transcripts to identify various codes to identify the emerging themes. The process involved reviewing the data thoroughly to generate codes and identify themes. The program NVivo was used to organize and aid in coding and identifying emerging themes. I looked for data saturation for an accurate data picture. The basis for this sample size and saturation standard was according to the recommendations of Creswell and Creswell (2018).

Interviews were analyzed and coded to find naturally occurring themes that informed essential ideas of the process. For example, after reading several transcripts, teachers were asked, "How does the teacher evaluation affect your teaching practice?" A common response was that the evaluation process had little to no effect on their teaching practice. Once this theme was identified, any participant quotes were coded to the theme of the effects on teaching practice. The themes were put into graphics to show the common responses regarding their perspective on the teacher evaluation system at their various school sites.

Presentation and Analysis of Data

As stated in Chapter 1, this study examined private school teachers' perceptions regarding the evaluation process and the impact they perceived it had on their teaching. The following research question guided this study: "How do private high school teachers perceive the

existing teacher evaluation process?” This chapter is organized in terms of the five specific interview questions in Chapter 1. The first interview question reported how the teacher evaluation process is conducted at the respondent’s school sites. The second interview question examined the impact of the teacher evaluation process on their teaching practice. Next, the third interview question identified factors at the school that positively or negatively impact teaching practices. The next interview question reported the influence the school’s administration has on the teacher evaluation process. Finally, a closing question asked participants to share thoughts on the evaluation process and any suggestions to make the process more productive. Table 1 shares the major themes and subthemes that were identified from the interviews. Table 2 shares examples of the statements that identify the five themes.

Table 1

Major Themes

Theme #	Theme	Subthemes
Theme 1	The teacher evaluation process	Premeetings Postmeetings Informal observations Formal observations
Theme 2	Impact on teaching practice	Little to no impact Negative effects
Theme 3	Factors at the school site that have an impact	Work in isolation/siloed Lack of resources Collaboration Professional development
Theme 4	School administration’s impact on the teacher evaluation process	Little or no impact Requirement based Goal setting
Theme 5	Improvement ideas	Time of year Target/goal setting Professional development Collaboration

Table 2*Theme and Theme Statements*

Theme	Theme statement “The perception of teachers on the teacher evaluation process”
The teacher evaluation process	<ul style="list-style-type: none"> ~There are formal evaluations where a department head will come in and observe my class. ~Two teacher evaluations, one at the beginning of the year and one at the end. ~In October, we’ll have a meeting with the principal, where she will share with us the information about what she is looking for and what she wants to see target goals for us. ~After she comes in for the observation, we have a meeting afterward, during which she shares some of the areas that she observed and some of the things to work on.
Impact on teaching practice	<ul style="list-style-type: none"> ~The teacher evaluation process does not have much of an impact on my teaching ability. ~I don’t think it impacts my teaching practice at all. ~I guess it just lets me know if I’m doing a good job and if I get a contract next year.
Factors at the school site that have an impact	<ul style="list-style-type: none"> ~ The teachers at the school have long tenure, which makes them a great resource for me. ~Something that negatively impacts my teaching practice would be a lack of resources. ~I am the only physics teacher, the only engineering teacher. Whereas there are multiple biology teachers and multiple chemistry teachers. They get to interact a lot. ~I would say I do feel supported by the administration, and they’re always willing to help. ~The evaluation process works because it challenges us to set target goals, which helps me grow as a teacher, I think that our professional development curriculum is really well laid out. Every year, teachers are expected to do some sort of professional development.
School administration’s impact on the teacher evaluation process	<ul style="list-style-type: none"> ~But to be truthful, it just seems like it’s something that we have to do for accreditation. ~I don’t know how much the higher-up administration would influence the teacher evaluation process other than to know that they did it. ~I don’t think they really have much of an influence on the evaluation process, so to speak. ~The administration sets goals for areas that we’re trying to improve. Usually, at the beginning of school, we have orientation. And there’s professional development that applies to those goals.

Table 2 (continued)

Theme	Theme statement “The perception of teachers on the teacher evaluation process”
Improvement ideas	<ul style="list-style-type: none"> ~I wish the evaluation process had more of an opportunity to provide specific growth. ~The evaluation process can be most effective when it’s collaborative. ~I guess it could be more helpful or productive if we had a target or something to work on, to know what we are being evaluated on or what we are working towards as a school. ~I don’t understand why evaluations are done toward the end of the year. ~I remember going through the teacher preparation program. We had to do a lot of times where we either observed other classrooms or we had people observing us. And I think I learned a lot from just watching other people’s classes, or how they did certain things.

The overarching research question examined was “How do private high school teachers perceive the existing teacher evaluation process?” Understanding this question helps school leaders better support their teaching staff. House (1971) stated that leaders should adapt their leadership style based on the characteristics of their followers. This current research helps me understand those characteristics. Leithwood’s model shares seven components that he considered part of the central purpose of transformational leadership, and the desire for these components is seen in the participants’ responses (Leithwood & Jantzi, 2000). The interview questions offered insight into the current practices and to see whether those practices positively impacted the teaching practices. The interview questions also asked what the teachers perceived they wanted from this process.

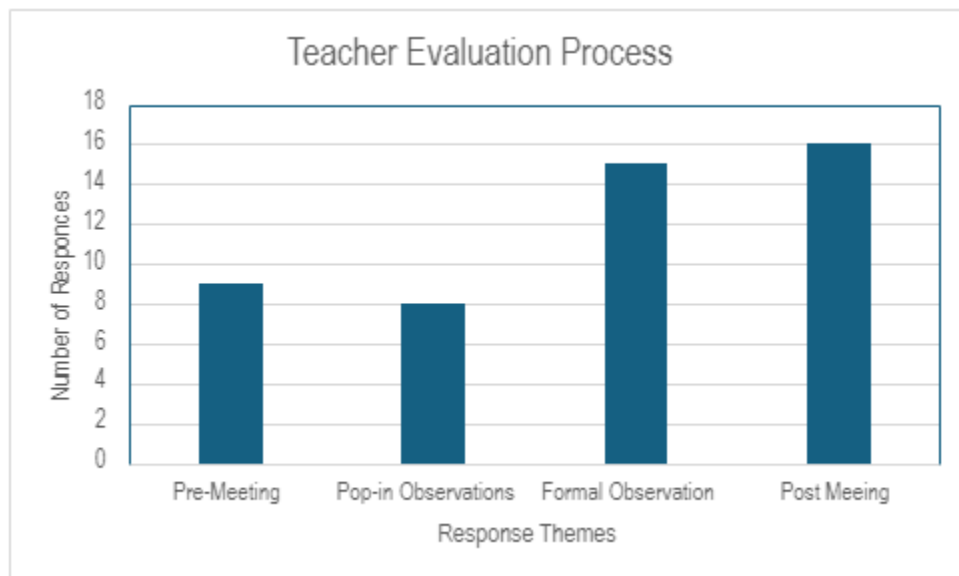
Themes by Interview Question

Theme 1: The Teacher Evaluation Process

The first interview question asked the participants to share information about the teacher evaluation process conducted at their school site. The general process of evaluations varied. However, most had similar aspects, such as observations and meetings to share information about the observations. These aspects make up the subthemes of the first theme. Understanding the process implemented for the teacher evaluation process is important to see the relationship between the leaders and the teacher evaluation. Figure 2 shows the type of evaluation processes as reported by the participants.

Figure 2

Evaluation Process



Formal Observation

A common theme involved formal observation, in which an administrator or department head would come into the participant's classroom while the participant was presenting a lesson

and observe what they were teaching. The frequency and timing of the observation varied from one to four times a year.

What our school does is you have formal evaluations, but our principal tends to just walk around and come, sit in, and do kind of an informal evaluation that she types up on her phone and then sends the information in an email. She also just wants to come in and see what the kids are up to. But I know there are four formal observations that they do, and they're not always planned with us, but we know they're coming. (Participant 6)

Participant 4 shared a similar story about the process of formal observation, in which an administrator came to observe the class being taught: "At my school site. Typically, evaluations are done once a semester, sometimes up to two times a year. They are formal evaluations where a department head will come in and will observe my class."

Postmeeting

Formal observations were followed by a postmeeting during which the observer shared what they observed. Participant 13 shared, "after she comes in for the observation, we have a meeting afterward where she shares some of the areas that she observed and some of the things to work on."

All the participants share some version of this response regarding a postmeeting.

After the observation, they typically meet to share what they saw. Observations they've seen, as well as doing things like checking in on my grades to make sure they are up to date, and I am following lesson plans I am in congruence with other members of my department. (Participant 9)

Premeeting

Half of the participants shared that there was a premeeting with the administrator to discuss expectations and what they would be looking for. Some participants shared that during the premeeting, the administration asked about the teacher's goals or whether there was anything they would like the administrator to look for during the observation. Participant 4 shared thoughts on premeetings: "Typically, we have a premeeting where they share what they are looking for and some of the items that they want to see during the observation."

Another evident subtheme involved informal evaluations. Such evaluations occurred throughout the year, in which various administrative personnel would "pop in" and watch for 5 to 10 min. These visits were unannounced and, by nature, more informal than a typical evaluation. These evaluations did not always have a postevaluation meeting, but observers would leave a note of encouragement on the teacher's desk or in the teacher's school mailbox with some thoughts about the observation. These evaluations occurred in over half of the participants' experience, and teachers felt that they were validated even with such short evaluations. Participant 11 stated, "We may also have others, whether it's other teachers or administration from the office, come by, and they may do pop-ins or just observe to see what's happening in class."

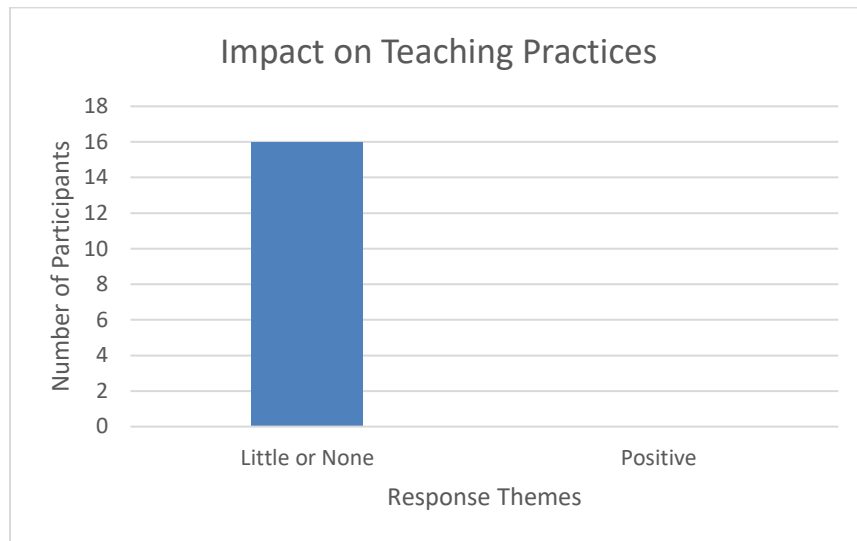
Theme 2: Impact of Teaching Practices

This theme focused on the perception of how the teacher evaluation process impacts teaching practices. Bass (1998) shared that one of the components of charismatic leadership is inspirational motivation. Leaders motivate others, generate enthusiasm, and challenge followers to grow. This question examined the evaluation process to see whether it was causing a positive change. Another theoretical framework looks at motivation. Maslow (1943) shared that once the

psychological needs are met in an organization, a sense of belonging, appreciation, and alignment with a common goal is essential. The teacher evaluation process can establish these needs. Figure 3 shares the participants' perception of the teacher evaluation process.

Figure 3

Impact on Teaching Practices



Little or No Effect

The second interview question asked, “How does this teacher evaluation process impact your teaching practice?” Although some participants shared some effects, the perception of all the participants was that the teacher evaluation process done by their current school had little or no impact on their teaching practice. The participants who expanded their thoughts beyond the fact that it did not have an effect shared thoughts like Participant 3, who shared, “I think the feedback last year was all entirely positive, which is hard to grow from.”

Another respondent shared that through the process, they “set goals” (Participant 14) or learned that they were “on target” (Participant 13). Some participants shared that the process is

often frustrating and even “feels like they are going through the motions to keep accreditation” (Participant 4).

Negative Effects

Participant 15 shared,

This is a frustrating process because I put a lot of effort into the evaluation, and the administration takes a lot of time to complete it without any benefit. It takes away from any motivation that I have to engage in this process and see this as a waste of time.

Some participants shared that they developed an awareness of how they are teaching. Participant 14 shared,

I remember a certain observation when they shared an observation on the way I did something, and I didn't even realize I was doing it. It could be somewhat annoying how I was teaching. And so, just in that process, that kind of awareness helped me do a better job.

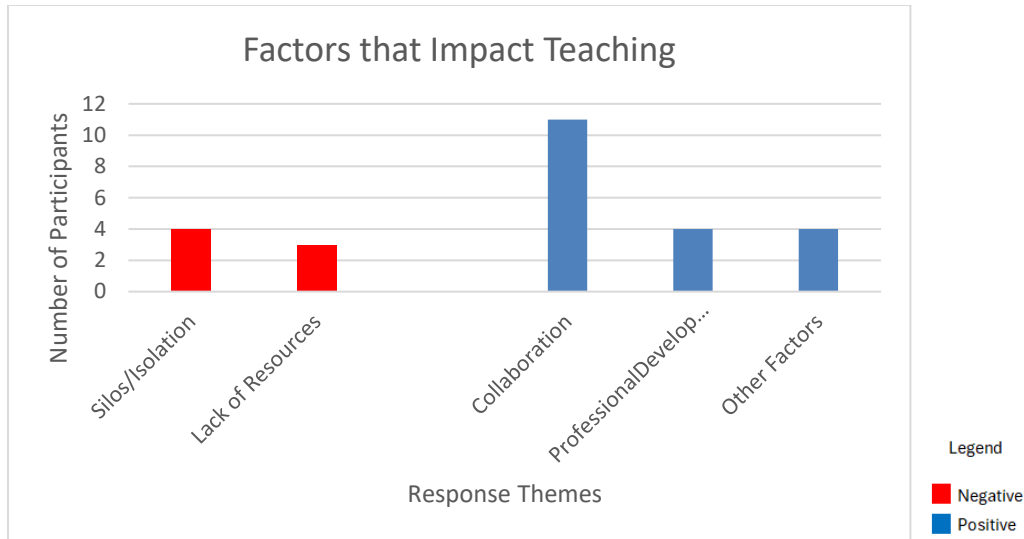
Theme 3: Factors at the School Site That Have an Impact

This theme focused on factors in the school structure and culture that affect teaching practice. Although some of these factors are unrelated to the evaluation process, they affect teaching practice. The evaluation process can influence these factors by ensuring that the positive factors are included and the negative factors are minimized. Figure 4 shares the teachers' perception of the factors that impact their teaching practice.

The third interview question asked, “What factors exist at the school site that positively or negatively affect teaching practices?”

Figure 4

Factors That Have an Impact



Work in Isolation

Participants shared information about their school’s culture and structure. One negative theme that was shared by Participant 14 was “Sometimes we don’t know many staff members.”

Whether in larger schools with many different departments and staff members, smaller schools with no differentiated departments, or a single teacher teaching a group of subjects, issues arise that affect the teaching practice. The lack of collaboration was reported by 25% of the participants, and this lack of collaboration is seen where there are very specialized teaching subjects and a small number of staff. Participant 13 shared, “There is probably more so with other teachers in the department. I am the only physics teacher, the only engineering teacher. At the same time, there are multiple biology and chemistry teachers. They get to interact a lot.”

Participant 4 stated that another shared factor is that they do not work across departments, isolating the learning and not providing cohesive learning. Teachers who are siloed or work in isolation report this as a negative influence.

Lack of Resources

Another negative factor reported was a lack of resources. Resources include supplies, teaching materials, and support staff to assist in teaching. From the teachers' perspective, this is ineffective and often makes teachers feel overwhelmed and defeated. Participant 9 shared, "A factor that negatively impacted my teaching practice would be a lack of resources."

Collaboration

Teachers shared positive aspects of the teaching environment at their school site. Participants reported topics such as teacher longevity, school administration's support, and supportive parents. One theme that was reported 70% of the time was collaboration. Participant 10 shared,

I would say collaboration among teachers is a large part of what makes our program successful, or at least my teaching successful, working with others that teach in my subject matter. There are also people on staff who I can go to and ask questions about certain students or how to work with the students that may have special learning needs or even classroom control questions.

Collaboration is also seen in different forms. Participant 4 further shared,

Working together with other members of my department. ... We often will brainstorm or discuss how to better teach, whether it's a specific lesson or how to deal with a student who may be struggling or a difficult parent. More of my support comes from my team.

Evaluations were not mentioned as a part of the collaboration. Participant 16 mentioned that collaboration with team members was potentially even more important than the evaluations.

Professional Development

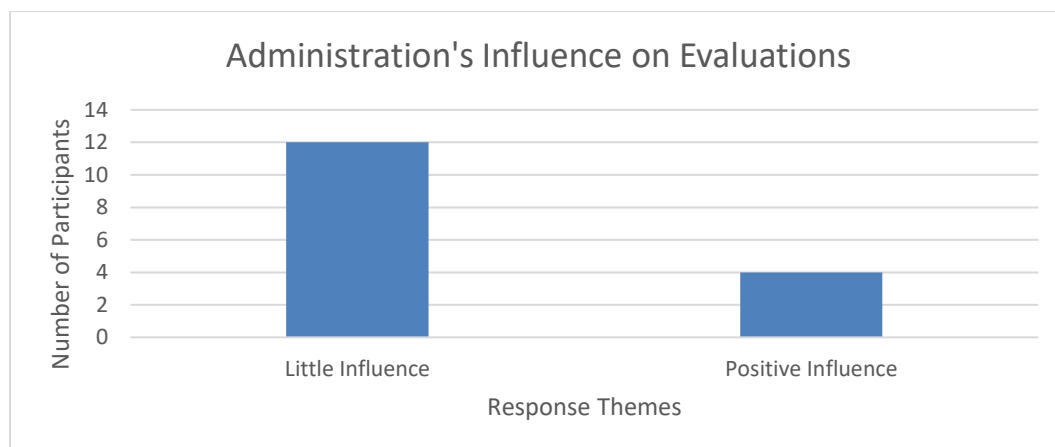
Professional development was a common theme throughout the data. Participant 2 shared, “I think that our professional development curriculum, so to speak, is really well laid out. I think every year, teachers are expected to do some sort of professional development themselves.” Although this theme did not appear only in positive factors that influence their teaching, professional development was mentioned to increase growth among the teachers’ abilities.

Theme 4: Administration’s Impact on the Teacher Evaluation Process

Administration plays a role in the teacher evaluation process. As part of school administrators’ transformational leadership, Leithwood and Jantzi (2000) shared that subordinates need to feel that there is a central plan to achieve an attainable goal. The administration’s role is to lead this teacher evaluation process and inspire team members to change and exceed their expectations (Burns, 1978). Figure 5 shows the teachers’ perception of the administration’s influence on the evaluation process.

Figure 5

Administration’s Impact



The fourth interview question was designed to gauge the teachers' perceptions of the administration's influence on the teacher evaluation process and whether the teachers consider their administration as transformative leaders.

Little to No Impact

Seventy-five percent of the participants shared that the administration had little to no impact on teacher evaluations. A common theme was that the teachers did not feel the administration had much impact. However, the teachers all reported that some form of administration carried out the teacher evaluations. One respondent shared, "I don't even know if they influence it at all. I don't feel like anyone's too concerned about an evaluation" (Participant 6). Many of the participants reported this attitude in several ways. However, they did not report the impact of school administrators as transformational leaders.

Requirement Based

Another sentiment that coincided with this theme is the idea that teacher evaluations are only being done as an accreditation requirement, as seen by Participant 4's comment, "But to be truthful, it just seems like it's something that we have to do for accreditation."

Twenty-five percent of participants shared positive or at least productive comments about the administration's influence on the teacher evaluation process. This theme of positive influence emerged in areas such as goal setting or encouragement.

Goal Setting

When the subordinates see a central plan or goals, transformational leadership can have an effect (Leithwood & Jantzi, 2000). Participant 14 reported, "The administration sets goals for areas we're trying to improve. Usually, we have orientation at the beginning of school, and there's professional development that applies to those goals."

Participants shared that knowing the target they were being evaluated on made this a more productive and positive experience. Participant 5 shared,

These folks let you know exactly what's coming when your appointment is and what they will be looking for. So, there are no surprises, and you know that they are looking to help you. They're not looking to give you a pink slip at the end of the year. They're looking to encourage and help you.

Participants shared various viewpoints, but the themes were consistent.

Theme 5: Improvement Ideas

A final question was asked of the participants to get feedback on what the teachers perceived thoughts were about the evaluation process and even what they felt would make it more productive, positively impact their teaching practice, and improve student achievement. The question was "Is there anything else you want to share?" Many of their observations were insightful and should be considered during the evaluation process.

Time of Year

The insight of Participant 1 offered a practical statement: "I don't understand why evaluations are done toward the end of the year. ... schools get stuck with a mediocre teacher for far too long because it's too late when you realize that in May."

Target and Goal Setting

A common theme that was seen revolved around the idea of having a target or goal to be working on. Participant 10 shared, "I guess it could be more helpful or productive if we had a target or something to work on, to know what we were being evaluated on or what we are working towards as a school."

Professional Development

This idea of goal setting was followed by linking professional development or opportunities for growth based on teacher evaluations. Participant 11 shared, “And I think if that evaluation process helped identify those things, then could partner with professional development.”

In addition to the observations, participants welcomed the idea of choosing areas they would like to grow in and adding that as a part of the process. Some ideas were shared by Participant 13, who stated, “If we had some sort of resource to find seminars or webinars or professional development that we could utilize to grow.”

Participant 13 continued, “If there were some kind of professional development library that we could choose from, that would be super helpful.”

Collaboration

Attending professional development or observing and collaborating with other educators was a desired practice. Participant 12 shared,

I remember going through the teacher preparation program. We had to do a lot of things where we either observed other classrooms or had people observing us. And I learned a lot from just watching other people’s classes or how they did certain things.

The theme of teachers being actively involved in their growth emerged frequently. Whether through professional development, collaborative evaluations, or targeted interventions, teachers shared a desire for productive evaluations that promoted growth.

Summary

This chapter presented the results of the respondent’s perceptions of the evaluation process. The participants consistently understood the evaluation process, including classroom

observations and a postobservation meeting. When participants were asked about the impact of the teacher evaluation process report, they said that the evaluations had little to no impact on their teaching practice. Items were reported regarding factors that affected their teaching practice. Some negative factors were teaching in isolation and having a lack of resources. The positive factors were collaboration and professional development. When participants were asked about the administration's influence, they stated that the administration had little influence on the evaluation process. The data from this research inform the findings and recommendations found in the next chapter.

CHAPTER 5: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the study and draws important conclusions from the data presented in the previous chapter. It discusses the educational implications, including implications for the teaching profession, and concludes with recommendations for further research. The purpose of this study was to examine teachers' perceptions of the evaluation process, with a focus on understanding leadership practices and using teacher evaluations as an integral part of the assessment process. This research included teachers' knowledge of the process and the role school administration plays at private high schools in Southern California through a qualitative case study that informed leadership practices that could affect student achievement.

The underlying premise of this study was that teacher evaluation has the potential to enhance instruction. An important consideration is how teachers' perceptions of teacher evaluation impact the evaluation process. School leaders need to understand how their practices impact the process of helping teachers improve instruction (Weisberg et al., 2009). Teachers' perceptions of principals' leadership, the evaluation instrument, and the entire evaluation process impact their effectiveness to improve instruction (Marzano et al., 2011). This study examined how teachers' perceptions of the evaluation process, leadership practices, and use of the evaluation instrument affect the teacher evaluation process. To achieve this purpose, the following overarching research question guided this study: "How do private high school teachers perceive the existing teacher evaluation process?" The interview questions for this case study were the following:

1. How is the teacher evaluation process conducted at the school site?
2. How does this teacher evaluation process impact your teaching practices?

3. What factors exist at the school that positively or negatively impact teaching practices?
4. In what ways does the administration influence the teacher evaluation process?
5. Would you like to share other details regarding the teacher evaluation process?

The research design of this study was a qualitative case study to research the population of private high schools in Southern California. I interviewed a sample of teachers to identify their perceptions of how the teacher evaluation process impacts their teaching practice. The interview helped me understand the world from the teachers' point of view, find the meaning of their experience, and uncover their lived world (Creswell & Poth, 2016). After the interviews were completed, data analysis about teacher perceptions of the impact of teacher evaluations occurred. Transcribing the interviews, coding themes in the data, and evaluating emerging themes provided insight into teachers' perceptions of the evaluation process.

The sample of participants for this study was diverse, consisting of credentialed teachers who taught full-time in Southern California private Christian high schools (ninth through 12th grade). The sample was balanced, with 22% males and 78% females, mirroring the national statistics of teaching professionals. The sample included in-person classroom teachers with 2 years of full-time teaching experience and teachers who have taught for over 30 years. A purposeful sampling procedure was used to select members from the population. There were 16 participants, or approximately 9% of the available pool. I looked for data saturation to have an accurate picture of the data. The basis for this sample size and saturation standard was according to the recommendations of Creswell and Creswell (2018). Recommendations for further research are presented in the next section, and the chapter ends with concluding remarks and reflections on the process.

Significant Findings

The data were collected and analyzed, and five themes were used as key findings in this study.

1. The teacher evaluation process
2. Impact on teaching practice
3. Factors at the school site that have an impact
4. School administration's impact on the teacher evaluation process
5. Improvement ideas

The five themes in this study emerged from the data analysis, and the study conclusions were formed by creating codes and themes generated from the analysis. The research question was addressed through the conceptual framework of transformational leadership principles that were first introduced by Burns (1978) and then further developed by Bass (1985). Leithwood bridged the work of Burns and Bass through the lens of educational administration. This study reinforces the existing literature that showed other conceptual frameworks, including House's (1971) path-goal theory and Maslow's (1943) motivation framework. Moreover, this study is consistent with the literature that shared that teacher evaluations are inaccurate (Papay, 2012) and that the teacher evaluation process did not provide growth (Tripamer et al., 2014). This study's conclusions have the potential to positively impact the teacher evaluation process and provide transferrable solutions to address the issues in this process, thus positively affecting student achievement. Research has shown that excellent teachers provide the opportunity for better student achievement (Goldhaber & Anthony, 2007; Rivkin et al., 2005), and teacher effectiveness is the most significant variable in student learning (Aaronson et al., 2003; Stronge et al., 2001; Sanders et al., 1997).

Conclusions

The present study's findings align with prior research and literature that have consistently emphasized the challenges teachers and administrators encounter with the teacher evaluation process. For example, Tripamer et al. (2014) conducted a mixed methods approach. They used survey data and focus group interview data to examine teachers' perceived limitations. The teachers did not feel the evaluation process benefited their growth, much like this study. The literature further highlighted the need to examine the relationship between staff and administrators and the use of collaboration in the work environment (Verbos et al., 2014) in addition to the use of alternative scoring methods and the use of observations to inform professional development (Kettler & Reddy, 2019). The findings from this study are in congruence with those of previous studies. Through the interview questions, the findings reveal that the teacher evaluation process does not positively affect the teaching practice.

Major Findings

The findings of this study revealed numerous similarities across the sample of participants from the various school sites. The data collected, participant interviews, the answers to the interview question, and the findings of this study are organized into five themes that inform the research question. Table 3 shares the themes and subthemes that were developed from the interview questions.

Theme 1: The Teacher Evaluation Process

The theme of the teacher evaluation process encompasses the various procedures conducted at the participants' school sites. As seen in the research, many methods are used in employee evaluations. Participants shared similar procedures in the evaluation process at their sites. The evaluation consisted of some observations. A school administrator would come to the

Table 3*Categories and Themes*

Interview question	Theme	Subthemes
IQ 1: How is the teacher evaluation process conducted at the school site?	The teacher evaluation process	Premeetings Postmeetings Informal observations Formal observations
IQ 2: How does this teacher evaluation process impact your teaching practice?	Impact on teaching practice	Little to no impact Negative effects
IQ 3: What factors exist at the school that positively or negatively impact teaching practices?	Factors at the school site that have an impact	Work in isolation/siloed Lack of resources Collaboration Professional development
IQ 4: In what ways does the administration influence the teacher evaluation process?	School administration's impact on the teacher evaluation process	Little or no impact Requirement based Goal setting
IQ 5: Would you like to share other details regarding the teacher evaluation process?	Improvement ideas	Time of year Target/goal setting Professional development Collaboration

participant's classroom, watch a lesson being taught, and often take notes. They watched an entire lesson from the objective's introduction through the concept's independent practice. Many of these observations were set up by appointment so the teacher knew when the observation would occur. They often submitted a lesson outline so the administrator would know the lesson's content before the observation. This type of observation was considered a formal observation. Other observations occurred with a less formal observation or what some participants called a "pop-in" observation. This was when the administrator observed a lesson unannounced and typically stayed for a shorter period. These types of observations happened more frequently and provided a more authentic view of what was happening in the classroom. The observations informed a postobservation meeting. In this meeting, the administrator shared what was seen and

evaluated the effectiveness of the observed lesson. Many expressed feeling nervous even though they did not anticipate a negative outcome. The participants shared that most of the meetings were verbal. Some participants were given an evaluation sheet that had ratings in various categories. Some participants shared their desire to have an evaluation sheet with content areas of strengths and weaknesses to take with them to help set growth targets.

Participants in the study expressed that the discussion at the postobservation meeting was typically positive and encouraging but was not often helpful when they looked for areas for professional growth. Often, areas of weakness were not shared. This was seen in research when teachers were not rated appropriately, typically as more satisfactory than they were, and only 1% were considered unsatisfactory (Papy, 2012; Weisberg et al., 2009). Participants shared the desire for the discussion to be detailed and wanted specific target areas to work on. They desired an action plan or professional development to aid in their growth. This supports the idea that these teachers were looking for areas to grow.

Participants shared that some evaluation cycles began with a premeeting. In this meeting, some planning was shared about what the administrator would look for and where and when the observation would occur. Participants shared that when specific targets were mentioned, they provided an area of focus for the teacher and helped them to feel more confident about the upcoming observation. In addition, the participants shared that they appreciated being asked to share what areas they would like to be evaluated on. This helped them feel more engaged and feel they had authentic ownership of their professional growth. This also helped to foster collaboration between the administration and teachers.

Although these processes have been consistent since the No Child Left Behind policy (NCLB, 2002), the need for productive change to this process is evident. The feeling that these

evaluations are just being conducted to check a box or meet the standard does not promote better teaching or growth. The participants expressed a desire to make this a productive process that would allow for growth, showing their desire to become better at their craft of teaching. Continued research and training for administrators would be implemented, and they hold the key to this type of transformation. The participants' experiences showed the importance of school administrators understanding how teachers are influenced by these evaluations, collaborative meetings, and constructive discussions that identify areas for improvement.

Theme 2: Impact on Teaching Practice

With this study, I examined the perception of teacher evaluations' impact on their teaching practice. These teacher evaluations aim to identify the quality of teaching practices. These results were often used for retention, promotion, or termination. Evaluations should play a role in encouraging teachers to continue to teach well and provide areas of improvement to have a positive impact on student achievement. This process takes a considerable number of resources, including time; the hope is that it will profoundly impact educators' teaching practices. Based on the participants' experiences, this is not the case. When asked how the teacher evaluation process impacts their teaching practice, all participants reported that teacher evaluations had little or no effect on their teaching practice. This is consistent with a study of teacher's attitudes toward the evaluation process. Fort Zumwalt School District teachers viewed the evaluation process as less than complementary (Tripamer et al., 2014).

Teacher evaluations are only one aspect of evaluating a teacher's effectiveness, and there are other aspects of an effective teacher. Teachers are viewed as more effective when they engage with students personally and create a safe and supportive environment for learning (Tripamer et al., 2014). This type of connection takes more intentional effort and often does not

show during a teacher observation. Such observations are a snapshot of a moment in time. These attributes take time to develop and often can only be seen by observing over a much longer period. The effectiveness of this type of relationship is consistent with a study by Fullan (2020) that looked at positive changes in the educational system. Because of the limited scope of the teacher evaluation process, these evaluations can be seen as punitive and not supportive. Some participants shared that they felt encouraged or appreciated that their boss spent time with them, positively impacting their teaching practice. This supports the idea that the teacher evaluation process does not accurately evaluate their ability and has little to no effect on their teaching practice.

If teachers perceive that the teacher evaluation process has no positive effect, it is easy to understand why there is not much buy-in or support for it, and it is often seen as a waste of time. This shows the need for a change in how evaluations are done and that changing the perception of these evaluations will also be necessary. If teachers are not motivated to change or do not see a reason to change, then growth will not occur (Maslow, 1943).

Theme 3: Factors at the School Site That Have an Impact

For students to show growth and increase their academic abilities, it is necessary to look beyond teacher evaluation as an independent factor to help students improve their academic achievement. Although the evaluation is an important aspect of this process, looking to see what the evaluations partner with is another imperative. The idea that evaluations will change everything is a narrow scope of what needs to be done. If a school has confounding factors that would negate even the best teacher evaluation practices, those issues would also need to be addressed. The findings of this theme showed factors that fell into two main categories. Factors

were seen to have either a positive impact or a negative impact. Although these factors may be found in public school settings, some unique aspects are found at private school sites.

A common theme was that lacking resources at the school site negatively impacted teaching practices. Although some public school districts lack resources because funding or the demand exceeds supply, most private schools are independent. Being smaller in scope and often without state or federal funding, teachers often reported not having teaching materials, such as textbooks or curriculum resources, and a lack of staff to support learning.

Another negative factor included teachers working in silos without other staff members. In smaller schools, there may only be one teacher in a department or teaching a specific subject. This makes it difficult for the teachers to collaborate and learn from one another. Often, administrators come from a specific subject area, so receiving accurate feedback with constructive solutions may not happen, further isolating the teacher. In addition, when there are more teachers, the workload can be spread out further.

Collaboration was seen as a positive factor, countering the teachers' reporting of being isolated. Collaboration was seen as aiding teachers to share the workload. In addition, multiple teachers add strength to the ideas being produced or new ideas to present content differently. This wider view will help teachers meet the needs of the students. Just as leaders are to transform to meet the needs of their employees, teachers need to find diverse ways to meet the needs of their students. With multiple people working to share ideas, the scope of the solution will be broader.

Collaboration is rarely seen in teacher evaluations, but its effects can be seen. Collaboration can also be used to support teachers who may have needs in areas for growth. By partnering an expert with a developing educator, the experience level can grow more effectively.

Teachers often expect their students to work in groups and collaborate. The expectation should be that teachers are engaged in this practice as well.

Professional development is a factor that was shared to positively affect the school environment. Eun (2019) supported this idea because the study shared that professional development is the most effective way to improve quality teaching. Professional development can be used in different ways. Often, it can move an organization toward a common goal. Participants shared that individually focused professional development, or when teacher evaluations or personal interest drives the selection of professional development, is most desired. Parker et al. (2016) supported this idea by stating that quality professional development should be about furthering teachers' expertise, acknowledging their interests, and expanding their teaching skills. Teachers felt supported when professional development was offered, especially when it was relevant to their teaching practice or area of interest.

Theme 4: School Administration's Impact on the Teacher Evaluation Process

The overarching theme was that teachers perceive the administration as having little influence on the evaluation process. This theme surfaced in many of the interviews and was often accompanied by the idea that the administration did not seem to care or put much emphasis on teacher evaluations. Participants shared that it seemed they were doing the teacher evaluations to remain compliant. The participants reported that when the organization's culture did not place a level of importance on the evaluations, finding value in the process was difficult. They reported that they were still nervous because of its impact on potential employment. However, the participants did not see the evaluation process as productive or growth oriented.

The study's participants shared that the process was unproductive, and the administration missed an opportunity to impact the teaching practice. Although some reported that

administrators were busy and probably did not have time, they felt disappointed that time and effort were put into the process without much positive influence. Jiang and Shen (2023) shared a relational employee engagement theory that states the relationship between the supervisor and employee is essential to developing solid employee behaviors. The study participants' reports show that they valued and even wanted the relationship with the administration and the constructive feedback that could have been gained from this process.

Last, participants shared that administrators' positive influence on teacher evaluations revolved around offering positive affirmations about what they were doing. They reported feeling encouraged by hearing these words but shared that it did not necessarily help them grow in their practice. Although there are aspects of leadership in offering encouraging words, authentic leadership is when leaders remain visible to others, focus on what is ethical, take the lead when taking risks, prioritize followers' development, and ensure their communication is transparent (Jiang & Shen, 2023). Leaders engaging in this type of leadership through teacher evaluations could develop a positive relationship and a lasting impact on the teachers under their care.

Theme 5: Improvement Ideas

This study delved into the perception of factors that helped and hindered teachers during the teacher evaluation process. Participants highlighted many ineffective aspects of this activity. In addition, the participants were able to share insight into areas they would like to see incorporated in the evaluation. This can help those responsible for teacher evaluations become more aware of what they perceive they need. Verbos et al. (2014) looked at social cognition theory. They shared that organizations could improve their evaluation processes by understanding how individuals process and interpret feedback and foster a more positive and

productive work environment. Participants' responses share insight into how the teachers view the evaluation process.

The participants shared a common view regarding the significance of understanding what they were being evaluated on. They expressed a desire to have known targets to aim for. The administration could develop these goals, or they could be decided on together in a more collaborative process. Participants felt this would create more buy-in from the teachers, enhance their growth mindset, and remove the anxiety about the teacher evaluation.

In addition, teachers shared that they desired to identify methods to improve their teaching practices. They shared that identifying deficiencies in their teaching practice and providing resources for the teacher to learn was a common theme. Professional development tied to the evaluations was seen as a desirable addition to the process. This desire underscores the fact that teachers want to grow and become better at their craft of teaching. Although finding these resources for development can be overwhelming, finding procedures to put this type of resource into practice would create positive benefits in the eyes of the teachers.

Although teacher growth through teacher evaluations is not perceived to happen, using a more collaborative method allows teachers to test new methods and ideas to find the best pathways for their students' learning (Visone et al., 2022). Despite acknowledging that most evaluations are done individually, participants desired a more collaborative approach. The ability to observe other teachers or engage in discussions that informed the direction of the teacher evaluations was seen as desirable. Participants shared that they would like to work with the administration to design and develop the targets and goals that they are evaluated on. Mavis (1994) shared that the goal of collaborative evaluations would be to move away from the accountability or decision-making focus for retention, reward, or release style of evaluations but

move toward developing a program that engages the employee and evaluator relationship that would provide a way to develop the employee's skill collaboratively and increase student achievement.

Limitations

It is important to note that this study has certain limitations regarding methodology. The research was conducted using a sample size of 16, which resulted in saturation, meaning that no new information emerged regarding the area of study (Creswell & Poth, 2016). The scope of the study was limited to private Christian high school teachers who had been teaching at the school site for at least 2 years in Southern California. This sample size was small and focused on a specific population. The region of Southern California has a culture that is different from that of other locations in the United States and abroad. It is important to know that the experiences of individuals selected for the study may not represent the wider demographic population. Although the findings of this study align with previous research about perceptions of teacher evaluations, one should be cautious when generalizing the results because of the small sample size and geographic location. Even though it was a small sample size, the study revealed valuable insights into the respondent's experiences about teacher evaluations.

Another potential issue is that participants may not have reported accurate accounts of their experiences. They may have been concerned with their responses getting back to their supervisors and causing an unfavorable view of who they are, which potentially affects their careers. Another potential issue would be researcher bias. To mitigate this issue, I made sure that transcripts were transcribed accurately and personally noted any potential bias that may have come to my attention and worked to remain objective throughout the data collection and analysis

process. Additionally, interviews were often limited by time constraints, which can impact the depth of information that was obtained.

Implications for Action

Recommendation 1: Transformational Leadership: Changing Teacher Evaluations

Transformational leadership involves the leader being a vehicle by which team members search for and execute necessary change. The leader should inspire this change and include transactional components to develop expectations for growth among its members (Bass, 1998; Burns, 1978; Leithwood & Jantzi, 2000). Implementing transformational leadership principles in the teacher evaluation process will develop a partnership between the administration and teacher that will be productive in the growth of the teacher in their ability and enhance student achievement. To implement transformational leadership principles effectively with private school organizations, it is important to prioritize the relationship between the teacher and administration, rethink the philosophy of teacher evaluations, and develop a new model of evaluation that is collaborative and not punitive in nature.

Incorporating a leadership style that focuses on the relationship between the teacher and administration changes the lens through which both parties view the teacher evaluation. Verbos et al. (2014), used social cognition theory to look at reactions to the performance evaluation processes. They found that good job resources, organizational communication, and coworker relationships correlate with positive reactions to the performance evaluation. When the work environment is seen as a place of support and there is a positive relationship between the administration and the teachers, it removes the us-against-them culture that keeps the two sides from working together. This study showed that teachers are seeking growth and a productive

evaluation process. As the relationship develops in a positive manner, this can allow the parties to be open to change and forgiving of mistakes.

Often, teacher evaluations are seen as punitive and used to retain, promote, or dismiss employees, but they do not offer areas for growth. A change in philosophy will need to occur to move away from this view of teacher evaluations. When the approach shifts to a more collaborative or developmental approach to evaluations, this shows better results for teacher improvement (Malloy, 2020). If administrators are working to enhance the school program, they will need to transform the way these evaluations are viewed. Finding a collaborative approach in which teachers play a role in developing how they are evaluated and the criteria they are being evaluated on will create a culture of growth. Administrators will facilitate the observations and evaluations and then assist in developing an action plan for growth with the teacher. This system will promote working together to find solutions and enhance learning.

A consultative instructor supervision and evaluation style can leverage positive social relationships and employ accountability that drives teacher development (Lee, 2010). This process would begin with a teacher suggesting goals and objectives for the observation with input from the administrator at a preobservation meeting. Once the guidelines are set, observation will occur. The teacher will review the findings at the postobservation meeting, and the teacher and administrator will discuss any questions or provide any clarification necessary. The teacher and administration will develop a plan to mitigate any issues or provide opportunities for growth in the teacher's area of passion. This process creates a collaborative working relationship in which the teacher drives the evaluation, and the administrator facilitates the observation and directs areas for growth. Ultimately, implementing such transformational

leadership practices will provide a framework for addressing the desire for growth, produce a productive teacher evaluation process, and positively influence student achievement.

Recommendation 2: Incorporate Professional Development Into the Evaluation Process

Productive teacher evaluations can inform areas of excellence and areas that need improvement. If the evaluation stops there, administrators are doing a disservice to their teaching staff and, ultimately, the students they serve. Incorporating an action plan to assist teachers in their areas of need or inviting them to develop their passion for teaching is part of being a transformative leader. By incorporating the next step in the process, teachers can develop in the areas in which growth is needed. In addition, teachers can pursue an area of passion in the teaching field facilitated by prescribed professional development, which benefits the entire school. Teachers will begin to see school leadership as a positive resource and an ally in their teaching. Eun (2019) shared that professional development is the most effective way to improve quality teaching. When professional development is focused on the collaborative work of teachers and administrators, this furthers the teachers' expertise, acknowledges their interests, and expands their teaching skills (Parker et al., 2016).

Professional development can often be deployed to an entire school to promote culture or common goals. This can help with curriculum development and inform new teaching methods and procedures. When the teacher evaluation informs professional development, it needs to be focused and specific to the teacher's individual needs. Teachers who are new to teaching will have different needs than those who are experienced teachers. Differentiated teacher professional development is vital for attaining high-stakes school goals to impact student learning (Fox et al., 2015). The focused collaborative approach ensures a positive attitude toward this process.

School organizations can promote teacher development and success by prioritizing specific teacher training identified by the teacher evaluation process. This growth mindset becomes a part of these organizations' culture, and the school staff's expectations are to be continually moving forward. This promotes the idea of experimenting with new practices or attempting new methods. Often, schools follow the same practices that have been used for over 100 years. Many teachers use the methods that were used when they were in school. Students' needs have changed, but teaching practices are slow to move. It is human nature not to want to change because people often feel comfortable in their current methods. By providing opportunities to try new methods and learn from targeted professional development, teachers will have the opportunity to positively impact student achievement.

Recommendation 3: Provide Training for the New Evaluation Method

When seeking to incorporate a new evaluation method, administrators need to share with both the evaluators and those being evaluated what the process and expectations are. Riordan et al. (2015) shared a report on the implementation process for new teacher evaluations. An essential finding of Riordan et al.'s study showed that setting clear expectations on how the evaluation will be conducted is paramount to the success of the transition. With clear expectations being shared with those being evaluated, teachers will understand the target competencies. This will be an essential process for any change in evaluation.

Whatever process is used to evaluate teachers, it is imperative that detailed and specific training is given to those who will be conducting the evaluation. Human nature predicts that evaluators resist change and avoid learning new methods. If training is not conducted, evaluators may develop a poor attitude toward the new evaluation or not perform it properly. Both situations result in inaccurate evaluations and continue to foster a negative attitude toward the

process. During the training, it is essential to allow those being trained to ask questions and participate in discussions concerning the pros and cons of the new teacher evaluation.

Once evaluators have been trained, it is necessary to share the process with the employees who will be evaluated. Key items to share include the structure of the process and a detailed timeline of the events. Expectations for all stages of the evaluation should be shared in detail. Ideally, it is helpful to share the reason for the change in the evaluation process and the factors that led to choosing the proposed method. Similar to the training of the evaluators, it is important to answer all questions regarding this process. Moving forward, it will be important to implement times for staff to continue to ask clarifying questions.

Transformative Leadership

As stated previously, the teacher evaluation process is essential to helping teachers improve their teaching abilities. The relationship between the administration and the teacher is also a key factor in the success of the evaluation process, with an emphasis on a mutual relationship that uplifts followers and leaders to higher levels of morality and motivation (Burns, 1978). Leithwood et al. (1994) bridged the work of Burns and Bass through the lens of educational leadership. He shared seven dimensions to describe transformational leadership in a school setting. Organizational leaders should adopt this model to promote change and build a thriving program.

The first dimension is for the administration to build the school vision and establish goals. This process not only applies to the evaluation process but also provides a target for the school community to aim for. Clear and focused goals help everyone move in the same direction. This helps focus any decisions that need to be made because they should fall within the scope of the vision and help progress toward meeting the goals.

The second dimension involves providing intellectual stimulation. Allowing teachers to participate in decision making and problem solving helps to alleviate the mundane task of teaching the same material the same way every year. Allowing teachers to try new methods, seek training in areas of interest, and engage in intellectual activities alleviates burnout and creates a culture of creativity and exploration of new ideas.

The third dimension provides individualized support. Teachers have varied experiences and needs. Meeting their needs individually develops a positive relationship and allows the administrator to gain insight into their needs. This helps to focus training, use team members' strengths, and authentically view the teacher's progress.

The fourth dimension requires the leader to truly lead by modeling best practices and organizational values. This process is seen in every aspect of the organization. When leadership shows how something is to be done, it gives a face to the practice. The words of what should be done come alive and help clarify what is expected. Modeling the values helps employees understand that the culture and expectations of the organization apply to everyone. The employees must see that the leadership will not ask someone to do something they are not already doing. This produces a culture of trust and accountability and helps align the employees to the organization's mission.

The fifth dimension expects the leader to demonstrate high-performing expectations. This establishes a culture of growth and excellence and shows that the status quo is not a high enough standard for the organization. This leadership task continues to show what the expectations are. This sets the bar high for the leader and requires a commitment not only to show what is expected but also what it takes to achieve high-performing expectations.

The sixth dimension asks the leader to create a productive school culture. Transforming a school from a level of complacency to one of excellence requires the organization to work together and be productive. Leadership needs to be proactively involved in the process to create this type of culture. As members of the staff see this type of work ethic, they may be inspired to work toward similar goals. The attitude and work of the leaders become infectious, and the culture spreads across the organization.

Last, the seventh dimension develops a structure to promote participation in school decisions. Developing relationships and knowing the strengths and passions of the various staff members can benefit all. Establishing trust and showing that the employees have a voice and are heard are important. Transformation will be seen on many levels when they feel empowered to engage in this process. As the culture changes to this type of collaborative environment, more ideas, solutions, and programs can be developed to address various needs that arise at a school.

Organizations can successfully navigate change and achieve their strategic objectives by following Leithwood's seven dimensions of transformational leadership. This process requires strong leadership, clear and effective communication, a commitment to it, and buy-in from the staff. By successfully changing the process of teacher evaluations, organizations can assist teachers to become more effective educators and increase student achievement.

Recommendations for Further Research

A recommendation for future research is to conduct a mixed methods study with teachers exposed to several types of teacher evaluations. More specifically, research the consultative instructor supervision and evaluation process that Lee (2010) discussed in his article. Identify the teachers' attitudes toward evaluations before this type of collaborative evaluation begins. Conduct the evaluation model as prescribed with premeetings that set goals, perform

observations, and then have postobservation meetings that allow discussion and mutually agreed-upon training or professional development that satisfies the identified areas of growth or offer further training in an area of interest and then see whether this affected the teachers' attitude regarding the evaluation process. To further this study, pairing these data with the history of student achievement would show the effectiveness of the teacher evaluation with prescribed professional development.

Another recommendation for further research is to conduct a study focusing on teachers who have been teaching for more than 10 years. Teachers in this category are typically doing a satisfactory job, feel confident in their role as educators, and feel they are effective at teaching students. Often, these teachers become set in their ways and resist change. Studying ways to effectively evaluate and motivate this population would be of interest. Most teachers at this level would rate satisfactory or above, so they do not often see the same interventions as teachers early in their careers. Using the leadership methods Leithwood et al. (1994) described as motivating and providing an opportunity for growth would be of value.

Follow-up research for this study would include a study to see whether the perspective is different among schools of varied sizes and how the results from this study would compare to public school teachers. Another potential longitudinal study would examine whether student data support the notion that evaluations have little or no impact on teaching practices, challenging the idea that these evaluations have no effect.

Concluding Remarks and Reflections

Reflecting on the experience of conducting this qualitative research and interviewing teachers actively engaged in the teaching profession was motivating and encouraging. As an administrator, it is inspiring to learn that teachers desire a better way to be evaluated, seek

feedback to help them grow, and are looking for ways to receive training to be more effective. Through the interview process, it became apparent that these teachers want to become better educators, to be effective in their craft, and help students meet their potential. Over the years, the teaching profession has added more roles to the teacher profession. Despite often feeling as if they have more responsibility, higher demands, and often less-engaged students, they desire to improve. The purpose of conducting a qualitative study was to tap into the lived experience of these teachers and uncover insight into the perceptions of the teacher evaluation process. These insights inspire me to seek change in how teacher evaluations are conducted at my school site.

The findings of this study illuminate some of the challenges and desires of teachers at private school sites. Combining these results with continuing research in this area can help lead to changes in education. This process begins with the administrators changing how they conduct teacher evaluations. Truthfully, it goes beyond that; administrators need to become the agents of change and drive to become transformative leaders. What teachers are seeking was discussed in this study. It is up to administrators to develop these evaluations and find ways to provide training. The process begins with the relationship between the teacher and administrator and breaking down the barriers hindering growth. There are plenty of obstacles in today's educational environment. Administrators need to listen, and teachers need to speak, and together they need to create a powerful organizational administration and change for the betterment of the students.

REFERENCES

- Aaronson, D., Barrow, L., & Sander, W. (2003). *Teachers and student achievement in the Chicago public high schools* (WP 2002-28, revised). Federal Reserve Bank of Chicago.
<https://files.eric.ed.gov/fulltext/ED505650.pdf>
- Adams, S. J., Heywood, J. S., Rothstein, R., & Koretz, D. M. (2009). *Teachers, performance pay, and accountability: What education should learn from other sectors*. Economic Policy Institute.
- Adshead, L., White, P. T., & Stephenson, A. (2006). Introducing peer observation of teaching to G.P. teachers: A questionnaire study. *Medical Teacher*, 28(2), e68–e73.
<https://doi.org/10.1080/01421590600617533>
- Avolio, B. J. (1999). *Full leadership development: Building the vital forces in organizations*. Sage.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
- Bass, B. (1998). *Transformational leadership: Industry, military, and educational impact*. Erlbaum Associates.
- Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th ed.). Jossey-Bass.
- Burns, J. M. (1978). *Leadership*. Harper & Row.
- California Commission on Teacher Credentialing. (2024, July 1). Administrative services credential California prepared (CL-574C).
[https://www.ctc.ca.gov/credentials/leaflets/admin-services-credential-california-\(cl-574c\)](https://www.ctc.ca.gov/credentials/leaflets/admin-services-credential-california-(cl-574c))
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.

- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
<https://online.vitalsource.com/books/9781506330211>
- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2nd ed.). Association for Supervision and Curriculum Development.
- Danielson, C., & McGreal, D. (2000). *Teacher evaluation to enhance professional practice*. Association for Supervision and Curriculum Development.
- Darling-Hammond, L. (2013). *Getting teacher evaluation right*. Teachers College Press.
- Eun, B. (2019). Adopting a stance: Bandura and Vygotsky on professional development. *Research in Education*, 105(1), 74–88.
- Ewert, S. (2013, January). *The decline in private school enrollment* (SEHDSD Working Paper No. FY12-117). https://www.census.gov/content/dam/Census/library/working-papers/2013/acs/2013_Ewert_01.pdf
- Farrell, M. (2016). Transparency. *Journal of Library Administration*, 56(4), 444–452.
<https://doi.org/10.1080/01930826.2016.1157426>
- Fox, R. K., Muccio, L. S., White, C. S., & Tian, J. (2015). Investigating advanced professional learning of early career and experienced teachers through program portfolios. *European Journal of Teacher Education*, 38(2), 154–179.
<https://doi.org/10.1080/02619768.2015.1022647>
- Fullan, M. (2020). System change in education. *American Journal of Education*, 126(4), 653–663. <https://doi.org/10.1086/709975>

- Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? National Board Certification as a signal of effective teaching. *Review of Economics and Statistics*, 89(1), 134–150. <https://doi.org/10.1162/rest.89.1.134>
- Harris, D. N., Ingle, W. K., & Rutledge, S. A. (2014). How teacher evaluation methods matter for accountability: A comparative analysis of teacher effectiveness ratings by principals and teacher value-added measures. *American Educational Research Journal*, 51(1), 73–112.
- House, R. J. (1971). A path-goal theory of leader effectiveness. *Administrative Science Quarterly*, 16, 321–328. <https://doi.org/10.2307/2391905>
- Jiang, H., & Shen, H. (2023). Toward a relational theory of employee engagement: Understanding authenticity, transparency, and employee behaviors. *International Journal of Business Communication*, 60(3), 948–975. <https://doi.org/10.1177/2329488420954236>
- Kettler, R. J., & Reddy, L. A. (2019). Using observational assessment to inform professional development decisions: Alternative scoring for the Danielson framework for teaching. *Assessment for Effective Intervention*, 44(2), 69–80.
- Klentschy, M. P. (2005). Designing professional development opportunities for teachers that foster collaboration, capacity building and reflective practice. *Science Educator*, 14(1), 1–8. <https://files.eric.ed.gov/fulltext/EJ867444.pdf>
- Kraft, M. A., & Gilmour, A. F. (2017). Revisiting the widget effect: Teacher evaluation reforms and the distribution of teacher effectiveness. *Educational Researcher*, 46(5), 234–249. <https://doi.org/10.3102/0013189X17718797>
- Lee, W. W. (2010). Consultative instructor supervision and evaluation. *Performance Improvement*, 49(5), 26–30.

- Leithwood, K., Begley, P. T., & Cousins, J. B. (1994). *Developing expert leadership for future schools*. Falmer.
- Leithwood, K., & Jantzi, D. (2000). The effects of transformational leadership on organizational conditions and student engagement with school. *Journal of Educational Administration*, 38(2), 112–129. <https://doi.org/10.1108/09578230010320064>
- Leithwood, K., Jantzi, D., & Steinbach, R. (1999). *Changing leadership for changing times*. Open University Press
- Malloy, J. (2020). Entangled educator evaluation apparatuses: Contextual influences on new policies. *Education Policy Analysis Archives*, 28(60), 1–22. <https://files.eric.ed.gov/fulltext/EJ1250190.pdf>
- Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Association of Supervision and Curriculum Design.
- Marzano, R. J., & Toth, M. D. (2013). *Teacher evaluation that makes a difference: A new model for teacher growth and student achievement*. Association for Supervision and Curriculum Development.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50, 370–396. <https://doi.org/101037/h0054346>
- Mavis, M. (1994). Painless performance evaluations. *Training & Development*, 48(10), 40.
- National Center for Education Statistics. (n.d.). Home page. <https://nces.ed.gov/>
- National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). *The Belmont report: Ethical principles and guidelines for the protection of human subjects of research*. https://www.hhs.gov/ohrp/sites/default/files/the-belmont-report-508c_FINAL.pdf

- National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform*. <http://202.120.223.158/download/b42c4210-e82c-4244-aa4f-89d2b313f44a.doc>
- No Child Left Behind Act of 2001, Pub. Law No. 107–110, 115 Stat. 1425 (2002).
<https://www.govinfo.gov/content/pkg/PLAW-107publ110/pdf/PLAW-107publ110.pdf>
- Northouse, P. G. (2013). *Leadership: Theory and practice* (6th ed.). Sage.
- Papay, J. P. (2012). Refocusing the debate: Assessing the purposes and tools of teacher evaluation. *Harvard Educational Review*, 82(1), 123–141.
<https://doi.org/10.17763/haer.82.1.v40p0833345w6384>
- Parker, M., Patton, K., & O’Sullivan, M. (2016). Signature pedagogies in support of teachers’ professional learning. *Irish Educational Studies*, 35(2), 137–153.
- Patek, G., & Bosler, K. M. (2021, October 13). [Letter to Hon. Rob Bonta, Attorney General].
<lao.ca.gov/ballot/2021/210479.pdf>
- Popham, W. J. (2013). On serving two masters: Formative and summative teacher evaluation. *Principal Leadership*, 13(7), 18–22.
- Riordan, J., Lacireno-Paquet, N., Shakman, K., Bocala, C., & Chang, Q. (2015). *Redesigning teacher evaluation: Lessons from a pilot implementation* (REL 2015-030). Regional Educational Laboratory Northeast & Islands.
https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015030.pdf
- Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417–458. <https://doi.org/10.1111/j.1468-0262.2005.00584.x>

- Robinson, C., Finefter-Rosenblum, I., Benshoof, C., & Gehlbach, H. (2016). *Getting teachers excited about student feedback: It's all in the ask*. Society for Research on Educational Effectiveness.
- Sanders, W. L., Wright, S. P. Horn, S. P. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11(1), 57–67. <https://doi.org/10.1023/A:1007999204543>
- Savard, A., & Cyr, S. (2018). A waterfall model for providing professional development for elementary school teachers: A pilot project to implement a competency-based approach. *Global Education Review*, 5(3), 165–182.
- Shen, Z., Simon, C. E., & Kelcey, B. (2016, Fall). The potential consequence of using value-added models to evaluate teachers. *EJEP: EJournal of Education Policy*, 1–12. <https://files.eric.ed.gov/fulltext/EJ1158140.pdf>
- Siddiqui, Z. S., Jonas-Dwyer, D., & Carr, S. E. (2007). Twelve tips for peer observation of teaching. *Medical Teacher*, 29(4), 297–300. <https://doi.org/10.1080/01421590701291451>
- Steinberg, M. P., & Donaldson, M. L. (2016). The new educational accountability: Understanding the landscape of teacher evaluation in the post-NCLB era. *Education Finance and Policy*, 11(3), 340–359.
- Stronge, J. H., Ward, T. J., & Grant, L. W. (2011). What makes good teachers good? A cross-case analysis of the connection between teacher effectiveness and student achievement. *Journal of Teacher Education*, 62, 339–355.
- Tripamer, A. J., Reeves, A. G., & Meinz, E. J. (2014). Teacher perceptions of teacher evaluations in the Fort Zumwalt School District. *Education Leadership Review of Doctoral Research*, 1(1), 58–74.

- Verbos, A. K., Miller, J. S., & Goswami, A. (2014). Employee social cognition and performance evaluation process reactions. *Personnel Review*, 43(4), 515–535.
<https://doi.org/10.1108/PR-01-2011-0011>
- Visone, J. D., Mongillo, M. B., & Liu, Y. (2022). Teachers' perceptions of collaboration within an evolving teacher evaluation context. *Journal of Educational Change*, 23(4), 421–450.
<https://doi.org/10.1007/s10833-021-09424-4>
- Weisberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009). The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness. *Education Digest: Essential Readings Condensed for Quick Review*, 75(2), 31–35.
- Yi, H., Hao, P., Yang, B., & Liu, W. (2017). How leaders' transparent behavior influences employee creativity: The mediating roles of psychological safety and ability to focus attention. *Journal of Leadership & Organizational Studies*, 24(3), 335–344.
<https://doi.org/10.1177/1548051816670306>
- Yonghong, C., & Chongde, L. (2006). Theory and practice on teacher performance evaluation. *Frontiers of Education in China*, 1(1), 29–39. <https://doi.org/10.1007/s11516-005-0004-x>

APPENDICES

APPENDIX A

Informed Consent

Informed Consent to Participate in Research

You are being asked to participate in the research project described below. Your participation in this study is entirely voluntary, and you may refuse to participate or decide to stop your participation at any time. Should you refuse to participate in the study, or should you withdraw your consent and stop participation in the study, your decision will involve no penalty or loss of benefits to which you may be otherwise entitled. You are being asked to read the information below carefully and ask questions about anything you do not understand before deciding whether or not to participate.

Title: The Private School Teacher Evaluation Process: A Qualitative Case Study of Private High School

Teachers' Perceptions of the Evaluation Process by Site Administrators

Student Investigator(s): Walter Funk

Faculty Sponsor: Staci Mizell, Ph.D.

PURPOSE OF THE STUDY

The purpose of this study is to examine teachers' perceptions of the evaluation process, with a focus on understanding leadership practices and utilizing teacher evaluations as an integral part of the assessment process.

PROCEDURES

The research procedures are as follows: Participants will sign up for a Zoom virtual interview at a time they choose. At that appointed time, the researcher will ask the participant interview questions regarding the participants' understanding of the teacher evaluation process at their school site.

EXPECTED DURATION

The total anticipated time commitment is approximately 30-45 minutes.

RISKS OF PARTICIPATION

There are no anticipated risks associated with participation in this project. Research participants may experience stress or anxiety after sharing and may need time to debrief after the interview is over. Time will be provided for the participants to debrief or process this experience.

BENEFITS TO THE PARTICIPANTS

There is no direct benefit received from your participation in this study, but your participation will help the investigator better understand the teachers' perception of the teacher evaluation process.

CONFIDENTIALITY OF RECORDS

Every effort will be made to maintain the confidentiality of your study records. The data collected from the study will be used for research purposes; however, you will not be identified by name. For federal audit purposes, the participant’s documentation for this research project will be maintained and safeguarded by the Student Investigator for a minimum of three years after the completion of the study. After that time, the participant’s documentation may be destroyed.

FINANCIAL COMPENSATION

There is no financial compensation to be offered for participation in the study.

INVESTIGATOR’S RIGHT TO WITHDRAW PARTICIPANT P

The investigator has the right to withdraw you from this study at any time.

PARTICIPANT’S RIGHT TO WITHDRAW

The participant has the right to withdraw or stop participation in the study at any time for any reason without penalty or loss of benefits to which you may be otherwise entitled.

CONTACT INFORMATION FOR QUESTIONS OR PROBLEMS

The investigator has offered to answer all your questions. If you have additional questions about the research or any related problem during the course of this study, you may contact the Student Researcher, Walter Funk, by phone at xxx-xxx-xxxx or by email at xxxxxxxxxxx@xxxxxx. The Faculty Sponsor, Stasi Mizell, Ph.D., may be contacted at xxx-xxx-xxxx or by email at xxxxx.xxxxxx@xxxxxxxxxxx.

If you have questions about your rights as a research participant, would like to talk with someone about this research other than the researcher, or would like to report an adverse experience, you can contact the IRB. This ethics committee oversees research at CBU at irb@calbaptist.edu.

Statement of consent:

1. Do you agree to participate in this research/interview? Please indicate your decision to participate by circling the appropriate response.

- I agree to participate.
- I decline to participate.

Participants Signature _____ Date: _____

APPENDIX B

Recruitment Email

Dear Fellow Educators,

I am a doctoral student at California Baptist University (CBU), and I am researching the teacher evaluation process in private schools. The purpose of this study is to examine teachers' perceptions of the evaluation process, with a focus on understanding leadership practices and utilizing teacher evaluations as an integral part of the assessment process.

I am a husband and a father of three adult children, and I have worked in education as a teacher and administrator for over 30 years. I am passionate about private school education and desire to make this process beneficial for educators and, ultimately, the students.

The data collected from the Zoom interview will only be used for educational/research purposes. Your participation as an interview participant is entirely voluntary, and you may decide to cease participation after you have begun. The individual responses will be kept confidential, but all responses will be transcribed, and themes in the data will be coded and evaluated for emerging themes that will provide insight into teachers' perceptions of the evaluation process.

The anticipated time commitment for completing the interview is approximately 30 minutes; however, most interviews take 15-20 minutes. No obvious undue risks are associated with completing the interview. While you will receive no direct benefit from your participation in the interview process, your participation will help the researcher better understand teachers' perceptions of the teacher evaluation process.

If you are interested in participating in this study, please email me at xxxxxxxxxxxx@xxxxxx and I will reply with consent to participate and a link to sign up for a Zoom interview through the program Calendly. If you decline, do nothing further. If you do not respond, you will receive one reminder email. There are no benefits and no penalties for choosing or declining to participate, and you may withdraw at any time during the study without consequences, and your data will not be included. Feel free to ask any questions that you may have. I appreciate your time and consideration.

Respectfully,
Walter Funk

APPENDIX C

Interview Questions

Teachers will be interviewed with open-ended questions to gather feedback concerning their perception of the evaluation system. The four main interview questions are listed. The subordinate questions will be follow-up questions if more detail is needed.

1. How is the teacher evaluation process conducted at your school site?
 - 1.1 How are you involved in developing your evaluation for the school year?
 - 1.2 Are you familiar with all the documents needed to complete your evaluation?
 - 1.3 How do you know what your principal is looking for during the evaluation?
 - 1.4 How does your principal share what she/he observes?
 - 1.5 How many observations do you have in a formal evaluation year?
 - 1.6 In what ways are your performance evaluations integrated into your contract?
 - 1.7 What modifications would you recommend for the teacher evaluation process that would improve your practice?
2. How does this teacher evaluation process impact your teaching practice?
 - 2.1 How does the evaluation process make a difference in your teaching practice?
 - 2-2. How does the recommendation affect your teaching practice?
3. What factors exist at the school that positively or negatively impact your teaching practice?
 - 3.1 To what extent does your school culture impact your teaching practice?
 - 3.2 To what extent does professional development impact your teaching practice?
 - 3.3 To what extent does collaboration impact your teaching practice?
 - 3.4 To what extent does leadership impact your teaching practices?

- 3.5 What programs or school strategies are implemented to improve teacher practice?
- 3.6 How are these factors connected to teacher evaluation?
- 4. In what ways does the administration influence the teacher evaluation process?
 - 4.1 How does the administration contribute to improving teacher practices?
 - 4.2 Who do you view as school leaders, and how do they impact teacher practice?
- 5. Would you like to share any other details regarding the evaluation process?

APPENDIX D

Response Email with Links

Thank you for being willing to participate in the research study. Your participation is important to understanding teachers' perceptions of the evaluation process. There are two steps to complete:

1. Click the Calendly Link to choose a time for your Zoom interview. [Click Here](#) for the Calendly Link

2. [Click Here](#) to fill out the informed consent form.

Once you select a time, you will receive a confirmation email and a link to the Zoom interview.

If you need to change or cancel your interview, there will be links in the confirmation email.

I greatly appreciate your time and effort in this process.

Respectfully,

Walter Funk

APPENDIX E

Interview Transcripts

Participant 1

00:00:02.920 --> 00:00:19.019

Walter Funk: All right. Again, thank you for doing this, and we appreciate you being willing to join us, and please know at any time. If you choose not to continue participation, you can stop at any time with no penalty. Do you agree to move on with this with this interview?

00:00:19.190 --> 00:00:19.960

Participant 1: I agree.

00:01:58.460 --> 00:02:03.719

Walter Funk: How is your teacher evaluation process conducted at your school site?

00:02:03.850 --> 00:02:43.650

Participant 1: At my school, we have a yearly student survey that we send out. You choose 2 of your classes, usually 2 different classes, and you survey the kids. There are some questions that are about the school value type things. And then there's departmental things. And then I'd like to have some specific questions to my courses and then we take that information. And we use that as a springboard for conversations with our department chair to determine areas of need, areas of strength and growth. That sort of thing.

00:02:44.300 --> 00:03:05.730

Walter Funk: Does the administration or department chair do evaluations? Do they do observations or set up things like that?

00:03:06.050 --> 00:03:23.449

Participant 1: Oh, yes, we get observed at least once a year by somebody who is like our department chair. We are sort of in the midst of changing that process. But to this point, it has always been an instructional support team person who is like a minor administrative role type person who comes in, and they will do a full observation just once a year, though. We are working on adding in regular short visits from department chairs, and then a formal evaluation by Deans. But the Dean role is new. So that's still kind of in process.

00:03:24.050 --> 00:03:39.456

Walter Funk: So how does the teacher evaluation process impact your teaching practice?

00:03:41.000 --> 00:03:43.230

Participant 1: Oh, like little to none. I would say. It feels like jumping through hoops, absolutely perfunctory like they come in. I give them my lesson plan a few days ahead. The way they have done it for the last couple of years I actually despise. They type every word that gets said. So they're documenting all of the like questions teachers ask the students ask, and I don't know. I can see that if I were a new teacher, it could have value that was helping a teacher who struggled in one form or the other with like classroom management. Or maybe they don't realize how their

words come across, but even if they're typing it in, I don't know how valuable it is. I'm totally opposed to the current system.

00:03:58.420 --> 00:04:02.120

Walter Funk: Do they give you those transcripts to like, look over or show to you. So, you can see? And then there's a brief conversation?

00:04:41.860 --> 00:04:50.150

Participant 1: I feel like even those conversations are very nice and like, "Oh, you do a really great job like." I think all of my like evaluation tools are self-imposed so that I to improve as a teacher.

00:04:50.580 --> 00:04:58.029

Walter Funk: Would you say there are factors that positively or negatively impact your teaching? And what would those be? Globally or as a culture.

00:05:04.310 --> 00:05:08.999

Participant 1: That I work for is the English department. We do a lot of grade calibration, and we also do a lot of peer observations or both. If there's 2 or 3 of us on a team, we'll execute the same lesson. And then we do like a post meeting about specific things. So, I appreciate the way my department approaches it, because I think that it has much more fruitful information coming out of it. Learned how are students are hearing what I am saying? What's the language I'm using that my students are either hearing or not accepting. How do I use that to impact what I do next? But then to have that with one of my peers who has already done the same lesson, but with their spin. What did they do? What was the different language they used, and how was it more effective with the kids?

00:06:03.390 --> 00:06:24.169

Participant 1: We also do grade calibration. So, we will grade essays to ensure that We are consistent with what's an A B C on a paper, so that we know that our expectations are the same. But then we also use what we are lacking. Here's where students were struggling in my class versus your class. What did you do? So that I can make sure I do that better. That sort of thing.

00:06:24.410 --> 00:06:28.699

Walter Funk: Would say that group collaboration definitely helps?

00:06:28.840 --> 00:06:35.569

Participant 1: Big impact. Potentially even more than the evaluations if you will.

00:06:36.120 --> 00:06:38.230

Participant 1: Far beyond.

00:06:38.240 --> 00:06:45.370

Walter Funk: What ways does the administration influence the evaluation process?

00:06:48.150 --> 00:06:53.560

Participant 1: it's so funny because I'm a part time administrator now. And so, it's like funny thinking about both. But as a teacher, I'd say none. I'd say I want my boss to be happy with me, but I also like I know what I'm doing in the classroom that is or isn't effective, and I will because of my personality, attack that thing if I think it's ineffective. I wanna figure out, what? What's the like nuance? That's impacting that. But I don't think that evaluations are effective since I was a new teacher. As a new teacher I had Admin, come in and say, you your classroom management needs work. Let's work on these strategies. But since I crossed the line of quote-unquote a veteran teacher, I would say the admin has no impact on my growth as a teacher.

00:06:59.214 --> 00:07:30.487

Walter Funk: So, they don't really contribute to the teaching practices at all, so to speak.

00:07:46.730 --> 00:07:58.179

Participant 1: No. not at all.

00:07:59.250 --> 00:08:04.450

Walter Funk: Are there any other details you'd like to share about the evaluation process or things that you would like to see happen?

00:08:05.250 --> 00:08:07.430

Participant 1: Yeah, absolutely. I think one of the things I think a lot about is that I don't understand why evaluations are done toward the end of the year.

00:08:02.680 --> 00:08:22.260

Participant 1: Why, if we, if we really care about the growth of a teacher, why are we not starting this in November and processing it with them. So halfway through the year, here are some things that we see as needs or strengths, or what are you doing in your classroom that isn't working. And then what are the strategies that we can employ next semester? So, they're not wasting a year of kids, right? Like if I'm not improving, so students are just out of luck till next year. That's horrible to me. So, I would move evaluation processes to being twice a year, and I would do a much more in depth, thorough evaluation in November.

00:08:39.840 --> 00:08:45.560

Participant 1: And then I would do something less intense in April.

00:08:45.670 --> 00:09:05.840

Participant 1: This tells me whether or not they're willing to grow. It tells me whether or not I get to show my boss the improvements that I made that were in the immediate. Here's how I'm gonna keep working on it, but also gives administration time to think, Is this person a good fit for this campus? If we went through all of these areas of need and now, we see that they weren't willing to grow, improve, change, listen, take feedback, whatever. Maybe that's not the right fit for us. But instead, I think schools get stuck with a mediocre teacher for far too long, because when you realize that in May. Oh, jeez! People were complaining about all these things this year. And now, you realize we talked about this last year, and they haven't improved anything, and they're just trapped in this cycle of it's okay to be mediocre. And unless that teacher's super self-driven, you're going to be stuck there.

Participant 2

00:00:01.690 --> 00:00:26.330

Walter Funk: I do appreciate doing this and being willing. At any time, you can decide to bail out if you want to. I'm gonna ask you some questions just about the process you guys have at your school for a teacher evaluation and get your perception of what that looks like. So, first question, how is the teacher evaluations processes conducted at your school site? What's the process?

00:00:26.720 --> 00:00:45.140

Participant 2: My perception is that it is done through the chain of command, so my department chair will pop in for observations. If anything is alarming to her in in those observations, then it is raised, then to the chair and then taken, and then, if necessary, from the chair taken up to the [department head] which I don't even know her actual job title now, but like just up the chain of command, other than that. I don't see any other formal evaluations happening. Besides those like Pop in evaluations. And so far, in my experience, they're all more nice, encouraging. They're more like you're doing such a great job keep going. So, it's not anything that's and like the professional development realm of like, here's how you can be better.

00:01:30.390 --> 00:01:35.189

Walter Funk: Did they share what they observed, or what their thoughts are?

00:01:35.420 --> 00:01:36.240

Participant 2: Nope, they may share that you're doing so good. Your kids are amazing. They're so engaged in the feedback. Normally in our department we have someone who checks in with us. She is just a ray of sunshine. She is amazing, and she's very knowledgeable and talented, and so I think it is her first year as the department chair. So, when she's doing those evaluations, I think there is also the understanding that she's also getting used to her role and figuring out how she's going to come alongside us for growth. So there, there might be something to say for that as well.

00:02:07.610 --> 00:02:14.199

Walter Funk: Okay. How would you say the teacher evaluation process impacts your teaching practice?

00:02:14.470 --> 00:02:33.120

Participant 2: It doesn't. I would say that because it's an unannounced visit to my classroom. She always just shows up, sits at my desk, listens to what's happening. And then, since there really isn't any feedback that I get that it.

00:02:36.000 --> 00:02:42.250

Walter Funk: What factors exist at the school that positively or negatively impact your teaching practice?

00:02:42.730 --> 00:03:06.539

Participant 2: I think that our professional development curriculum, so to speak, is really well laid out. I think every year teachers are expected to do some sort of professional development

themselves. And that can look very specialized, or that can look very adaptable to the teacher's needs. And I think that is super helpful that we get to choose our own. I also think that the support that we get in the regards of our observations is actually really, really helpful, because, especially for new teachers like myself, like feeling like, I'm doing so bad like the kids aren't learning anything to hear a veteran teacher say, like, No, you're good. You got. This is actually so helpful.

00:03:28.030 --> 00:03:35.919

Walter Funk: Okay? Is there collaboration as well within the department, or some of your other users?

00:03:36.110 --> 00:04:04.879

Participant 2: Yes, so within our department, like our content level teachers, we are pretty much locked in step with everything that we do. We are very aligned within our courses. We use the same calendars. We use the same curriculum. When we're teaching off of slides, which is how our class runs, we use the same exact slides. So, every single kid in every single class is seeing the same content. I would say that it helps me and the kids

00:04:08.670 --> 00:04:18.470

Walter Funk: How does administrative influence the teacher evaluation process?

00:04:19.790 --> 00:05:01.079

Participant 2: Well, I think, as Department head has stepped into her role as director of faculty, she has tried to steer us in a new direction, and I think that she is much more hands on than our past administrators have been, and she is making decisions that are directly influencing the classroom. For example, this year. She implemented a no phone policy in class which many people reacted to negatively. She is the one stepping in, and she is the one that is shaping our school, I think, for the better and so I think the support that we get from her as faculty. It has been really positive this year.

00:05:07.320 --> 00:05:10.910

Walter Funk: And is she supervising English department, or is she broader than that?

00:05:11.430 --> 00:05:30.430

So technically, she is still an English teacher. But she is much broader than that in her day-to-day job because she oversees all the faculty, she supersedes the chairs and the director of teacher and learning she is. She is like the top of the food chain now.

00:05:30.620 --> 00:05:41.970

Walter Funk: Do you see anything from the administration above that, like the head of school, or Principal, or anything like that?

00:05:42.020 --> 00:06:25.759

No, there's so many layers in between, like us that are doing the job and the head of school that we don't see any sort of influence. At least I, in my perception, is that we don't see that influence, that the CEO and the head of school are all a part of like visionary work. They're all a

part of the intangibles that we don't see. I couldn't even tell you what they do. If I'm being honest, like, they just have a lot of meetings all the time. And we are we as teachers, I do not think we are impacted much by them. I think that the impact comes from the director of faculty, and it pretty much stops there.

00:06:26.680 --> 00:06:31.580

Walter Funk: What changes would you like to see in in regard to the evaluation process.

00:06:32.190 --> 00:07:37.210

Participant 2: I would like to see something more tangible. I would like to see a feedback form, something that I can take with me into my next lessons. I would like to see more people than just my department chair come in for observations. I'd like to see more support from the upper administration, and I'd like there to be a plan, I think, in place rather than just. I'm gonna come, stop in and like, see what's going on. I'd like to see first and second year teachers on a course, with experienced teachers on a course. That is communicated widely, which I know that there are professional development steps for those first year, second year teachers as they go through the induction program, at the high school.

00:07:38.170 --> 00:07:47.910

Walter Funk: Okay, is there anything you'd like to share about this evaluation process?

00:07:52.920 --> 00:08:59.580

Participant 2: I think what doesn't work well is when the faculty is not united by a common goal, and the faculty is off doing their own thing. If the faculty knew. Like, hey, this semester, we are working on plaster management whatever every single, every single faculty member is going to be observed and evaluated on this one thing, and then we're all going to talk together about how we can make this better. Would both be individualized and also, I think unifying, because some people won't need that, and then they would get a break, so to speak, in the professional development, or whatever the evaluation is, and then some people do. But knowing that we are all in this together, and trying to be better in that one concept, I think would be very, very helpful. Because it's a lot of. he said, she said. I don't need this. You need that. That like is just so. It's the bickering. And it's not productive or healthy for both the teachers or the students.

Participant 3

00:00:01.320 --> 00:00:09.019

Walter Funk: Thank you for doing this, and I greatly appreciate you being willing to be a part of this interview, and please know at any time. If you choose not to continue your participation, you can stop at any time with no penalty. Do you agree to move on with this with this interview?

00:00:10.190 --> 00:00:10.960

Participant 3: I agree.

00:00:11.160 --> 00:00:22.079

Walter Funk: First question, how are teacher valuations connected at your school site?

00:00:25.450 --> 00:00:39.610

Participant 3: Typically, informal ones with your department head, stopping in now and then, and then formal ones with a supervisor above them coming in for a formal evaluation at some point.

00:00:40.400 --> 00:00:47.119

Walter Funk: Okay? And did they share any expectations about what they're coming in to look for? Did they meet afterward to share with you

00:00:47.230 --> 00:01:05.739

Participant 3: We definitely meet afterwards. You can actually request them to look for specific things if you would like but oftentimes, they just say, hey, drop in whenever you can, because I know their schedules are busy for sure this year here,

00:01:05.780 --> 00:01:17.750

Walter Funk: How would you say the evaluation process impacts your teaching practice?

00:01:22.590 --> 00:02:03.290

Participant 3: hmm, okay, I think a good teacher is always learning and I think any kind of feedback you can get makes you grow as a teacher. I'm trying to think what the feedback I had last year. I think the feedback last year was all entirely positive, which is hard to grow from. But then again, it also reinforces I'm doing alright. I'm doing some things right. Which is always, I think every so often you need that as a teacher, because rarely do get to interact and have somebody say, hey, good job, and so they hear, that is always a positive thing.

00:02:03.540 --> 00:02:11.830

Walter Funk: What factors did you say exist at the school that positively or negatively impact your teaching practice?

00:02:15.010 --> 00:03:01.389

Participant 3: for me. Last year it was lack of resources. I walked in and wanted to do some labs, and it's like, do we have this? No, we don't have that. How about this? Well, we don't have that so that was something that negatively affected some of my teaching, but at the same time it also forced me to think creatively. So, we don't have this or this or this or this. Hey? Let me write a

lab where they can use their cell phones as video. You know, videotape it. Take a look at frame by frame. We can analyze the time we can still analyze the events even without the equipment we really need. Yeah. So those are the kinds of things that hinder.

00:03:01.620 --> 00:03:07.230

Walter Funk: Would you say there's collaboration within the department, or with some of the other teachers?

00:03:07.370 --> 00:03:33.219

Participant 3: There is probably more so with other teachers in the department. I am the only physics teacher, the only engineering teacher. Whereas there's multiple biology teachers, multiple chemistry teachers. They get to interact a lot. They get to interact much more than I do but we still have regular meetings once a week with the entire department. And so, we can talk.

00:03:59.500 --> 00:04:00.270

Walter Funk: In what ways would you say administration influences the teacher evaluation process?

00:04:06.970 --> 00:04:49.929

Participant 3: I think each year they are very open about it. They share what they are looking for. This is how we're changing it. They usually make modifications each year to try to make it more relevant. They literally designed the teacher evaluation process each year. And so, they're directly involved with it, in what they're looking for, and they'll typically share that with the faculty at the beginning of each year.

00:04:49.960 --> 00:04:59.689

Walter Funk: Okay? I know there are many layers at your school for administration. Who typically is doing the evaluations?

00:05:03.730 --> 00:05:50.590

Participant 3: When you talk about the drop ins or more of a formal evaluation. So, the drop-ins are usually department heads. But then there is who's in charge of math and science departments above both of those, and she typically will do the evaluations for math and science. I don't know exactly what her title is. I'll be honest. But it's a new position.

00:05:50.770 --> 00:05:56.010

Walter Funk: Would you say the Administration is involved in the teacher evaluation process?

00:06:01.810 --> 00:06:25.549

Participant 3: As far as I know, probably not unless there was a negative evaluation. That a teacher would need remediation. I assume it would go up at least one or 2 levels above that.

00:06:26.830 --> 00:06:35.370

Walter Funk: Are there things that you would add or that you would like to see in the teacher evaluation process?

00:06:35.510 --> 00:06:58.549

Participant 3: I came from an international school before this school. Because they try to hire the top teachers you don't have anybody who needs root mediation. And so there, the teacher evaluation she the teachers would sit down with the supervisors and say, here's the area I'd love to grow in this year. You know, how can I monitor this? How can you help me actually see if I'm gonna achieve in this one area? And so, I wish we could do that here.

00:07:01.520 --> 00:07:12.809

Walter Funk: Okay and is there anything else you'd like to share in regard to the evaluation process.

00:07:12.850 --> 00:07:32.130

Participant 3: not really. It would be nice to tie in Professional Development. Along with the observations that that would be my optimal goal for any observation.

Participant 4

00:00:33.620 --> 00:01:03.810

Walter Funk: Thank you for meeting with me. I'm really thankful that you played a part in this, and we are willing to help out at any time, if you choose. If you want to end the interview, you're welcome to do so. It is your choice, and there is no penalty for doing so. So, if you agree to move on, please just let me know, and we'll start with the questions.

00:01:12.760 --> 00:01:14.519

Participant 4: I agree

00:01:29.940 --> 00:01:31.810

Walter Funk: So, let's begin with the first question. Can you share with me how the teacher evaluation process is conducted at your school site?

00:01:57.820 --> 00:03:13.339

Participant 4: At my school site. Typically, evaluations are done once a semester, sometimes up to 2 times a year. They're formal evaluations where a department head will come in and will observe my class. Typically, we have a pre-meeting where they share what they're looking for, and some of the items that they want to see during the Observation. I will typically give them my lesson plans. So, they know what we're doing. And I will typically plan a lesson that is interactive in nature so they can see the class in action as opposed to watching a test or something like that. After the interview they typically will share with me their observations and provide areas to work on that will give me some targets to hopefully work on before the next evaluation. When I first started teaching, evaluations were more common. And now that I have done this for a few years, they don't happen quite as often, which I'm hoping is a good thing.

00:03:26.880 --> 00:03:31.640

Walter Funk: How would you say the teacher evaluation process impacts your teaching practice?

00:03:41.220 --> 00:03:45.010

Participant 4: I don't think it impacts my teaching practice much at all. I've been doing this a while, and there's not often items that they share that really change how I teach. It may just offer me some insights into how my teaching is going.

00:04:14.470 --> 00:04:19.839

Walter Funk: What factors exist at the school that positively or negatively impact your teaching practice?

00:04:27.910 --> 00:04:30.870

Participant 4: That's a good question. I would say our staff is very collaborative. I work together with other members of my department. We often will brainstorm or discuss how to better teach, whether it's a specific lesson or how to deal with a student who may be struggling or a difficult parent. More of my support comes from my team. I would say one thing that may negatively affect my overall teaching would be, we don't necessarily work across different departments. The math department doesn't often work with the English department or the Science Department or the social studies department, and so sometimes we may be missing things, or we may be

unaware of initiatives that we're working on, and that can come that can be frustrating and somewhat disjointed at times.

00:05:37.940 --> 00:05:42.179

Walter Funk: In what ways does the administration influence the teacher evaluation process?

00:05:52.150 --> 00:05:55.849

Participant 4: I believe the Administration sets up the different times, or at least the schedule for evaluations. But to be truthful, it just seems like it's something that we have to do for accreditation or to make it look like we're trying. I think there's more benefit from some of the professional development or other things that we do.

00:06:25.950 --> 00:06:30.480

Walter Funk: Would you like to share any other details regarding the evaluation process at your site?

00:06:41.640 --> 00:06:45.390

Participant 4: I've worked at a few different schools, and this is very similar to the other schools that I've worked at in according to the process. I think the evaluation process can be most effective when it's collaborative. If we're working together as a team. If the Administration asked me questions about what I would like to be evaluated on or areas where I want to grow. That seems to have a more positive effect on teacher growth. But that doesn't happen too often, and that's probably because of time, or people get busy.

00:07:34.840 --> 00:07:42.899

Walter Funk: Thank you for sharing with me, and I really appreciate your time in all this, and I really hope you have a great rest of the year. Thank you.

Participant 5

00:00:00.720 --> 00:00:05.125

Walter Funk: Well again, thank you for doing this, and I appreciate you being willing to participate, please know at any time if you choose to stop at any time there is no penalty. Do you agree to participate in this interview?

00:00:05.190 --> 00:00:07.460

Participant 5: I agree.

00:00:08.560 --> 00:00:10.110

Walter Funk: Can you share with me about the teacher evaluation process conducted at your school site?

00:00:10.420 --> 00:01:42.180

Participant 5: They tend to go a little more heavy with the teachers that are in their first year at school. and they're usually a lot of informal. But then formal too, like one per semester they usually let you know that it's coming. There will usually be a pre-evaluation meeting where they tell you this is what they will be looking for. Is there anything that you would want them to be looking for you? And so, it tends to be a very it's a very friendly situation, I know, in previous schools I was very apprehensive and nervous whenever Admin walked through the room or stopped and looked at you for any reason. These folks let you know exactly what's coming when your appointment is and what they will be looking for. So there's no surprises, and you know that they are looking to help you. They're not looking to give you a pink slip at the end of the year they're looking to encourage and help you. With the older teachers what they end up doing is the same process up to the evaluation. But it will be maybe once a year. If you've kind of proven yourself and you're gonna be there for a while, then sometimes it's every 2 years.

00:01:43.360 --> 00:01:49.360

Walter Funk: And how would you say this teaching evaluation process impacts your teaching practice?

00:01:50.220 --> 00:03:06.590

Participant 5: I really thought for a long time that I was doing it all right, and that was the only way. Probably more than anything in the last 5 years, toss and covid as a factor. I don't think I've done anything the same being at this school. Each year we've written learning targets. We've created new assessments. We've done so much more that's different than what I was accustomed to. And so, I think what happens is knowing what's coming again gives me this comfort level. I know they're not coming to beat me up, and I've assessed my own weaknesses. Am I engaging students? How is my classroom discipline? Am I paying attention to things? At the post evaluation meeting they'll usually go down all the things that were good, all the things that worked, all the things that the school is doing and what you are doing. And then there's kind of the add on to the end of the meeting where they say, you said to look for this. And so, this is what we noted. And this is what was what we saw.

00:03:07.640 --> 00:03:14.839

Walter Funk: What factors exist at the school that positively or negatively affect your teaching practice?

00:03:15.180 --> 00:05:07.750

Participant 5: There! There's a big thing at the onset of this, the administration can be very, very encouraging, and friendly if you are a good teacher and doing what you're supposed to. Also, there's a flip side of it that they will. If you're struggling in your teaching, whether it be getting the content across, whether it be discipline or management. They will also work with you, give you suggestions on what you could be doing better. How you can do this, meet with you on a regular basis. Not really put you on a plan but if at the end of the year there won't be a surprise if they don't renew your contract because you know what was coming, so I would imagine those folks have a little bit of apprehension. Me personally going into this. I have an open mind. I know I am a good teacher, but I also know I have room for improvement and so I'm humbly looking for something that if I can do better, different I'm all for it. and I think that makes me a better teacher. That makes me easier to evaluate because it's not an antagonistic process. It's both a negative and positive and they are looking to help you become a better teacher. There are strategies, and there are avenues of encouragement to get you to be a better teacher. And if you're doing well the list is just a short list. which is nice.

00:05:05.530 --> 00:05:07.750

Walter Funk: In what ways does the administration influence the teacher evaluation process?

00:05:20.140 --> 00:08:01.000

Participant 5: We have the principal and an assistant. Usually, all of my evaluations were with the principal. She is an absolutely phenomenal lady. Her name should be principal encourager. She does that well. She will check on you. She's observant and she'll ask how things are going. And so when she comes into a classroom environment to evaluate. You know exactly what she's there for. You know exactly what she's going to look for. She tends to push way more positive. Again. But that's me I could imagine. Last year they let 5 teachers go but it has been cycling through all of the evaluations, all of the different meetings, all of the encouraging moments to get you to be a better teacher and do it the school's way.

00:08:03.320 --> 00:08:16.960

Walter Funk: What modifications would you recommend for the teacher? Evaluation process that would improve your practice based on the way it's going right now.

00:08:17.490 --> 00:10:07.559

Participant 5: Well, in my last evaluation. It was done this year. by the assistant Vice Principal and when I said, you know, maybe look for this. She pointed out this. and she gave me a 2 I don't know how many years it's been since I've gotten the 2 on evaluation. So, it's stung a little bit and I think it was because I was used to this. Our principle was very much an encourager and knows that we know what our issues are. And so, there's really no reason to mention it. I knew what my issues were, I knew when I said, Look for management or engagement. I knew what my issues were with input the different evaluator the assistant principal seems to harp on the one thing I asked to look for and that threw me off a tap. It wasn't helpful at that moment. So, I think that. It all depends on the evaluator, and if it can be a tad more neutral. But I think when they ask

you, what can we look for? I think it becomes less neutral. you know. And so, I think I'm actually, genuinely looking for something and I think they genuinely are looking for something. and it all again is to encourage you to become a better teacher. And so, I've gotten over it, even though I just brought it up.

00:10:09.310 --> 00:10:17.120

Walter Funk: Would you like to show any other details regarding the evaluation process or thoughts on the teacher evaluation system.

00:10:17.410 --> 00:12:32.040

Participant 5: I think again for me, being my best example in a moment I really thought I had it figured out. I did things a certain way. I had curriculum and content to get through. Do a quiz, do a couple of labs check for understanding all that kind of stuff. But it really was me doing something that someone else had already laid out. And so when it becomes. I'm defining the standards. I'm pulling the standards from the GSS it is also part of our curriculum, while it's not a Christian curriculum. It still has those standards. And so, we pull out those standards. We test on those standards. We don't dummy down our schoolwork, but we are a little more specific about things. And for each section that we have we now have a learning target. So, we're being evaluated on that learning target up there? Do the students understand that learning target and students write a learning target? Can they demonstrate it and not a level one, which is basically memorizing and describing. We've got past that. We are comparing and contrasting. We're illustrating. We're doing a lot of the web steps of knowledge that are getting the students more involved. Any quiz I now make is maybe 7 or 8 questions, but those questions are not level One questions level 2 and level 3, and each question, each level becomes more difficult.

Participant 6

00:00:01.720 --> 00:00:15.325

Walter Funk: alright. Well again, thank you for doing this, and appreciate you being willing to join us, and please know at any time. If you choose not to continue participation, you can stop at any time with no penalty. Do you agree to move on with this with this interview?

00:00:19.190 --> 00:00:19.960

Participant 6: I agree.

00:00:22.300 --> 00:00:27.920

Walter Funk: first question. So, can you share with me the teacher evaluation process that's conducted at your school site?

00:00:28.520 --> 00:01:17.760

Participant 6: Sure. I think really, in reality the what our school does is you have formal evaluations once a quarter but our principal tends to just walk around and come, sit in, and do kind of an informal evaluation that she types up on her phone, and then sends the information in an email. She also just wants to come in and see what the kids are up to. But I know there are 4 formal observations that they do, and they're not always planned with us, but we know they're coming.

00:01:20.650 --> 00:01:25.759

Walter Funk: And then how would you say the teacher evaluation process impacts your teaching practice?

00:01:26.900 --> 00:01:33.160

Participant 6: I don't think it impacts me at all. I just kind of do my own thing. I kind of feel confident in myself in the way that I teach, and I'm in communication with my boss enough to know that she's pretty happy with what I do so I'm never worried about her coming in to watch me or anything. I'm actually very happy when she comes in to see what's going on, and kind of get her feedback on it.

00:02:00.320 --> 00:02:05.800

Walter Funk: Okay, would you make any modifications to the evaluation process? So, it would impact your teaching practice.

00:02:06.200 --> 00:02:07.290

Participant 6: No.

00:02:08.750 --> 00:02:14.960

Walter Funk: Okay, and what factors exist at the school that positively or negatively impact your teaching practice?

00:02:19.140 --> 00:03:16.109

Participant 6: Yeah, a really cool thing that our school does, that I've never, ever been part of is the staff from the church and the school from preschool all the way up goes out and do Morning

drop off, afternoon pick up, so they're actively engaged with families. They're opening car doors and welcoming kids or putting kids in cars to leave. The pastors out there. All the church staff is out there, whether they're actively, being a crossing guard or just helping on the Walkie talkies, calling for cars or calling, which class kids are coming from. They're out there every single day, rain, or shine, doing that, so that teachers don't have to as well as lunch duty.

00:03:22.680 --> 00:03:29.789

Walter Funk: In what ways would you say the administration influences the teacher evaluation process?

00:03:34.360 --> 00:03:37.610

Participant 6: I don't even know that they influence it at all. I don't feel like anyone's too concerned about an evaluation. Now, maybe if you were someone having issues or something, you might be. I've never felt like my job is based off of my performance of evaluations or anything.

00:04:15.650 --> 00:04:25.090

Walter Funk: Would you say the evaluation process is different. For a new teacher, compared to a veteran teacher?

00:04:26.250 --> 00:05:11.600

Participant 6: Probably I think there's more Pop-ins. I would be my guesstimation. I think once you realize you have someone that knows what they're doing, and you don't have disruptions in the class that need attention. Your kind were left alone a little bit more whereas a new teacher. who you may have classroom management issues, or just they're fighting with the kids as far as who's in charge and who's not, and they may have a little bit more attention from the administration, and they may be looked at more often or maybe even other people pop in, whether it's the pastor, or the principal

00:05:14.740 --> 00:05:19.580

Walter Funk: Do you see a strong relationship between the church and the school?

00:05:24.190 --> 00:05:34.880

Participant 6: Yeah. It's the first time I've worked in a private school where there's a church connected to it, where it works together so well.

00:05:35.920 --> 00:05:41.559

Walter Funk: Is there anything else you'd like to share regarding the evaluation process?

00:05:42.300 --> 00:05:43.690

Participant 6: No, I think that's it.

00:05:44.540 --> 00:05:46.470

Walter Funk: Okay. Thank you very much.

Participant 7

00:00:01.190 --> 00:00:12.829

Walter Funk: If you have any questions along the way you're feel free to ask. And if you, at any time, want to stop the interview, you're welcome to do that without penalty. Do you agree to continue with this interview?

00:00:14.412 --> 00:00:18.846

Participant 7: I agree.

00:00:20.100 --> 00:00:21.970

Walter Funk: Can you share with me the teacher evaluation process at your school site?

00:00:21.970 --> 00:01:20.080

Participant 7: Teacher. Evaluation comes in the form of classroom observations, and then we keep what's called a professional growth portfolio, where they ask us to check things twice a year. This kind of stunned me, cause I think I've had someone in my classroom for 30 minutes once this school year, and it's almost April so I mean they are checking my grade book every other week. Our calendars are opened, and we have to be aligned in our curriculum studies. So that would be a sense to me of evaluation, what are you teaching? They check if you are keeping your grade book up to date. Are you actually giving things that are meaningful work to students and that kind of thing?

00:01:20.700 --> 00:01:30.626

Walter Funk: And you've had some experience. So, would you say that someone who has less experience would probably have more evaluations than someone like you who has been doing this for a while?

00:01:30.910 --> 00:01:37.230

Participant 7: I do know that our new teachers they're in the classrooms at least once a semester, if not twice, and that they switch it up and they keep a closer eye on their grade books and what they're teaching. They also have to be in an induction program cause. I know we had a veteran teacher here. Who felt silly that she had to be in this new teacher category. She's like, I'm not a new teacher, and I think that was the one where they stepped back and went, you're right, we apologize. This is a little disrespectful to you. And moving forward, they assessed, this is a seasoned teacher. They're just at a new school. They're not new teachers, and so they got a little bit different there. But if you're a brand newbie, they're watching you especially that first year, and they're bringing you alongside a mentor and somebody who can keep an eye on you.

00:02:24.940 --> 00:02:31.729

Walter Funk: So how does the teacher evaluation process impact your teaching practice?

00:02:34.040 --> 00:02:56.094

Participant 7: Lately. Not at all like normally, I just get a hey, you're doing a good job. Keep it up. I can really tell you, like your students, I've gotten some personal notes that they leave on my desk, and if you go into my classroom they're stuck to the side of my refrigerator. So, if I'm

sitting at my desk and I turn, I can see those words of affirmation. You know, when you're having a bad day.

00:02:57.210 --> 00:03:06.039

Walter Funk: What factors would you say exist at the school that positively or negatively impact your teaching practice?

00:03:28.089 --> 00:03:37.909

Participant 7: As somebody who started teaching in the last century. I remember the huge paper trail I had to do to update my credential and that I had to seek out opportunities for professional growth. Now the school offers those opportunities in-house. They offer a variety of opportunities to keep our professional growth up to date. Whether it's a professional speaker who was here all last week, hosting different seminars or an educators' conference off campus. That kind of thing.

00:04:31.560 --> 00:04:41.539

Walter Funk: In what ways does the administration influence the teacher evaluation process?

00:04:44.370 --> 00:05:43.560

Participant 7: Quite frankly, I feel lately not so much. So, this year we have some teachers who are in the classroom and in administration and for a long time there's been the supposition that administrators should teach at least one thing, to truly be an effective administrator in an education institution. You should actually be in the job of education. You should know some students in lesson planning and what goes on in the classroom. and that's just not the case. So, to have teachers concurrently teaching and doing some administration is helpful. Some administrators have little experience in the classroom.

00:06:52.071 --> 00:06:55.990

Walter Funk: Would you like to share any other details regarding the evaluation process at your site?

00:06:59.280 --> 00:07:01.890

Participant 7: I guess I'm stumped because I feel like it's not existing. I know it exists because we're about to do WASC again. You don't get a 6 year clear with WASC if we don't have some sort of process in writing that we follow so like, I said, I guess the fact that I feel like I'm okay. I know that they want to do observations they've been in and out of my classroom more in the past, and they haven't in the last few years. And again, I don't know if that's because I haven't been told. Hey, we're not in your classroom mirroring because you got it, you know what you're doing, or if because they just haven't been in my classroom. That might be a problem. So, where I just think that they should wander in and out a little more than they have at least this past year, so they're always welcome in my classroom.

Participant 8

00:00:04.300 --> 00:00:13.251

Walter Funk: Well again. Thank you for doing this. I really appreciate it. And at any time, you know, if you decide that you wanna stop. You're welcome to and there's no penalty or anything for that. So, you have the right to bail out at any time.

00:00:29.380 --> 00:00:31.490

Participant 8: Yeah, no worries. I agree

00:00:35.093 --> 00:00:41.390

Walter Funk: So, we just jump right in. If you have any questions before we begin, we can do that. If you have questions at the end, you're welcome to ask.

00:00:41.530 --> 00:00:42.200

Participant 8: Okay.

00:00:42.200 --> 00:00:44.030

Walter Funk: First question can you share with me how the teacher evaluation process is conducted at your school site?

00:00:49.400 --> 00:01:36.420

Participant 8: Yes. So, first there are 2 teacher evaluations, one at the beginning of the year, one at the end. We usually talk with the principal about what we're gonna teach and we give her the lesson plan, the class agenda, the whole layout about everything. And basically she comes in during the entire lesson, and then, towards the end of the school day or the next school day, she would give us a rating score, one through 5, and then she would let us know like, I saw that you did very well here, but I feel like you need to work on this part. So that's at the beginning. In the end of the school year, they follow up on your progress.

00:01:37.050 --> 00:01:43.500

Walter Funk: How would you say this teacher evaluation process impacts your teaching practice

00:01:43.897 --> 00:02:27.880

Participant 8: For me personally, it doesn't really affect it, because I'm that rare teacher that actually likes to be evaluated. So, I like to see what areas I need to work on. Because, especially with this generation, I need to know how to connect with them, because it aligns with my philosophy. Every student can learn just not the same day or the same way. So, I always like to let my principal know if you are available today, come on in because we are doing this hands-on activity or gallery walk or something. So, I'm that rare teacher that actually like evaluation.

00:02:33.494 --> 00:02:44.400

Walter Funk: What are factors that exist at your school that positively or negatively impact your teaching practice?

00:02:45.151 --> 00:03:01.218

Participant 8: One of the positive things is we're Christian, and I'm a Christian. So that's an important factor. It is great to be able to talk about God. Most of my experiences is in public school so we have to shy away from mentioning God. So that was kind of a hard thing for me starting out in my teaching career. But now, since I'm in the Christian environment, I feel like it's more open and is one community, and then we become a family. One of the negative things that I always say is that sometimes it becomes political, and I feel like, because of the pressures in the school year where the principal is dealing with a lot of stress factors, parent issues and everything. So, they feel we need to adjust this. So, the parents will be okay. So, we got to lower our expectations to allow the parents to be okay. So, if we need to change this or change that we have to do it. And I don't really like that, because I don't like to lower my expectations and that doesn't really align with my Christian values. So that's one thing that I don't like.

00:04:22.244 --> 00:04:26.360

Walter Funk: in what ways does the administration influence the teacher? Evaluation process.

00:04:27.508 --> 00:04:47.781

Participant 8: They don't really influence it that much at all. Unlike the public schools, you know, they need it to be XYZ, and the private school is more like, whatever you wanna do, as long as I know the plan, then it's up to you.

00:04:48.370 --> 00:04:52.250

Walter Funk: And are there any other details regarding the evaluation process that you'd like to share.

00:04:53.291 --> 00:06:21.323

Participant 8: I would say, like the behind the scenes for me personally, I'm not being invited back next school year because of parent issues. And I feel like, what you do in the classroom as a teacher if your students are showing growth that should be an important factor and making a difference. I shouldn't have to leave the next school year because certain parents don't like my teaching style, or I'm putting too much pressure on a student. I'm not putting too much pressure on a student because of their actions it's because I want them to grow to the next level, So a lot of the admin don't agree with that. They say I put too much work, and they still need to have fun as kids, which is true. But at the same time, you need to know you need to figure out where your values and where your expectations align.

Participant 9

00:00:32.630 --> 00:00:58.349

Walter Funk: Hi, thank you for being willing to participate in this interview about teacher evaluations. Please note that at any time, if you want to end the interview or would like to stop your participation. Please just let me know. There's no penalty for doing so. So. If you agree to move forward with this interview. Please respond with, I agree.

00:01:02.780 --> 00:01:03.900

Participant 9: I agree.

00:01:09.000 --> 00:01:12.030

Walter Funk: So, let's get started with the first question. The first question is, can you share with me the teacher evaluation process conducted at your school site?

00:01:26.510 --> 00:02:48.318

Participant 9: My school site's teacher evaluation process involves drop-in and formal observations. Typically, a member of the administration team will come in to observe a lesson that is unannounced for the pop-in versions. It's unannounced, but on the more formal evaluations usually we have a meeting, or I will share my lesson plans for that period, so they understand what I'm doing. After the observation, they typically meet to share what they saw. Observations they've seen as well as doing things like checking in on my grades to make sure they are up to date and am I my following lesson plans am I in congruence with other members of my department. Those are some of the ways that they watch over or check on the teacher evaluation. To make sure we're doing what we're supposed to.

00:02:52.860 --> 00:02:57.440

Walter Funk: How does this teacher evaluation process impact your teaching practice?

00:03:03.260 --> 00:03:16.160

Participant 9: I don't think the evaluation process has much impact on my teaching practice. I would have to say, probably none at all.

00:03:24.690 --> 00:03:30.400

Walter Funk: What factors exist at the school that positively or negatively impact your teaching practice?

00:03:38.780 --> 00:04:35.310

Participant 9: I would say, the group of teachers that I work with make it a wonderful place to work. We often work together to help each other out. It's a very collaborative environment. Those are things that help me to do well. Some things that may negatively impact my teaching practice would be a lack of resources. They do provide a lot of support. But sometimes I'll wanna do a lab or do something that we may not have the resources for. Which allows me to be creative, or at least try to come up with alternate ways to achieve the same goal, but sometimes that can be frustrating.

00:04:44.170 --> 00:04:48.950

Walter Funk: In what ways does the administration influence the teacher? Evaluation process.

00:05:02.180 --> 00:06:21.159

Participant 9: There's a wide range of administrators that we have everything from subject matter, department heads to various people who are seen as administrators, department heads assistant principals, principal. We also have a head of school, or what would be considered like a CEO. I don't know how much the higher up administration would have an influence on the teacher evaluation process other than to know that they did it. And I would say, if a teacher was struggling, or maybe not progressing well, in learning or developing in their teaching abilities. Then maybe the upper administration would get involved. But other than that. I don't think the higher end or the higher-level admin, has anything to do with the evaluation process. The pop-ins are typically done by more of a department head or subject matter leaders, whereas the formal evaluation is typically done by the assistant principal or the academic dean. I think the standards are, have been pretty much set the same way for years.

00:06:27.740 --> 00:06:31.500

Walter Funk: Would you like to share any other details regarding the evaluation process?

00:06:43.690 --> 00:07:10.969

Participant 9: Not. Really. I think the process is not very effective at helping teachers become better teachers. I would imagine if a teacher was struggling, it would help identify those teachers that maybe weren't gonna make it, and maybe offer interventions for them. That's about all I have to say.

Participant 10

00:00:20.671 --> 00:00:27.489

Walter Funk: Good evening, and I'm really glad that you're here today, and you've are willing to join this interview for this process. Please know that at any time. If you want to discontinue this interview, you can stop at any time without any penalty. If you agree to continue, please just identify with saying, I agree.

00:00:52.140 --> 00:00:53.040

Participant 10: I agree.

00:01:01.400 --> 00:01:04.080

Walter Funk: Our first question is can you share with me how the teacher evaluation process is conducted at your school site?

00:01:14.190 --> 00:02:18.820

Participant 10: At my school site. We typically don't have observations too often. The administration just comes by and watches, maybe 10 to 15 minutes of a lesson. This probably happens 3 or 4 times a year, maybe and we may get a sticky note on our desk or something our box that says, "hey, good job," and maybe something specific like I like the way you engage students. If there is anything along the road that maybe needs some work that'll be for a discussion at a later time. They'll set up a meeting to talk to me. But it really, it's not very formal. I think it's just a way for them to have an idea of what's going on.

00:02:24.830 --> 00:02:29.329

Walter Funk: How does the teacher evaluation process impact your teaching practice.

00:02:34.340 --> 00:03:49.789

Participant 10: I don't think it impacts my teaching practice at all. I guess it just lets me know if I'm doing a good job, if I get a contract next year.

00:02:53.270 --> 00:02:59.470

Walter Funk: What factors exist at the school that positively or negatively impact your teaching practice.

00:03:08.145 --> 00:03:49.789

Participant 10: I would say collaboration among teachers is a large part of what makes our program successful, or at least my teaching successful, working with other people that teach in my subject matter. There are also people on staff who I can go to and ask questions if it's about certain students or how to work with the student that may have special learning needs or even classroom control questions. But for the most part it's. It's the collaboration among the teachers that I would say has the largest impact on our teaching ability.

00:03:57.960 --> 00:04:02.780

Walter Funk: In what way does the administration influence the teacher evaluation process?

00:04:07.990 --> 00:04:53.420

Participant 10: I don't know if they influence it. The principal comes to the classroom to see what we're doing and to do the drop-in observations. But for the most part that's really what it is. I guess they decide whether they're gonna have a meeting afterward to discuss something if it's positive or negative, or if there's other aspects that come into play that they need to work on. I would imagine, if the Pop-in interviews or observations didn't go so well that they would probably do more, and that may affect the possibility of receiving a contract for the following year.

00:04:59.270 --> 00:05:04.330

Walter Funk: Would you like to share any other details regarding the evaluation process?

00:05:10.980 --> 00:05:58.170

Participant 10: The evaluation process. I guess it is part of something that we're supposed to do. I think they do it in pretty much all businesses including schools. But I don't think it has much of an impact. It just seems like it's something that needs to check a box or just kind of make sure that they're doing what they're supposed to. It could be better. I guess it could be more helpful or productive if we had a target or something to work on, to know what we were being evaluated on, or what we are working towards as a school.

00:06:05.550 --> 00:06:07.940

Walter Funk: Thank you for your time and I appreciate your willingness to be involved.

Participant 11

00:00:10.643 --> 00:00:17.640

Walter Funk: Thank you so much for joining me. I'm really glad that you're willing to participate in this activity. It won't take too much of your time. I want you to know that you can end the interview at any time to stop participation in this interview, and there is no penalty for doing so. So. If you agree to this interview, please say you're you agree to these terms.

00:00:50.430 --> 00:00:51.800

Participant 11: I agree to participate.

00:00:59.610 --> 00:01:05.560

Walter Funk: can you share with me how the teacher evaluation process is conducted at your school site?

00:01:12.450 --> 00:02:46.710

Participant 11: At our school site, we typically have one or 2 formal evaluations, typically the department head, or the person who's in charge of our teaching development. We may also have other whether it's other teachers or administration from the from the office come by, and they may do Pop-ins, or just maybe observe to see what's happening in class. The formal evaluations typically are started with a initial meeting where we meet with the department head who shares what they're looking for. We talk about some of the goals or things that they are wanting to see. I often will share what I'm gonna be teaching, or what I'm looking to teach and maybe even share. If there's something I want them to look for, to evaluate me on whether I'm engaging the class well, or whether I'm using good use of technology, or it just seems appropriate, because I like to see a second set of eyes on what I'm doing, because that helps me to become a better teacher that I am. And after after that evaluation, after they they come into the class, they will set up a meeting, and I will meet with them. Typically, one or 2 days afterward. And there's a little write up kind of gives a summary of what what happened, what we, what they saw, what we are talking about, and if there's any, if there's an action plan to move forward that's written in there also. So we know, we know where we're head, whether for the next evaluation or the next year or anything like that.

00:02:56.600 --> 00:03:00.960

Walter Funk: How does this teach evaluation process? Impact your teaching practice?

00:04:40.080 --> 00:05:05.159

Participant 11: I think the teacher evaluation process does not have much of an impact on my teaching ability. They may share something that I didn't know, or they may offer a nugget but typically I don't think it globally impacts my teaching ability.

00:05:13.120 --> 00:05:18.269

Walter Funk: What factors exist at your school that positively or negatively impact your teaching practice?

00:05:24.940 --> 00:06:27.789

Participant 11: I do think I have the opportunity to work with a lot of seasoned teachers that have a lot of knowledge and information. That level of collaboration or working together with those teachers has helped me to grow in my ability to teach. Early on in my teaching career I remember a teacher told me it's going to be 5 years till you're any good at this and that that helped me relax a little bit, realizing it was going to be a growth process. And through that process, I've really become open to learning what other people have had to share with me and not needing to reinvent the wheel. So the way the team communicates and collaborates and the culture of working together and really striving to do our best has really encouraged me to grow. I know you're asking about the teacher evaluation process. I don't think that has any positive impact at all.

00:06:34.890 --> 00:06:41.230

Walter Funk: What ways does the administration influence the teacher evaluation process?

00:06:47.440 --> 00:07:14.720

Participant 11: The Administration are the ones who come in to do the evaluations. I'm sure they set up whatever they have in place and there are checking boxes. But I don't think they really have much of an influence on the evaluation process, so to speak. It's truthfully, just seems like it's something they do because they have to do evaluations, or they're supposed to do evaluations. So they go through the motions.

00:07:20.510 --> 00:07:24.870

Walter Funk: Would you like to share any other details regarding the evaluation process?

00:07:31.340 --> 00:08:48.360

Participant 11: I wish the evaluation process had more of an opportunity to provide specific growth. I think sometimes when we do professional development, it's kind of a one size fits all thing. And I think the evaluation process could be done in a way that would help identify areas where certain teachers have need to learn or to grow, or maybe even are passionate about certain topics. And I think if that evaluation process helped identify those things and then could partner with, say, professional development, because that's where they saw the need, or that's where the information came from. That would be helpful. It is helpful to have conversations afterward with the with the administrators. And I do feel supported by them, and they're very approachable. But I think it could be better a process if somehow professional development was tied to our observations and the observations were done in more of a, I don't want to use the word formal but, a more formal, I guess, it is probably the best word. A more organized way is, I guess, is what I'm looking to say, and I think that could truly benefit the process of teacher evaluations.

00:08:56.620 --> 00:09:05.290

Walter Funk: Thank you for. Joining me today. I appreciate your insights and what you've learned, and I hope you have a great rest of your school year.

Participant 12

00:00:38.920 --> 00:01:02.990

Walter Funk: Thank you for being willing to participate in this interview. I greatly appreciate your time. Please note that at any time. If you want to stop the interview, or if you change your mind. You are welcome to stop at any time without any penalty. Please just say I agree to participate. If you

00:01:12.670 --> 00:01:13.970

Participant 12: I agree to participate.

00:01:22.430 --> 00:01:31.280

Walter Funk: First question, can you share with me how the evaluation the teacher evaluation process is conducted at your school site?

00:01:37.500 --> 00:02:23.519

Participant 12: At my school we have evaluations where the principal comes in and watches a lesson. She typically stays the whole time. I don't think it's the formal evaluation, because afterward we have a meeting where they talk about anything that they observe, but we don't necessarily always know when they're coming. I think they come by every once in a while and see if we're doing a lesson. And then that's how the evaluation is done. I said afterward, we discuss anything that takes place. There are times when other administrations, or maybe the admissions person will walk through the classroom. But I don't think that's an evaluation per se. I think it's just walking around finding out what's going on.

00:02:32.490 --> 00:02:36.730

Walter Funk: How does the teacher evaluation process impact your teaching practice?

00:02:43.910 --> 00:03:13.090

Participant 12: I don't know if it has an impact on my teaching practice. We talk about things at the meeting after they do the observation and I think those are some areas that I can work on. But typically, they're not very specific, or they're more just things that for me to be aware of. but I don't think it has a really strong impact at all.

00:03:21.216 --> 00:03:29.540

Walter Funk: What factors at the school that, what are factors at the school that positively or negatively impact your teaching practice?

00:03:41.670 --> 00:04:48.550

Participant 12: At our school. I think the things that make my job better, or make my make me a more effective teacher would be that we have a great group of students that come in. We have a lot of parent support behind what we do in supporting us in many ways. I would say, I do feel supported by the administration, and they're always willing to help, or if I have questions, I can always go to them. They have an open-door policy. And I can ask those questions as well as even other teachers that I work with. That type of environment where we all work together is positive. I'm not sure of negative things. We're not a very big school, so that can limit resources. But we

always find ways to make that happen. And, like I said, the parents are super supportive, so sometimes they'll even help out with getting supplies or things like that.

00:05:00.700 --> 00:05:05.250

Walter Funk: In what ways does the administration influence the teacher? Evaluation process.

00:05:10.180 --> 00:05:50.749

Participant 12: She is the evaluation process I'm assuming. That's how she influences it. We just have a principal. And then there's some department chairs for some of the different subject matter areas but there's not a really big administration team that oversees our school being a smaller school, but I would imagine the principal is the person who decides. If there's a teacher, maybe who's struggling, they may spend a little more time with them. But I'm not aware of that.

00:05:56.320 --> 00:06:01.120

Walter Funk: Would you like to share any details regarding the evaluation process?

00:06:07.520 --> 00:07:00.589

Participant 12: We don't do real formal observations, so I don't really have a lot to share from my school experience. I remember going through the teacher preparation program we had to do a lot of things where we either observed other classrooms, or we had people observing us. And I think I learned a lot from just watching other people's classes, or how they did certain things. Things that I do in the classroom come from watching other teachers and watching other people. And in my observations of their classes, and so that could probably be a helpful part of learning to be a better teacher, and maybe putting peer evaluation into the evaluation process at the school could be good.

00:07:06.310 --> 00:07:09.680

Walter Funk: Thank you. I appreciate your time, and I'm going to stop the recording now.

Participant 13

00:00:10.972 --> 00:00:16.750

Walter Funk: Thank you for meeting with me tonight, and I appreciate your willingness to participate in this interview process. Please note that at any time. If you want to stop the interview or want to stop being a part of this research, just let me know, and you can stop at any time without any penalty. If you consent to continue with this interview, please let me know by saying I do.

00:00:40.610 --> 00:00:41.470

Participant 13: I do.

00:00:46.460 --> 00:00:51.922

Walter Funk: That sounded funny. I do. Sorry, I meant I agree. But that's fine. I do work. So, first question: how can you share with me how the teacher evaluation process is conducted at your school site?

00:01:05.968 --> 00:02:40.009

Participant 13: The evaluation process is we typically have 2 evaluations throughout the year. A little more formal, I guess. Sometimes there are teachers or the registrar can walk through our classroom, or sometimes the principal will come to our classroom just to see what's going on. But that's not really an observation. We don't really get any feedback from that. But usually, the second month of school in October we'll have a meeting with the principal, where she will share with us the information about what she is looking for, what she wants to see target goals for us. And we share what we're going to do with the lesson. Then we pick a time and a date, and I make sure that I have a lesson that's appropriate for an observation after she comes in for the observation, we have a meeting afterward where she shares some of the areas that she observed and some of the things to work on. Typically, it's a very positive meeting to do well, but also in that meeting we develop target goals for the rest of the year. And then in the spring she comes back we set up another pre meeting where we talk about the goals that were set, and we set up another time for the lesson, and she comes in and observes, and after that observation she shares with me any progress that I have made in areas and if I have been hitting those target goals. Overall is pretty positive. But I like the way we get full feedback that comes around with having the secondary meeting.

00:02:50.570 --> 00:02:54.019

Walter Funk: How does this teacher evaluation process impact your teaching practice.

00:03:01.900 --> 00:03:47.239

Participant 13: I would say, knowing that she's coming in changes my process of teaching a little bit for that lesson. But after we have the meeting those goals that those target goals that are set are something that I try to work on and do try to better myself. And as much as I find that it can be somewhat nerve wracking during the observation. Things that she shares with me are really areas that can help me grow to be a better teacher, and I actually appreciate that so in that regard, I think it is helpful, at least in setting targets or something to shoot for in my area of growth and helps keep that in my mindset of how we're growing in our teaching practices.

00:03:51.100 --> 00:03:56.528

Walter Funk: What factors exist at the school that either positively or negatively impact your teaching practice?

00:04:06.700 --> 00:05:06.530

Participant 13: The positive side of things. The evaluation process works because it does challenge us setting those target goals helps me to grow as a teacher, which is something I appreciate. The environment is very positive. She always comes in and offers encouraging words. There are other staff members who also get to work alongside, and I can go in and observe them as well. They can come and observe me as we work at collaborating together and working on our craft of teaching. So, I think that's a very positive thing. I think we have a lot of support from parents and families, and we have great students at our school, which makes it easier.

00:05:17.210 --> 00:05:21.030

Walter Funk: In what ways does the administration influence the teacher evaluation process?

00:05:24.900 --> 00:05:46.490

Participant 13: Being that we basically have one administrator. She comes in. It's pretty much all her. She sets what we're talking about. She sets our target goals with us. She comes in and tells us when we're going to be doing our observations. She sets that timeline, so I think she has the overall influence of the evaluation process.

00:05:55.230 --> 00:05:58.519

Walter Funk: Would you like to share any other details regarding the evaluation process?

00:06:02.940 --> 00:06:46.280

Participant 13: I like the process we use, and the fact that we have a meeting early in the year, or an observation early in the year, and then one at the end to see if we've made progress. What I think would be pretty neat if we had some sort of resource to find seminars or webinars or professional development that we could utilize to grow. Sometimes, when we're given target goals, it's hard to figure out where we can get some good information or where we could learn some of those things. And it takes a lot of time and resources to figure that out. If there was some kind of professional development library that we could choose from, that would be super helpful.

00:06:51.920 --> 00:06:55.796

Walter Funk: Thank you for your time. I really appreciate it. Appreciate your answers. I'm going to turn off the recording now.

Participant 14

00:00:14.830 --> 00:00:50.860

Walter Funk: Good evening. Thank you for meeting with me for this interview process. Thanks for being willing to join me in this process. If you have any questions, feel free to ask. If you want to stop at any time, it's okay to do so; just let me know, and there's no penalty. If you agree to participate in this interview. Please just respond with I agree.

00:00:56.220 --> 00:00:57.150

Participant 14: I agree.

00:01:23.400 --> 00:01:30.759

Walter Funk: Okay, so let's get started. First question, can you share with me how the teacher evaluation process is conducted at your school site?

00:01:45.320 --> 00:03:39.029

Participant 14: At our school site, we typically have a formal evaluation each year, with a meeting beforehand with the department head.

She'll come in and talk with me about what we're going to be doing and observing and what the timeframe looks like during that meeting. I share any goals that I have for the year. We set those targets at the beginning of the year. We're asked to do that during teacher orientation. And then we talked about those goals at the pre-meeting.

There is an evaluation done where the department head comes into my room for the period to observe, and she takes notes which you try not to look at while you're in the middle of class teaching. Then, after the observation. Usually within a few days. We have a meeting in the office to review any of the information she observed. She shares how we are meeting our goals. If there's some things that we need to work on. I remember a certain observation when they shared an observation on the way. I did something, and I didn't even realize I was doing it and that it could be somewhat annoying in how I was teaching. And so, just in that process, that kind of awareness helped me do a better job. But it helped to make me a better teacher, which I learned through that observation. Then usually, when it comes around to contract time, we have a meeting with the administration, who will talk about our evaluations as well as what our plans are for the next year, and if they're planning on offering us a contract the next year or not.

00:03:44.810 --> 00:03:54.949

Walter Funk: How does the teacher evaluation process impact your teaching practice?

00:04:02.190 --> 00:04:34.189

Participant 14: I don't know if it has a profound impact, but it brings about, like I said, an awareness of what I'm doing, and it just helps me to know I'm on track. And sometimes I get a good job, which is encouraging. Being encouraged can be helpful in this process, and sometimes you can have a long year, maybe a hard couple of courses, and those moments of encouragement can be helpful.

00:04:38.370 --> 00:04:43.799

Walter Funk: What factors exist at the school that positively or negatively impact your teaching practice?

00:04:51.380 --> 00:05:57.580

Participant 14: I'll say one of the big factors is that I very much enjoy where I work. The team works together as a family. People don't leave very often. The longevity of teachers at the school is very long. The teachers at the school have long tenure, which makes them a great resource for me. I would say the collaboration within departments is excellent, not necessarily outside the departments. But we don't usually see too many folks outside of our department. But that, I would say. One of the negatives is that sometimes we don't know many staff members. It's a bigger staff, and I still don't know some people. I might recognize them. But I think it'd be better to have a more unified activity. Sometimes, we'll have to work certain duties. We have to work at a football game or basketball game, and I'll work with somebody from a different department, and I might meet them for the first time. But we've both been teaching there for years, which can be a little awkward.

00:06:04.330 --> 00:06:09.010

Walter Funk: In what ways does the administration influence the teacher? Evaluation process.

00:06:14.449 --> 00:07:10.309

Participant 14: Each year. The administration sets goals for areas that we're trying to improve. Usually, at the beginning of school, we have orientation. And there's professional development that applies to those goals. It could be brain-based learning, classroom management, or other similar things. They set that as our mission or goal for the year, and professional development is often designed around that goal. That is also one of the topics the administration looks for when we do our evaluation. So, if our target was classroom management, they're also looking at classroom management when they come in to observe. They're also the ones doing the observation. So, I would say they influence in that regard as well.

00:07:28.760 --> 00:07:32.279

Walter Funk: Could you share any other details regarding the evaluation process?

00:07:39.480 --> 00:08:44.629

Participant 14: Overall. I think it works well. I like having a topic to shoot for, at least to focus on. As we rotate through those over several years, I think it just makes us a better program. And since we're working on all those things together as a group, sometimes, we find different solutions to the same problem. And I think that's helpful. I do like the professional development that provided would be even stronger if there were certain professional development that was more specialized to certain teachers' needs, or even certain teachers who want to grow in an area or have a passion for something. There are ways that they could develop that passion. I think that would be helpful and probably even help reduce burnout by doing this job for a long time. It can get tedious or monotonous. And so, I think having something where we're growing and challenging and pushing ourselves could be a positive thing.

00:08:49.880 --> 00:08:53.140

Walter Funk: Thank you very much. I appreciate I'm going to turn off the recording now.

Participant 15

00:00:11.543 --> 00:00:22.630

Walter Funk: Thank you so much for joining me today. I appreciate you're willing to participate in this interview. It should not take too much of your time. Please know that you can end the interview at any time or stop participation in this study, and there is no penalty for doing so. So. If you agree to this interview, please say you agree.

00:00:40.320 --> 00:00:45.230

Subject 15: I agree to participate.

00:00:59.320 --> 00:01:04.620

Walter Funk: Please share with me how the teacher evaluation process is conducted at your school site?

00:01:11.650 --> 00:02:26.120

Subject 15: Sure, there is a formal evaluation process that takes place at our school. Usually, the principal comes in to watch a lesson. He asks us to give him an outline of lesson before he comes. He will usually stay for the whole period. Shortly after the evaluation, he sets up a meeting to go over the observations. There is a ratings list on the evaluation form that gives us a rating of 1-5, with 5 being the highest. It seems like most people get 3's and 4's. It is usually a quick meeting, and I will just read over the evaluation form, and he will ask if there are any questions and I go on my way. It is helpful to know what they see but it does not change much from year to year. It is a painless process for the most part. I am not sure how authentic the lesson as most of us plan one of our best lessons of the year. I guess it shows what we are capable of.

00:02:48.960 --> 00:03:10.480

Walter Funk: How does the teacher evaluation process impact your teaching practice?

00:04:36.060 --> 00:05:15.640

Subject 15: The evaluation process does not influence my teaching at all and has little influence. This is a frustrating process because I put a lot of effort into the evaluation, and the administration takes a lot of time to complete it without any benefit. It takes away from any motivation that I have to engage in this process and see this as a waste of time.

00:05:23.780 --> 00:05:28.920

Walter Funk: What factors exist at your school that positively or negatively impact your teaching practice?

00:05:35.230 --> 00:06:25.890

Subject 15: We have a great group of people to work with. Our staff feels like a family, and we enjoy each other's company even away from school. I enjoy my job and like teaching and it is even better when I look forward to working with the people that I get to be with. It is a positive environment and people do not complain much. I feel that can make it a difficult place to work when people are complaining all the time.

00:06:29.210 --> 00:06:38.440

Walter Funk: How does the administration influence the teacher evaluation process?

00:06:45.220 --> 00:07:18.620

Subject 15: The administration does not have much of an influence on the process. They follow the same prescribed format every year.

00:07:22.420 --> 00:07:26.340

Walter Funk: Please share any other details regarding the evaluation process?

00:07:34.360 --> 00:08:50.740

Subject 15: I feel the evaluation process could be helpful, maybe more for newer teachers. There are more powerful ways to get better at teaching. I believe collaboration is one of the best ways to learn from each other. It allows people to learn from each other and to gain skills quickly. In my department, we will have meetings where we will brainstorm ideas to present a lesson or to incorporate an activity. When more minds work together, we have more ideas. I feel that is a better use of time. Since we have to do evaluations, I would be more productive to give me better feedback and provide extra training. Professional Development tied to our evaluation would be helpful because it would give us a place to learn in an area, we need to work in. Like I said, I think evaluations could be helpful, but I do not feel they are the way they are done at my school.

00:08:55.460 --> 00:09:06.210

Walter Funk: Thank you for sharing with me today. I appreciate your insights, and I hope you have a great rest of your school year.

Participant 16

00:00:33.620 --> 00:01:03.810

Walter Funk: Thank you for meeting with me today. I'm really appreciate that you agreed to participate in this study, and you are able to stop your participation at any time, if you choose. If you want to end the interview, you're welcome to do so. There is no penalty for doing so. If you agree to move on, please just let me know, and we'll start with the questions.

00:01:12.760 --> 00:01:14.519

Participant 16: I agree

00:01:29.940 --> 00:01:31.810

Walter Funk: So, let's begin with the first question. Please share with me how the teacher evaluation process is conducted at your school site?

00:01:57.820 --> 00:03:13.339

Participant 16: Our school does formal evaluations each year and they are followed up by meeting with administration to talk about what they saw. The principal will make an appointment with me and will come observe maybe one or two periods of a class that I am teaching. We leave our lesson plans in the back of the room where she sits so she can follow along. A few days after she comes to observe the lesson, she will set up a meeting so we can talk about the lessons. She will share some good things about the lesson and some areas to improve. She is supportive in the process, but I am not sure how much it helps with my teaching.

00:03:26.880 --> 00:03:31.640

Walter Funk: How would you say the teacher evaluation process impacts your teaching practice?

00:03:41.220 --> 00:03:45.010

Participant 16: The evaluations have no impact on my teaching practice. It seems like a process that we do because all businesses have some sort of evaluation. Like they are doing their due diligence with making sure they have good teachers.

00:04:14.470 --> 00:04:19.839

Walter Funk: What factors exist at the school that positively or negatively impact your teaching practice?

00:04:27.910 --> 00:04:30.870

Participant 16: We have strong departments at our school, working in teams on projects or even lesson planning is very helpful for my growth and the growth of other teachers especially when onboarding new teachers. It helps us stay consistent in what we are doing and helps us learn from each other. Collaboration with team members is potentially even more important than the evaluations. Professional development is another thing that I think can positively affect my teaching. Authentic professional development is essential. Our school offers time for us to attend different workshops to gain knowledge in areas we are passionate about or areas where we want growth. I think this helps with burnout and being bored doing the same thing every year.

00:05:37.940 --> 00:05:42.179

Walter Funk: In what ways does the administration influence the teacher evaluation process?

00:05:52.150 --> 00:05:55.849

Participant 16: The principal is the person conducting the evaluations so in that regard, they influence the evaluations. They are the people setting the goals and benchmarks. I do feel they work with us in helping us find ways to grow through professional development or other training.

00:06:25.950 --> 00:06:30.480

Walter Funk: Would you like to share any other details regarding the evaluation process at your site?

00:06:41.640 --> 00:06:45.390

Participant 16: I don't think the evaluation process is helpful. The training or professional development seems to be more useful. I like when we get to work together with other members of our department. It's hard because we get busy during the year and often, we don't have time to just sit and share with each other. I do like talking with the principal as they have a lot of knowledge in the classroom, but they are busy too and we don't often have time to share this way.

00:07:34.840 --> 00:07:42.899

Walter Funk: Thank you for sharing your time and insights with me, and I really appreciate your time. Have a great rest of the school year. Thank you.