THE FATE OF INEFFECTIVE TEACHERS;

WILL IT BE DIFFERENT IN INDIANA?

A Dissertation

Submitted to the Graduate School

In Partial Fulfillment of the Requirements

For the Degree

Doctor of Education

by

Harold E. Olin

Dissertation Advisor; Dr. Delbert Jarman

Ball State University

Muncie, Indiana

December 2013

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APPROVED BY:

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BALL STATE UNIVERSITY

MUNCIE, INDIANA

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ABSTRACT

It has been widely publicized that approximately 98% of the teachers in the United States are rated as satisfactory (Weisberg, Sexton, Mulhern, & Keeling, 2009). This has led many Americans to think that there are very few ineffective teachers in the United States. But is this true? This study indicated that a majority of the principals in the state of Indiana (56.6%) have ineffective teachers in their schools. When ineffective teachers are allowed to stay in the classroom for multiple years, a lot of students are adversely affected by these decisions (Peske & Haycock, 2006). This research focused on defining teacher effectiveness from the perspective of school principals. Are Indiana principals competent to identify effective and ineffective teachers? This research indicated that over 94% of the principals agreed, "Without hesitation, they were able to identify effective and ineffective teachers".

When principals were asked about six common aspects of the teaching practice that lead to effectiveness, the *ability to engage students* was the overwhelming factor that 68% of the principals indicated as most important. The other factors included achievement score growth, ability to establish quality relationships with students, content knowledge, planning skills, and classroom management skills.

What has historically happened to ineffective teachers in Indiana, specific to their contract status? Currently a very small percentage of teachers are being counseled out of the profession by their principals, and even fewer teachers are having their contracts canceled. More specifically, 92.2% of principals indicated that they counseled out less than 3% of their teachers

last year, and 95.5% of Indiana principals indicated that they recommended contract cancelations for less than 3% of their teachers last year.

Lastly, principals were asked if they would make recommendations for more teacher contract cancelations as a result of the changes in Indiana laws that define teacher effectiveness. Only 23.8% of principals indicated that the changes in law would cause them to more frequently recommend contract cancelations for teachers.

Three hundred twenty K-12 public school principals were randomly selected and mailed a 36-question survey. One hundred ninety-one principals (59.7%) completed the survey. The comprehensive results of the survey are included in this study.

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I want to thank my father. His 30+ years in public school education undoubtedly inspired me to choose this great profession.

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CHAPTER 1

INTRODUCTION

According to the U.S. Department of Education, there are over 3.3 million teachers in the

United States (National Center for Educational Statistics [NCES], 2011). Many experts agreed

with Marzano (2003) when he asserted,

> Consistent with the characteristics of the normal curve, most of the teachers are in the
>
> middle of the effectiveness distribution or not too far away from the average. There are a
>
> few at the extreme positive end and a few at the extreme negative end. (p. 75).

If this sentiment was true when it was penned a decade ago, then all school corporations likely

have had at least a few ineffective teachers in their classrooms.

> Stronge (2002) noted,
>
> In recent years, as the field of education has moved toward a stronger focus on
>
> accountability and on careful analysis of variables affecting educational outcomes, the
>
> teacher has proven time and again to be the most influential school-related force in
>
> student achievement. (p. viii)

Similarly, the Wright, Horn, and Sanders (1997) study of 60,000 students made a comment along

the same theme when it stated, "The most important factor affecting student learning is the

teacher, and the results show wide variation in effectiveness among teachers. If the teacher is

ineffective, students under that teacher's tutelage will achieve inadequate progress academically"

(p. 63). Few parents have wanted their children to be placed in the classroom of an ineffective teacher. The problem has been that most parents do not know which teachers have been effective and which teachers have been ineffective, because many school principals have been unwilling to label teachers as ineffective and to counsel them out of the profession.

In an era that includes accountability to local, state, and federal government agencies on an annual basis, the practice of allowing ineffective teachers to continue their employment has been questioned. Legislators around the United States, and specifically in the state of Indiana, have passed some challenging new legislation that may force local school corporation leaders to push ineffective teachers out of the profession. As Garrett (2011) so eloquently asserted, "In a world accustomed to analyzing just about everything, it's not surprising that legislators would demand ever-greater accountability to make sure they're getting a good return on their educational investment" (p. 40).

Great volumes of educational research have existed to define the characteristics of effective teaching for quite some time—Google alone listed over 5.7 million results attached to the topic of *teacher effectiveness*. With a more accurate picture of what *good* looks like, educators also have a better understanding of the converse; that which is ineffective. Wong and Wong (2009) stated "there is only one difference (between an effective and an ineffective teacher): the ineffective teacher is simply not doing what the effective teacher is doing" (p. 22). Despite the availability of the aforementioned research, many school principals seem to have avoided the courageous conversations that are necessary to remove ineffective teachers from the classroom, either by counseling them out (through resignation) or canceling the teacher's contract. In this research, I addressed some of the questions that revolve around this apparent hesitancy among school principals.

Statement of the Problem

Business leaders, politicians, and many people in the general population believe that public schools have been failing America's youth (Bushaw & Lopez, 2012). Much of this dissatisfaction with public schools has been based on standardized test scores that have been administered throughout the country and throughout the world (Petrinjak, 2012). Many culprits to this problem of student *under-achievement* have been named, yet the subject of ineffective teachers has been the variable that is given as much attention as any of the other possibilities (Chilcott, 2010).

There has been a reality that some ineffective teachers have worked in most public schools. "The results (of research) show wide variation in the effectiveness among teachers" (Wright et al., 1997, p. 63). This should not be a surprising statement, because one knows that corporate America also has had its fair share of poor performing employees as well. Every profession has. A weekly trip to a fast food restaurant or local retail store has frequently validated this assessment. Watching a professional basketball game or football game has easily allowed the observers to see that there have been superstars and there have been *weak links* in the chain. A normal curve has been indicative of employee performance levels in virtually all careers, and teaching is no different. It has been presumed that high performing schools have had very few teachers who fit the ineffective category; and many lower performing schools have been presumed to have more teachers who fit the characteristics of ineffective. This presumption may or may not be the case.

Each school leader has had a different set of philosophies regarding the processes in which ineffective teachers should be handled. Most educators have agreed that all principals and lead teachers have had an obligation to assist struggling teachers in their quest to become

effective teachers. However, despite the best of efforts and intentions of all parties involved in

the improvement process, some teachers never became competent in the craft of effectively

educating their students. Herein lies the problem that was addressed in this research. Many

school principals have been hesitant to counsel out ineffective teachers, and even fewer

principals have been willing to recommend contract cancelation for their ineffective and/or

underperforming teachers. The data collected by The New Teacher Project (TNTP; 2011) in the

study commonly known as the *Widget Effect* supported the idea that such hesitancy existed. The

study published the results that have frequently been in the headlines; 98% of teachers in the

nation have been categorized as effective (TNTP, 2011). Ignoring the results of this study has

not helped students, and ironically, it has not helped the schools that harbor these ineffective

teachers. Few school corporation leaders have demonstrated a willingness to tackle this

problem. Many students have received sub-par instruction in the classroom, and many schools

have been labeled as ineffective or underperforming schools. Unless the problem is

acknowledged and addressed head on, students with no other options will continue to be

underserved and student achievement scores in low and moderately performing schools will be at

levels that will make adequate yearly progress (AYP) a difficult target to attain at any time in the

future.

Purpose of the Study

According to the Indiana Department of Education (IDOE; 2012) website, there were

58,709 teachers employed by the 293 public school corporations in the state of Indiana in the

spring of 2011. Within these ranks of professional educators, a vast majority of the classroom

teachers have been proficient in their craft, thus resulting in anticipated levels of growth for

many Hoosier school children. At the opposite end of the spectrum, there has existed a fraction

of the teaching profession that has been unable to lead students to appropriate levels of academic growth and/or achievement. Indiana's General Assembly lawmakers mandated new classifications for teachers in 2011, and that law took effect during the 2012-2013 school year (I.C. 20-28-11.5). The intent of the new law was to place this group of underperforming teachers (referenced above) into one of the bottom two categories; "improvement necessary" or "ineffective," as opposed to the satisfactory/effective category that they have historically been lumped into.

There has been a reality that school leaders in the state of Indiana have occasionally hired ineffective teachers, and the practice has certainly not been new. Some teachers have been ineffective for many years, and yet somehow they continue to be employed in many public schools.

The purpose of this study was to examine the prevalence of ineffective teachers in the state and to see what happens to these ineffective school teachers. Three hundred twenty Indiana public school principals were surveyed to glean their perspectives on how teacher effectiveness was defined and what happened to teachers who fall into the category labeled ineffective.

As a result of this study, school leaders should have a better understanding of how teacher effectiveness is defined throughout the state, how it was measured, as well as finding out what happens with teachers who are defined as ineffective.

In the end, it has been the role of all Indiana principals to guarantee that quality teachers are at the helm of every classroom. All educational leaders have been asked to do their part in fulfilling President Bush's 2002 State of the Union Address promise of ensuring that there is "a quality teacher in every classroom" (Salisbury, 2002, para. 1).

Significance of the Study

This study was important and necessary to conduct, because some ineffective teachers do lead instruction in classrooms throughout the state of Indiana. As a result, many students have not been learning the content that they needed to be learning to be successful in daily activities within the school. Many of these students were not performing well on standardized tests, and these impacted students were not well prepared for life beyond the K-12 classroom setting.

There have been some authentic barriers to rectifying this problem of harboring ineffective teachers. Do principals know what defines teacher effectiveness in an era that seems to be changing the definition? Are principals able to identify differing levels of effectiveness among educators? Do principals have the ability to assist struggling teachers? Can principals overcome a culture that allows mediocrity among teachers? Do the laws help or hinder principals in the quest for removing ineffective teachers? In the research, principals have shared a lot of different ideas related to these barriers.

It is critical that school administrators, classroom teachers, and legislators all have an accurate understanding of what is at stake if the state of Indiana fails to make some changes to the system that has historically allowed ineffective teachers to remain in classrooms for consecutive years. Consider this research quoted by Peske and Haycock (2006).

> Students whose initial achievement levels are comparable have vastly different academic outcomes as a result of the sequence of teachers to which they are assigned. Differences of this magnitude —50 percentile points in just three years— are stunning. For an individual child, it means the difference between a remedial label and placement in the accelerated or even gifted track . . . and the difference between entry into a selective college and a lifetime of low-paying, menial work. (Peske & Haycock, 2006, p. 11)

If Peske and Haycock were accurate in their research, it can be difficult to dismiss the impact of high quality and low quality teachers. When the topic of educational reform has been discussed, it is difficult not to concur with this writer who suggested; "Nothing, then, is more important than hiring good teachers and firing bad ones" (Thomas, Wingert, Conant, & Register, 2010, p. 25).

Research Questions

The following questions guided the research in this study:

1. Can principals identify effective and ineffective teachers?

2. Which aspect of a teacher's practice is most important in determining teacher effectiveness?

3. Specific to contract status, what currently happens with ineffective classroom teachers?

4. As a result of mandated changes found in I.C. 20-28-11.5 (2011), will principals in Indiana make recommendations leading to contract cancelations and /or non-continuance more frequently?

Delimitations

The sample included 191 respondents from an initial group of 320 K-12 principals who were randomly selected. Middle school principals were slightly under-represented in the sample, with respondents totaling 11.1%. (See Appendix E, Table 4 for more details). The survey was directed only to Indiana public school principals.

Limitations

Principals have historically been very busy throughout the school year with the day-to-day activities and responsibilities embedded in their professional duties. As a result, some principals who received the survey simply chose not to take the time to complete this survey.

Additionally, principals who were new to the role of school leadership may have felt unprepared or unequipped to answer some or all survey questions. Some principals, who were sent the survey, had moved to different schools or had retired. Therefore, they may not have seen the survey that was sent to them. All of these limitations had an impact on the return rate and on the number of questions answered on the returned surveys.

Definitions

Contract cancelation refers to the termination of permanent and semi-permanent teacher contracts prior to the 2011 legislation that was enacted (Emmert, 2003).

Contract non-renewal refers to the refusal to re-employ nonpermanent teachers for another year prior to the 2011 legislation that was enacted (Emmert, 2003).

Effective teacher refers to the second highest of the four performance categories that can be attained by a teacher in the annual teacher evaluation (as required by IC 20-28-11.5-4). Each corporation creates their own metric for measuring effectiveness, including observable professional characteristics and measures of student learning. Earning this level of performance qualifies the educator for a raise in salary.

Established teacher refers to a teacher who serves under contract as a teacher in a public school corporation before July 1, 2012 and, at any time before July 1, 2012, enters into a teacher's contract for further service with the school corporation. (IC 20-28-6-8(a))

Highly effective teacher refers to the highest of the four performance categories that can be attained by a teacher in the annual teacher evaluation (as required by IC 20-28-11.5-4). Each corporation creates their own metric for measuring effectiveness, including observable professional characteristics and measures of student learning. Earning this level of performance qualifies the educator for a raise in salary.

Improvement Necessary teacher refers to the second lowest of the four performance categories that can be attained by a teacher in the annual teacher evaluation (as required by IC 20-28-11.5-4). Each corporation creates their own metric for measuring effectiveness, including observable professional characteristics and measures of student learning. Earning this level of performance disqualifies the educator from a raise in salary, and it can lead to termination for incompetency.

Ineffective teacher refers to the lowest of the four performance categories that can be attained by a teacher in the annual teacher evaluation (as required by IC 20-28-11.5-4). Each corporation creates their own metric for measuring effectiveness, including observable professional characteristics and measures of student learning. Earning this level of performance disqualifies the educator from a raise in salary, and it can lead to termination for incompetency.

Nonpermanent teacher refers to an Indiana public school teacher who had not completed two or more years of continuous service in the current school corporation in which he or she is employed prior to the 2011 legislation that was enacted (Emmert, 2003).

Performance evaluation refers to the summative evaluation that all certified staff members now receive on an annual basis. From this evaluation, teachers are placed into one of four performance categories: highly effective, effective, needs improvement or ineffective.

Permanent teacher –refers to an Indiana public school teacher who had completed five or more years of continuous service in the current school corporation in which he/she is employed prior to the 2011 legislation that was enacted (Emmert, 2003).

Probationary teacher refers to a new (or relatively new) teacher hired after July 1, 2012 who has yet to receive three performance evaluations as either a highly effective or effective teacher. This rating is also attributed to a veteran teacher who has received three performance

evaluations in the last five years with the level of Needs Improvement or Ineffective (IC 20-28-6-7.5(b)).

Professional teacher refers to a new teacher who has been identified as a highly effective or effective teacher in three of the last five performance evaluations after July 1, 2012. This label will not be applicable until after the 2014-2015 school year (IC 20-28-6-7.5(c)).

Semi-permanent teacher –refers to an Indiana public school teacher who had completed two to four years of continuous service in the current school corporation in which he/she is employed prior to the 2011 legislation that was enacted (Emmert, 2003).

Tenure refers to "a form of job security for teachers who have successfully completed a probationary period" (Scott, 1986, p. 3).

Organization of the Study

The study is divided into five chapters. Chapter 1 provided the introduction to the study, a statement of the problem, purpose of the study, significance of the study, research questions, definitions, delimitations, and limitations. Chapter 2 presents a review of the literature regarding the definition of teacher effectiveness, noting how teacher effectiveness was generally measured, and what historically happened with ineffective teachers. Chapter 3 presents the design of the study, including information about the instrument, and how the data was collected and analyzed. Chapter 4 presents findings of the study. Chapter 5 presents a summary of the findings, and a discussion of implications of the findings.

Summary

Many school corporations (and some of the principals within each corporation) have defined teacher effectiveness a little differently, utilizing a variety of metrics to come to their own conclusions regarding what effectiveness looks like. Despite the improvements in methods

and procedures for teacher appraisal, most schools have had, within its walls, both effective and ineffective teachers leading instruction in the classrooms. In an era that has included annual accountability to local, state, and federal government agencies, the practice of allowing ineffective teachers to continue their employment for long periods of time has been questioned.

Numerous studies exist to define the characteristics of effective teaching. Furthermore, many appraisal models have recently been drafted to specifically identify which teachers have been effective and which teachers have been ineffective. Despite the availability of research and good appraisal tools, many school principals have been hesitant to terminate or successfully counsel out ineffective teachers from the profession. I conducted this research to see if this hesitancy was a perception or a reality, and I wanted to see if principals thought their practices would alter as a result of recent changes to the laws in Indiana that are focused on changing the teacher evaluation process.

CHAPTER 2

REVIEW OF THE LITERATURE

Legislation from the 2011 Indiana General Assembly required school corporations to evaluate all public school teachers on an annual basis. Within these new evaluation requirements, all teachers have now been evaluated annually and placed/rated into one of four performance categories: highly effective, effective, improvement necessary, or ineffective (I.C. 20-28-11.5, 2011). As a result of these labels, the words effective and ineffective have become part of the daily vocabulary among school leaders. School corporations have been required to report to the IDOE the exact number of teachers who were placed into each of these four performance categories, and this will be done on an annual basis. In a fall 2010 forum for educators conducted in New Castle, Indiana, Dr. Tony Bennett, former Superintendent of Public Instruction for the state, asserted that "ineffective schools have their share of ineffective teachers, all of whom must be developed or counseled out of the profession" (T. Bennett, personal communication, November 9, 2010). Under the leadership of Bennett, Indiana began to target ineffective teachers in an unprecedented manner.

Over the past few decades, Indiana legislators have drafted a number of items into law that define the characteristics of ineffective teachers, thus providing an avenue for school corporation leaders to cancel the contracts of such ineffective teachers. The themes of immorality, insubordination, incompetency, neglect of duty, and conviction of qualified offenses

have been listed in Indiana Code for years as reasons for cancelation of teacher contracts that school corporations could choose to use to dismiss ineffective teachers (IC 20-28-7.5). In reality, a very small percentage of teachers have been labeled as *ineffective* by using these grounds for dismissal. In 2011, the label for *ineffective teacher* was broadened to include an element for student performance data—a value added component. Starting this past year, if a teacher did not demonstrate quantitatively that his or her students had grown in their knowledge of the standards, then the teacher's summative evaluation should have indicated that the teacher was in one of the bottom two performance categories (Improvement Necessary or Ineffective). One of the new laws mandated that the teacher appraisal instrument must contain "objective measures of student achievement and growth to significantly inform the evaluation" (IC 20-28-11.5-4(c)6. Para. 2).

Observable teacher behaviors from the classroom setting continued to be used to measure some aspects of teacher effectiveness. These observable behaviors, however, only accounted for a portion of the summative effectiveness rating for each teacher.

Before addressing the specific changes and new direction for teacher appraisal in Indiana, I gleaned current research from acclaimed educational leaders—Robert Marzano, Charlotte Danielson, Harry Wong, James Stronge, and others—on the aspects of both ineffective and effective teaching practices. Principals cannot accurately evaluate teachers and place them into the correct effectiveness category if they do not know what *effective* looks like.

Defining Teacher Effectiveness

In reality, not a lot of information has been written to adequately define the practice of *ineffective* teaching. There has, on the contrary, been an abundance of literature published in the realm of effective teaching. I collected and reviewed much of the literature related to effective

teaching practices, and concluded that ineffective teaching looks a lot different than effective teaching. Renowned author Harry Wong probably stated it best when he said "The only difference between effective teaching and ineffective teaching is that the ineffective teacher is simply not doing what the effective teacher is doing" (Wong & Wong, 2009, p. 22). Ineffective teaching practices have lacked many of the components that have defined effective teaching practices.

Over the last decade, Robert Marzano has written as much on the topic of teacher effectiveness as anyone. He described many characteristics of effective teachers, yet he narrowed the scope of effective teaching to three broad categories: "instructional strategies, classroom management, and classroom curriculum design" (Marzano, 2003, p. 76).

More specifically, Marzano highlighted nine instructional strategies that effective teachers utilize in their daily practice to help them become effective leaders of learning. These strategies include

1. Identifying similarities and differences,

2. Summarizing and note taking,

3. Reinforcing effort and providing recognition,

4. Homework and practice,

5. Nonlinguistic representations,

6. Cooperative learning,

7. Setting objectives and providing feedback,

8. Generating and testing hypotheses, and

9. Cues, questions, and advance organizers. (Marzano, Pickering, & Pollack, 2001, p.7)

These strategies became widely accepted and promoted among 21st century educators, mostly because the research was clear that these strategies do in fact have a profound effect on student learning. The quote of other educational reformers reinforces this idea when they stated, "and the ultimate test of effective (teaching) is actual evidence that students have learned" (DuFour & Marzano, 2011, p.142).

In a similar format, Marzano addressed (in great detail and length) the four practices that lead to effective classroom management. Those four principles include "establishing rules and procedures, appropriate disciplinary interventions, positive teacher-student relationships, and an appropriate mental set" (Marzano, Marzano, & Pickering, 2003, p. 11).

This research made a strong case for these practices leading to fewer classroom disruptions, thus allowing more student learning to take place. In Marzano et al.'s (2003) words,

> The effect sizes reported in (this study) make a strong case that effective use of classroom management techniques can dramatically decrease the disruption in your classes. The results of my meta-analysis also demonstrate the impact of effective use of classroom management strategies on student engagement and student achievement. (p. 10)

The third leg to the 2003 tripod that Marzano et al. outlined for effective teaching was curriculum design. Four years after this book was published, Marzano (2007) expounded on what he meant by curriculum/instructional design. In this research-based compilation, he detailed the instructional design questions that are framed by effective classroom teachers. The pillars of this research included

1. Establishing and communicating learning goals, tracking student progress and celebrating success;

2. Helping students effectively interact with new knowledge;

3. Helping students practice and deepen their understanding of new knowledge;

4. Helping students generate and test hypotheses about new knowledge;

5. Engaging students;

6. Establishing or maintaining classroom rules and procedures;

7. Recognizing and acknowledging adherence and lack of adherence to classroom rules and procedures;

8. Establishing and maintaining effective relationships with students;

9. Communicating high expectations for all students; and

10. Developing effective lessons organized into a cohesive unit. (Marzano, 2007, p. 7)

Since these strategies consistently emerged among effective classroom teachers that were observed in Marzano's research studies, he concluded that ineffective teachers do not implement these strategies consistently in their professional practice. If they have implemented them, it is reasonable to assert that these ineffective teachers implemented the strategies infrequently or irregularly. Marzano (2003) stated,

A teacher who masters the three factors I have identified (instructional strategies, classroom management, and instructional design) would not necessarily be reassigned to the most effective category. Rather, I believe that mastery of the three teacher-level factors will certainly render a teacher at least average (and probably well above average). (p. 75)

Before leaving the work of Marzano, it should be noted that Marzano, Frontier, and Livingston (2011) conducted more recent research and authored a new book to bring his work on teacher effectiveness up to date. In this 2011 work, Marzano et al. attempted to support the art

and science of teaching by establishing his own collection of rubrics to define teaching practices in four domains that consisted of 60 elements, two-thirds of which focus on the aspects of classroom strategies and behaviors. The other three domains included "planning and preparing, reflecting on teaching, and collegiality and professionalism" (Marzano et al., 2011, p. 29).

Another educational guru in the field of teacher effectiveness has been Charlotte Danielson. She broke down the art and science of teaching in a different format than most other pedagogical leaders. Danielson (2007) divided the complex activity of teaching into 22 components that have been clustered into the following four domains: "planning and preparation, classroom environment, instruction, and professional responsibilities" (p. 1). A total of 76 elements were identified within the 22 components, further illustrating the complexities of teaching.

Danielson drafted a rubric for each of the 22 components. Each rubric painted a vivid picture of what both effective and ineffective teaching looked like. The four categories within the rubrics were titled Unsatisfactory, Basic, Proficient, and Distinguished. Each of the components was given equal weight in this instrument. Danielson noted "the levels range from describing teachers who are still striving to master the rudiments of teaching (Unsatisfactory) to highly accomplished professionals who are able to share their expertise (Distinguished)" (Danielson, 2007, p. 39). Many Indiana schools have used these four performance categories of Danielson, yet they have renamed them to align with the mandated performance categories of Ineffective, Improvement Necessary, Effective, and Highly Effective.

Danielson's four domains had a lot of similarities to Marzano's (2003 research). There was even more commonality between Danielson's four domains and Marzano's more recent work in 2011. Marzano noted, "Although our domains bear some resemblance to Danielson's,

there are significant differences in the assumed relationship between domains and the specifics

with the domain" (Marzano et al., 2011, p. 5).

Stronge (2002) identified six main categories with 26 elements that teachers must possess to

be truly effective. Those categories and elements included the following:

1. Prerequisite Skills

   o strong verbal skills

   o knowledge of teaching and learning

   o appropriate certification

   o content knowledge

   o teaching experience

2. Teacher as a Person

   o caring

   o fairness and respect

   o interactions with students

   o enthusiasm and motivation

   o attitude toward teaching

   o reflective practices.

3. Classroom Management and Organization

   o management skills

   o organization of space

   o disciplining students.

4. Organization for Instruction

   o instruction

- o time allocation

- o teacher expectations

- o planning for instruction.

5. Implementing Instruction

   - o instructional strategies

   - o content and expectations

   - o complexity

   - o questioning

   - o student engagement.

6. Monitoring Student Progress and Potential

   - o homework

   - o monitoring student progress

   - o responding to student needs and abilities. (Stronge, 2002, pp.11, 71-76)

Todd Whitaker, Indiana State University professor and accomplished writer, took a different approach in his efforts to define teacher effectiveness. He addressed 14 things that matter most if you strive to be a great teacher.

1. Great teachers never forget that it is people, not programs, that determine the quality of a school.

2. Great teachers establish clear expectations at the start of the year and follow them consistently as the year progresses.

3. When a student misbehaves, great teachers have one goal; to keep that behavior from happening again.

4. Great teachers have high expectations for students but even higher expectations of themselves.

5. Great teachers know who is the variable in the classroom: They are. Good teachers consistently strive to improve, and they focus on something they can control- their own performance.

6. Great teachers create a positive atmosphere in their classrooms and schools. They treat every person with respect. In particular, they understand the power of praise.

7. Great teachers consistently filter out the negatives that don't matter and share a positive attitude.

8. Great teachers work hard to keep their relationships in good repair- to avoid personal hurt and to repair any possible damage.

9. Great teachers have the ability to ignore trivial disturbances and the ability to respond to inappropriate behavior without escalating the situation.

10. Great teachers have a plan and purpose for everything they do. If things don't work out the way they had envisioned, they reflect on what they could have done differently and adjust their plans accordingly.

11. Before making any decision or attempting to bring about any change, great teachers ask themselves one central question; what will the best people think?

12. Great teachers continually ask themselves who is most comfortable and who is least comfortable with each decision they make. They treat everyone as if they were good.

13. Great teachers keep standardized testing in perspective; they center on the real issue of student learning.

14. Great teachers care about their students. They understand that behaviors and beliefs are

tied to emotion, and they understand the power of emotion to jump-start change.

(Whitaker, 2004, pp. 127-128)

In a bestselling educational book, McEwan (2002) addressed 10 traits of highly effective

teachers. The outline of the book was tailored to these traits and characterize skillful and

successful teachers. They were identified in three categories. "personal traits—mission-driven

and passionate, positive and real, a teacher-leader; teaching traits—(have) with-it-ness, style,

motivational expertise, instructional effectiveness; intellectual traits—book learning, street

smarts, a mental life" (McEwan, 2010, p. 22).

Wong (2007) summarized his vast research on the topic of effective teaching when he

narrowed down the topic of teacher effectiveness into three pillars of professional performance.

According to Wong, the three characteristics of an effective teacher are: "an effective teacher has

positive expectations for student success, an effective teacher is an extremely good classroom

manager, and an effective teacher knows how to design lessons for student mastery" (Wong,

2009, p. 10). Wong's collection of books, DVDs and website have all been geared toward

helping teachers achieve these three ends to enable them to have more success as classroom

teachers.

Pollock (2007) addressed the topic of teacher effectiveness when she stated, "Simply put,

you are an effective teacher if all your students learn- if they all meet the school's expectations

of benchmarks at proficient or advanced levels for their grade level" (p. 2). By most educators'

standards, this was a very high expectation for teachers to be considered effective. Pollock

identified four characteristics that allow teachers to get beyond hoping for success and move

them toward expecting success. These included the use of the following: "precise terminology to

describe what students will learn, purposeful instructional planning and delivery, purposeful assessment, and the application of deliberate assessment and feedback strategies to improve learning for all students in the classroom" (p. 3).

Tucker and Stronge (2005) drew on much of the research of their contemporaries and identified 11 key qualities found in effective teachers. According to the authors, teachers

- Have formal teacher preparation training

- Hold certification of some kind and are certified within their fields

- Have taught for at least three years

- Are caring, fair, and respectful

- Hold high expectations for themselves and their students

- Dedicate extra time to instructional preparation and reflection

- Maximize instructional time via effective classroom management and organization

- Enhance instruction by varying instructional strategies, activities and assignments

- Present content to students in a meaningful way that fosters understanding

- Monitor students' learning by utilizing pre- and post-assessments, providing timely and informative feedback, and re-teaching material to students who did not achieve mastery

- Demonstrate effectiveness with the full range of student abilities in their classrooms, regardless of the academic diversity of the students. (Tucker & Stronge, 2005, pp. 2-3)

Bell and Robinson (2004), two music educators, reflected on their experiences of overseeing student teachers in the area of music education over the last decade. Their findings were applied beyond the scope of music education and also applied to all teachers looking to

have success. The characteristics they identified for teaching success included the following. A successful teacher

1. is a professional: knowledgeable, capable, organized, and prepared

2. maintains a collegial and respectful relationship with teachers and other staff members

3. achieves a professional and balanced relationship with students

4. develops and demonstrates efficient classroom organizational and management skills

5. pursues the craft of teaching

6. practices critical self-reflection

7. displays competence in *content* and pedagogy

8. is passionate and enthusiastic about teaching. (Bell & Robinson, 2004, pp. 39-42)

Though their work is less widely read, the work of Bell and Robinson was fairly consistent with the more commonly heralded research on the topic of teacher effectiveness.

When a collection of educational leaders gathered to target the characteristics of highly effective teachers, the 2002 National Board for Professional Teaching Standards (NBPTS) identified five expectations that all *accomplished* teachers should strive for. In fact, these expectations created the foundation for all National Board Certified Teachers. The five propositions that should be the target for exemplary teachers were identified as

- Proposition 1: Teachers are committed to students and their learning.

- Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

- Proposition 3: Teachers are responsible for managing and monitoring student learning.

- Proposition 4: Teachers think systematically about their practices and learn from experience.

- Proposition 5: Teachers are members of learning communities. (NBPTS, 2002, pp. 3-4)

Though these expectations were written a little differently, the emphasis on what effective teaching looks like was quite similar.

As some professionals have chosen to define effective teaching, they have been quick to point out that it requires both an art and a science to meet the needs of all students. In their work, King and Watson (2010) concluded that teaching excellence for all students is guided by five principles. Those principles are

1. Accountability for student achievement and empowerment,

2. A belief in the power and the intersection of accomplished teaching and unlimited potential of each student,

3. The use of a theory of learning to guide accomplished teaching practice and student learning,

4. Content expertise and the ability to connect to students' lived experiences in and out of school,

5. Expertise in pedagogy that builds confidence, affirms effort and uses data to guide a step-by-step, personalized teaching and learning process. (King & Watson, 2010, p. 177)

Catano and Harvey (2011) strived to identify the characteristics of an effective teacher in the setting of higher education in a recent study that attempted to validate the Evaluation of

Teaching Competencies Scale. In their study they discussed five traits of *very good teachers* at that level.

1. They serve as role models who inspire their students and stimulate their intellectual curiosity.

2. They sacrifice themselves for the advancement of their students.

3. They engage students in and out of the classroom to develop intellectually and to internalize the values associated with discovery of new knowledge.

4. They set goals and expectations for their students and motivate them to meet those challenges.

5. They develop a sense of attachment among their followers to their school. (Catano & Harvey, 2011, p. 715)

Although all of these traits were not necessarily applicable for the K-12 setting, there were some common themes that emerged in their work and in the work of more commonly quoted authors in the field.

Multiple pieces of literature were reviewed in the quest for learning what effectiveness in teaching looks like. A synthesis of these themes that emerged in the literature review led to the creation of Table 1.

Table 1

Comparing Components of Teacher Effectiveness within the Study

Author	Strategies	Planning	Management	Professionalism	Prerequisite Skills
Marzano	X	X	X		
Danielson	X	X	X	X	
Stronge	X	X	X	X	X
Whitaker		X	X	X	
McEwan	X		X	X	X
Wong		X	X	X	
Pollack	X	X			
Tucker & Stronge	X	X	X	X	X
Bell & Robinson		X	X	X	X
NBPTS	X		X	X	X
King & Watson	X				X
Catano & Harvey	X				

The studies related to teacher effectiveness had a lot in common, especially among the 10 most commonly read authors. Table 1 above clearly lists these common themes that emerged: the need for strong instructional strategies (7 of 10), effective planning of curriculum (8 of 10), an ability to manage a classroom (9 of 10), and an expectation related to professionalism (8 of 10).

There has been an abundance of information published on the topic of teacher effectiveness over the past decade. Google alone listed 5,690,000 results for the theme of *teacher effectiveness* and Sage Publications listed 1,941 books that addressed the same subject. As noted above, most of the authors responsible for this literature/research highlighted a number of common characteristics among effective teachers. The literature review suggested that there is a target to hit for effective/highly effective teaching. Most of the differences that were found in the literature regarding effective teaching qualities were related primarily to the prioritization of these desired traits.

Measuring Teacher Effectiveness

Teachers have always been evaluated or measured by someone, but most historians agree that it did not take a formal approach until the position of fulltime administrators became commonplace early in the 20th century. By 1925, various kinds of teacher efficiency ratings had been created (Shinkfield & Stufflebeam, 1995, p. 13). Though the tools for measuring teacher success had been created, one leading educational expert asserted, "Evaluation was a new idea for us back in the 1960s. In practice, we hadn't done much of it" (Brandt, 1978, p. 250). Over the last two to three decades in the 20th century, teacher evaluations were conducted in public schools, but the results of those evaluations did not always do a lot to improve the experience that students had in the classroom. Consider Danielson and McGreal's (2000) words when they wrote

> Many evaluation systems in use today were developed in the early to mid-1970s and reflect what educators believed about teaching at that time . . . rely(ing) heavily on the documentation of a small number of 'observable behaviors' . . . concepts based on the work originally done by Madeline Hunter. (p. 3)

Many experts asserted that Hunter's work in the early 1980s did have a positive impact on students, particularly the seven step model of lesson design that many teachers used to create more engaging lesson plans to involve all students (Marzano et al., 2011). This being said, the work of Madeline Hunter and her contemporaries was conducted four decades ago, and educators have learned a lot about teacher effectiveness and student learning since that time. Many schools have not been holding teachers accountable for the things everyone knows are important, particularly the aspects related to student growth among all groups of students.

Everyone agrees that teacher evaluation in the United States needs an overhaul. Although successful systems exist, most districts are not using approaches that help teachers improve or remove those who cannot improve in a timely manner. Clearly we need a change. (Darling-Hammond, 2012, p. 32)

"Many teachers end up being rated at the highest level on every item, with no guidance as to where they might focus their improvement efforts" (Danielson Group, 2012, p. 35). Consider the statistic from the Chicago schools in 2008 that detailed "more than 90% of teachers received one of the top two possible evaluation ratings—superior or excellent . . . hardly any received the bottom two ratings -satisfactory or unsatisfactory" (Associated Press, 2008, para. 11).

Since their inception almost a century ago, a wide variety of evaluation tools for teacher effectiveness have been used. Stronge and Tucker (2003) placed these countless evaluation models into seven major categories and are listed below:

1. Teacher Trait Model – This model is characterized by a checklist of desirable attributes for teachers, such as enthusiastic, fair, and creative.

2. Process-Oriented Model – This model is most familiar to educators because it focuses on the instructional processes taking place in the classroom that can be easily

observed by supervisors/administrators. Observational data are organized by specific

teaching behaviors that research has shown to be correlated positively with student

achievement.

3. Duties-Based Evaluation – A duties-based approach to evaluation is based on specific

    tasks or requirements of the job.

4. Accountability – An accountability approach to evaluation typically links judgment

    about teacher performance to student achievement of instructional objectives or other

    outcome measures.

5. Goals-Based Evaluation – This evaluation approach is similar to the business model

    of Managing by Objectives (MBO) and is typically used by school systems in

    combination with other models.

6. Professional Growth Model – A professional growth model of evaluation shifts the

    focus to individual teachers and their development as professionals. Observers

    provide ongoing, formative feedback for improving teaching skills that are identified

    by the teacher as areas of interest or need.

7. Hybrid – A unique combination of the six models listed above that integrates multiple

    purposes and methodologies. (Stronge & Tucker, 2003, p. 17)

Some of these models did a better job of measuring teacher effectiveness than others,

especially when one considers how effectiveness measures have changed in the last decade, with

more of a focus on accountability for student achievement scores and growth. "Although

districts throughout the United States use these techniques (value-added models/growth models),

none of the 140 district policies collected as part of the REL Midwest study required student

achievement data to be used as part of a teacher's evaluation" (Mathers, Oliva, & Laine, 2008, p.

7). Prior to the last few years, many school systems used evaluation tools based on the first three models described above (teacher trait, process-oriented, and/or duties-based evaluation models). In the last few years, a shift occurred in the nation that now requires aspects of model four (accountability) that uses student achievement data for a portion of the teacher's overall rating as a teacher. Accountability for student learning recently has been a reality for many teachers throughout the United States.

In 1988, the Joint Committee on Standards for Educational Evaluation completed a study of teacher evaluation systems that were in place at that time. The findings of the study indicated eight failures of the evaluation systems that were in place across America. Two of those failures are "performance evaluation practices fail to aid institutions in terminating incompetent or unproductive personnel" and "performance evaluation practices fail to provide evidence that will withstand professional and judicial scrutiny" (Joint Committee on Standards for Educational Evaluation, 1988, pp. 6-7).

Teacher effectiveness has generally been measured through an evaluation process that "traditionally has been based on the act of teaching and documented almost exclusively through the use of classroom observations" (Tucker & Stronge, 2005, p. 7). The frequency and length of the observations varied greatly from school to school. What many find most alarming has been that evidence of student learning as a result of the observed teaching has not been a requirement in most settings.

In this process, the greatest emphasis on the evaluation was based on what was seen in the classroom for a very small fraction of the school year. Teachers "work more effectively, efficiently, and persistently . . . while gauging their efforts against results" (Schmoker, 1999, p. 2). Though many professionals in the 21st century agreed with Schmoker, results of student

learning have had little to no significance on the outcome of the performance evaluations in many school districts until the last few years, since "teacher evaluation traditionally has been based on the act of teaching and documented almost exclusively through the use of classroom observation" (Tucker & Stronge, 2005, p. 7).

Value-added teacher appraisal models that focused on student results on standardized tests have been seen as a controversial topic for quite some time.

In the history of teacher evaluation, there is no topic on which opinion varies so markedly as that of the validity of basing teacher effectiveness on student learning . . . by the early 1970s the battle lines were drawn between those arguing against student learning as a basis for teacher evaluation and those supporting the contention. (Shinkfield & Stufflebeam, 1995, p. 17)

"Evaluating teacher competency is too often a perfunctory, episodic event rather than a meticulous measure of teaching effectiveness and student achievement" (Derrington, 2011, p. 51). Said in a slightly different way, teacher evaluations have been seen as a chore for school principals to check off of their list. Principals

observed a formal lesson once a year with very little guidance on what to look for, and they often gave very little feedback to their teachers . . . the only feedback most teachers get is a sign off on an evaluation form. (Garrett, 2011, p. 41)

Of course, this was only one of the frequency scenarios that exist. Some school corporations have historically gone three or more years between formal evaluations for tenured teachers, whereas some school corporations conducted multiple observations throughout the year for all teachers (Brandt, Mathers, Oliva, Brown-Sims, & Hess, 2007). Schools around the country have tackled this matter very differently. Frequency of observations and regularity of

evaluations have been a locally bargained matter in most states. Most recent changes to state's

teacher appraisal models took teacher evaluation in a very different direction. Many changes

required annual observations for teachers, and they required evidence of student learning as a

portion of the overall evaluation. In 2009, only 15 states required annual teacher evaluations,

whereas today, 33 states now require them (Association for Supervision and Curriculum

Development [ASCD], 2013).

Garrett (2011) listed four deficiencies found in most teacher appraisal systems in the state

of California.

1. Most evaluations are conducted for compliance purposes and do not help the teacher
   learn how to be more effective.

2. Evaluations generally don't delve into evidence that students are mastering content.

3. Schedules for evaluations are based on local bargaining agreements and not the needs
   of teachers.

4. Evaluators rarely use their observations to suggest professional development that
   would help the teacher. (Garrett, 2011, p. 41)

In reality, many of these same deficiencies existed in most states. It is noted, however,

that many states addressed the second and third deficiencies listed by Garrett. Student learning

(as measured by test scores) began to be used to measure teacher effectiveness and state

legislators trumped the previously bargained evaluation cycles by requiring annual evaluations

for all teachers.

According to The New Teacher Project's 2009 report that surveyed 14 large American

school districts in four different states (Colorado, Ohio, Arizona and Illinois), 98% of the

teachers who were evaluated were rated as *satisfactory* (Weisberg et al., 2009). This report,

often referred to as the *Widget Effect*, claimed that "a teacher's effectiveness—the most important factor for schools in improving student achievement—is not measured, recorded, or used to inform decision-making in any meaningful way" (Weisberg et al., 2009, p. 1). When virtually all teachers were given the same rating, no one really knew which teachers were great, which ones were good, which ones needed improvement, and which ones needed a new career. Weisberg's findings have been difficult to refute over the past few years.

It has been common for many people around the nation to justify in their own mind that the *ineffective schools with ineffective teachers* have been places where other people send their children. Few people have admitted that ineffective teachers have been found in most public schools in the country. Consider the Danielson Group's (2012) research that stated

But studies show that there are bigger differences in teaching quality within schools than there are between schools. This means that in the same school, a child taught by a less effective teacher can receive an education of vastly different quality than a student just down the hall who is taught by a more effective teacher. (para. 2)

As if Danielson's research was not convincing enough, Kane, Taylor, Tyler, and Wooten's (2011) research provided a similar finding.

The ubiquity of 'satisfactory' ratings stands in contrast to a rapidly growing body of research that examines differences in teachers' effectiveness at raising student achievement. Careful statistical analysis of these new datasets confirms (that) teachers vary substantially in their ability to promote student achievement growth. (p. 55)

Most teacher evaluation models simply have not differentiated teacher performance among the rank and file. The main reason that evaluation models have not identified these

performance differences that exist has been that the evaluation models either do not use student learning data or the impact of the student learning data has been minimal.

The 2009 New Teacher Project report was a driving force that caused many state leaders to question the teacher appraisal systems that were in place. Colorado, for instance, just overhauled their teacher evaluation system by developing rubrics and definitions for effective teaching; a definition that includes a "responsibility for student growth" (Robles, 2012, para. 5). In fact, "50 percent of teacher evaluations (were) to be based on student test scores" (Robles, 2012, para. 8).

Student learning has not been highly valued on most teacher appraisal instruments throughout the nation. This seemed odd when one considers that the goal for all teachers should be to improve student learning. "The ultimate criterion for successful teaching should be student knowledge gain. Instruction is a means to an end -student learning – and thus the ultimate test of effective instruction is actual evidence that students have learned" (DuFour & Marzano, 2011, p. 142).

Test results, in particular, have rarely been a part of the teacher evaluation process in most states in the past. The primary reason for this in Indiana was that the state law prohibited the use of ISTEP+ (the state's standardized testing tool) data in teacher evaluations. IC 20-28-11-3 was the law that prohibited the use of standardized test scores in teacher evaluations. However, much of this hesitancy to use standardized data in teacher evaluations changed when President Obama announced the Race to the Top competitive grant in 2011 that set aside $400 million dollars to states that were willing to make significant changes to their teacher appraisal systems. "The idea of using student performance on standardized tests to judge a teacher's effectiveness picked up steam" at that time (Garrett, 2011, p. 40). Not to be left behind in the

quest for federal grant dollars, Indiana repealed IC 20-28-11-3 in the year 2011. "Schools applying for school improvement grant (SIG) money had reform models to choose from . . . requiring schools to create new evaluation and reward systems for teachers based in part on student academic growth" (Garland, 2012, p. 19).

According to a report from the National Council on Teacher Quality in October 2011, 32 states changed to their teacher evaluation system in the last three years. Each of these state's changes created an instrument for evaluation that relies on both student performance data and principal observations (Rolland, 2011).

Specific to Indiana, the 2011 law required that any teacher evaluation plan that was adopted by the local school corporations to be used for the 2012-2013 school year and beyond must have six components.

1. All certified employees must be evaluated at least annually.

2. The plan requires objective measures of student achievement and growth to significantly inform the evaluation.

3. The plan must include rigorous measures of teaching effectiveness that include observations and other performance indicators.

4. There must be an annual designation for each teacher in only one of four stated rating categories: highly effective, effective, needs improvement, or ineffective.

5. The evaluator must explain his/her recommendations for improvement as well as the time period in which improvement must occur.

6. Within the plan, it must state that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective. (IC 20-28-11.5-4, para. 2)

Four of these six components were new concepts for teachers in this state. Many veteran teachers became accustomed to going three or more years between formal evaluations. The aspect of noting student achievement and growth in a teacher's evaluation was also foreign to Hoosier educators, since it was unlawful prior to 2011. Therefore, these changes in particular created a lot of discomfort among the state's public school teachers and administrators.

It still has been unclear exactly how teachers without standardized test will be measured. Indiana teachers have been placed in the same position that the Colorado teachers have been in; "70 percent of licensed teachers do not have standardized assessments for their grade level or the content they teach" (Robles, 2012, para. 8). This has made it difficult to measure achievement and growth in a manner that has been consistent with teachers of mathematics and/or language arts in Grades 3-8, where such assessments already exist.

The annual designation of a category (or letter grade) for Indiana teachers was viewed by some educators as the most monumental of the changes, because the concepts of tenure and salary increases are both tied to a teacher's category earned over time (IC 20-28-9-1(c)). Prior to this new legislation in 2011, teacher tenure (permanent status) was granted on the basis of time served (5 years), not performance.

In a similar manner, teachers have been paid on a ladder structure that credits teachers for years of service and degrees earned. Salary increments/raises were guaranteed, based on these two criteria alone, and they had nothing to do with performance. It should be noted that "Florida, Indiana, and Michigan adopted policies (recently) that require performance to be factored in teacher salaries" (Associated Press, 2012, para. 13). All of this began to change for Indiana educators starting with the 2012-2013 school year.

Not everyone was in favor of these drastic changes that have been passed by numerous states across the nation. The National Education Association (2011), for example, stated

> Current policy discourse about teacher evaluation is mired in a rewards and punishment framework that too often aims to 1) measure the effectiveness of all teachers, 2) categorize and rank teachers, 3) reward those at the top, and 4) fire those at the bottom.
>
> (p. 2)

Educators often have taken the viewpoint that teacher evaluation should be about improving educator skills through professional development, whereas many community leaders, lawmakers, and officials have seen teacher evaluation as a means of ensuring quality (Danielson & McGreal, 2000).

The Indiana Department of Education invested a lot of time and money into creating a teacher appraisal system that met the criteria established by the new law IC 20-28-11.5. Although the state did not require the use of the model teacher appraisal system (RISE) for compliance, 77% of the school corporations indicated in a November 2011 survey that they planned to use all or portions of the RISE evaluation model to meet the mandates of the teacher performance law (IDOE, 2011). Note that 68% of the respondents to the research questionnaire indicated that their schools would be using RISE or a form of RISE in the 2012-2013 school year (see Appendix A, Item #21).

> RISE (Evaluation and Development Plan) was developed over the course of a year by the Indiana Teacher Evaluation Cabinet, a diverse group of educators from around the state, more than half of whom have won awards for excellence in teaching. (RISE, 2011, para. 1)

The goal of the new program was to "give teachers a clear sense of their performance by combining measures of professional practice and student growth into one holistic meaningful rating" (RISE, 2011, par. 2).

Within the RISE program, 50 to 75% of a teacher's evaluation was based on the Teacher Effectiveness rubric. This rubric focused on items such as planning, instruction, and leadership. This part of the evaluation model was fairly similar to evaluation tools (like Charlotte Danielson's model) that have been used throughout the country for the last decade. This evaluation program was different because of the aspect known as the "student learning" portion of the evaluation. Individual growth model data (for English/language arts and math teachers in Grades 4-8) accounted for up to 35% of the teacher's summative evaluation, and the school wide-learning measure (the school's letter grade from the previous year's performance on standardized tests) accounted for 5% of the teacher's summative evaluation. Lastly, student learning objectives (pretests and posttests created by teachers at the school or local level) accounted for 10-20% of the summative evaluation, depending on whether or not growth model data is available for the students the teacher serves (RISE, 2011).

So what makes a teacher evaluation system good or effective? "A good system of teacher evaluation must answer four questions: How good is good enough? Good enough at what? How do we know? And who should decide?" (Danielson, 2011, p. 35). The new teacher appraisal laws and the RISE evaluation model were created to assist Indiana in its efforts to achieve these ends. How successful it will be has not been determined.

Wilson (2011) described a five-pronged approach to improving teacher quality: "recruit the right candidates, retain teachers who do well, counsel out poor teachers, offer strong initial preparation and provide good working conditions and quality professional development" (p. 67).

It should be noted that two of these *prongs* were found in the RISE model; retain and reward effective early career teachers, and (create) a mechanism to dismiss those who don't improve. Indiana legislators set out to do these very things when they wrote I.C. 20-28-11.5, and the model teacher appraisal plan created by the Indiana Department of Education was supposed to be one of the keys to ensure that this happens.

Although the Indiana model was not quite the drastic change that the Colorado teachers have been experiencing (40% of a teacher's evaluation [on average] based on student test scores in Indiana compared to 50% of a teacher's evaluation based on student test scores in Colorado), it was still considered by most educators to be an immense alteration. Teacher and principal groups have both expressed a lot of concerns regarding the drastic changes.

The teachers in the state of New York also underwent a number of changes to teacher evaluation in 2012. The new agreement, propelled by being one of the winning *Race to the Top* states, based "40% of a teacher's annual review on student performance on state standardized tests . . . (while) the remaining 60% of a teacher's rating was to come from subjective measurements, primarily classroom observations by principals" (Santos & Hu, 2012, para. 1). This was very similar to the Indiana program. Rather than using RISE, the state of New York chose to use a program based on Charlotte Danielson's work (Bellafonte, 2012).

Massachusetts also drafted a new evaluation system in the summer of 2011 for the teachers in the state. The appraisal system included multiple measures of student learning, in addition to the more traditional input from classroom observations. Though the exact weighting of the new evaluation system has not been defined (likely a negotiated item bargained at the local level), the fact that it had a value added component was a big change from where the evaluations have been. Massachusetts Teacher Association President Paul Toner stated,

Everyone knows that teachers are not 100% responsible for how well their students perform. At the same time, it is common sense that teachers do have an impact on their students' learning. How well their students do in school-based on multiple measures- is relevant in the evaluation process. (Barrett, 2011, p. 14)

Successful systems (of teacher evaluation) have used multiple classroom observations across the year by expert evaluators looking at multiple sources of data, and they provided timely and meaningful feedback to teachers (Darling-Hammond, Amrein-Beardsley, Haertel, & Rothstein, 2012). Many teacher evaluation systems that were in place prior to the last few years did not have all of these components, particularly the aspects related to multiple observations and looking at multiple sources of data. However, the new systems being created in Indiana, Colorado, New York, and Massachusetts attempted to fulfill these aspects of successful appraisal systems in their respective states. Only time will tell if they provided the results their constituents desired.

What Currently Happens With Ineffective Classroom Teachers?

According to the National Center for Education Statistics (NCES), in 2010 there were approximately 3,380,300 public school teachers who were teaching during the 2007-2008 school year. Of those teachers, 270,424 (8%) left the profession during the following year. Although these teachers reported leaving the profession for a number of reasons, only 5.3% of the teachers reported leaving the profession, because their contracts were not renewed (NCES, 2011). If these numbers were accurate, then one can deduce that 14,333 teacher's contracts were canceled across the nation that year. This means that 1 out of every 236 teachers in the Unites States had his or her contract canceled and did not teach the following year. That was a remarkably small percentage if one gives the bell curve any credibility at all in the realm of professional

performance. As the NCES data noted, some school administrators supported the practice of

canceling or non-renewing teacher contracts, but that number appears to be very low considering

the large number of teachers who are hired and continue their employment each year.

A 2010 Newsweek article seemed to verify the reality that very few teachers have their

contracts canceled. Consider the statistics reported by five of America's larger cities.

In New York City in 2008, three out of 30,000 tenured teachers were dismissed for cause

. . . in Chicago between 2005 and 2008, 0.1 percent (were dismissed) . . . in Akron, Ohio

zero percent (were dismissed) . . . in Toledo, Ohio 0.01 percent (were dismissed) . . . and

in Denver zero percent (were dismissed). (Thomas et al., 2010, p. 25)

It really gives the impression that under-performing teachers have been ignored and/or

overlooked, and they continue to teach in the classrooms of America. In a 2011 article

Daniels and Bennett (Governor Mitch Daniels and Superintendent of Public Instruction

Dr. Tony Bennett) say the current system – in which 99 percent of teachers are rated

effective- isn't an honest reflection of teacher quality because 25% of students don't pass

statewide exams. (Associated Press, 2011, para. 18)

According to a memo from a Training and Field Support Specialist for Educator

Effectiveness and Leadership, "The Indiana Department of Education (DOE) has no historic data

regarding non-renewal of contracts and no such data has ever been collected by the state. The

state will begin collecting this data as it relates to SEA 1" (N. Lodato, personal communication,

September 26, 2011). Since Indiana apparently did not collect data related to teacher

effectiveness and teacher contract cancelations, it appeared that the governor and state

superintendent were inclined to place Indiana educators into the findings of the Widget Report . .

. the 2009 New Teacher Project report indicating that 98% of all teachers in the nation are rated

as satisfactory. This report was a catalyst that led many state lawmakers to advocate for

increased measures of accountability and some states began changing teacher tenure laws. As

the fall 2011 National Council on Teacher Quality report indicated:

- 32 states and the District of Columbia have made some change to their state teacher
  evaluation policy in the last three years.

- 24 states now require annual evaluations for all teachers (up from 15 states that
  required this just two years ago).

- 23 states require that teacher evaluations include objective evidence of student
  learning in the form of student growth and/or value added data. (Jacobs, 2011, p.ii)

In most states, teachers were given a number of protections and safeguards in the law to

maintain their employment as public school teachers. Most people have referred to these as the

provisions of tenure. In most states, teachers have been placed into one of two categories—

probationary and tenured. The exact period for the probationary teacher varies from state to

state. According to Scott (1986), "Tenure is a form of job security for teachers who have

successfully completed a probationary period" (p. 3). Teacher protections vary from state to

state, but in general, "a tenured teacher is entitled to due process when he or she is threatened

with dismissal or nonrenewal of contract for failure to maintain some clearly defined standard

that serves an educational purpose" (Scott, 1986, p. 3).

Many factors led to the creation of tenure, but many people agree that

Tenure protections were created in the early 20th century to protect teachers from

arbitrary or discriminatory firings based on factors such as gender, nationality, or political

beliefs by spelling out rules under which they could be dismissed after a probationary

period (Associated Press, 2012).

McKinney (2000) defined tenure as "The statutory right of a teacher to continued possession of his or her employment, subject only to removal for good cause as established by law. The law provides job security and shields teachers from being dismissed arbitrarily and unfairly" (p. 191).

Prior to the legislation that was passed by the Indiana General Assembly in 2011, public school teachers were placed into one of three tenure categories:

- non-permanent (teachers with less than two years of experience in their current school corporation) (IC 20-6.1-4-14, now repealed)

- semi-permanent (teachers with more than two, yet less than five years of experience in their current school corporation) (IC 20-6.1-4-9.5, now repealed)

- permanent (teachers with five or more years of experience in their current school corporation) (IC 20-6.1-4-9, now repealed)

Teachers in each of these three categories were given different levels of statutory rights to retain their jobs. Similar to the description above, teachers in each of the three categories had differing levels of protections.

According to Indiana Code, a non-permanent teacher could have been *non-renewed* (a) for any reason considered relevant to the school corporation's interest or (b) because of inability to perform teaching duties (IC 20-6.1-4-14). This gave school administrators a great deal of latitude in dismissing teachers who were not performing well or teachers who simply were not a good fit for the school.

A semi-permanent teacher gained a level of security (property right), because the *any reason* clause mentioned above no longer applies as a reason for dismissal. However, (according to IC 20-6.1-4-10.5) a semi-permanent teacher could have had his/her contract canceled for one

or more of the following reasons: "(1) immorality; (2) insubordination; (3) neglect of duty; (4) substantial inability to perform teaching duties; (5) justifiable decrease in the number of teaching positions; (6) good and just cause; (7) best interest of the school corporation; or (8) conviction of certain sex and drug crimes" (Emmert, 2003, p.39).

Although the law specifically identified these eight criteria for dismissing a teacher, many school administrators chose not to attempt to remove ineffective teachers who had gained this status. (Some) "principals said they thought it was pointless to give critical judgments of tenured teachers . . . they didn't want to deal with the grievance process" (Associated Press, 2008, para. 12).

Similar to the semi-permanent teacher, a permanent teacher could have had his or her contract canceled for one or more of the following reasons in IC 20-6.1-4-10: "(1) immorality; (2) insubordination; (3) neglect of duty; (4) incompetency; (5) justifiable decrease in the number of teaching positions; (6) conviction of certain sex and drug crimes; or (7) other good and just cause" (Emmert, 2003, p.39). As was the case with semi-permanent teachers, most principals chose not to dismiss ineffective teachers who had gained this status. "Many principals don't even try to weed out the poor performers . . . firing a teacher invites a costly court battle with the local unions" (Thomas et al., 2010, p. 25).

The 2011 legislation that was passed by the Indiana General Assembly in Senate Bill 001, now known as Public Law 90 (P.L. 90-2011), established many new definitions, procedures, rights, and protocols for Indiana's public school educators. Among the changes that were most important to this research were the new teacher tenure categories. The terms non-permanent, semi-permanent, and permanent were repealed. Instead, the terms probationary

teacher, professional teacher, and established teacher were added. Each of these categories are defined in the following paragraphs.

Established teachers were defined in IC 20-28-6-8(a) as individuals "who serves under contract as a teacher in a public school corporation before July 1, 2012 and, at any time before July 1 2012, enters into a teachers contract for further service with the school corporation" (para. 1-2). This category was basically established as a *grandfather clause* that placed current teachers into a third category with some degree of tenure rights. Current teachers keep this status unless they have consecutive ineffective designations or three ineffective or needs improvement designations in a five-year period. If either of these situations occur, the established teacher would become a probationary teacher and his or her contract could be canceled for poor performance.

A *probationary teacher* was defined as

any new teacher (after July 1,2012) hired by a school corporation is a probationary

teacher and remains a probationary teacher until such time as the teacher has received a

rating of effective or highly effective for at least three years in a five year or shorter

period. At that time, the teacher moves to the professional category IC 20-28-6-7.5(c).

(Emmert Tanselle, & Slavens, 2011, p. 5)

All teachers newly hired by a school corporation after July 1, 2012 are designated with this status for a minimum of three years.

Professional teachers were defined as new teachers (hired after July 1, 2012) who receive ratings of effective or highly effective for at least three years in a five year or shorter period of time. IC 20-28-6-7.5(c). Teachers who achieve this status were granted additional rights to

maintain their teaching position. (It should be noted that no Indiana teacher will be eligible for this status/designation until the spring of 2015 at the earliest).

Like the previous tenure laws, established teachers and professional teachers were afforded more rights to maintain their employment than probationary teachers. The major difference in the new tenure definitions was that *quality* of service, as opposed to *years* of service, was the barometer used to attain and maintain the professional (tenured) status.

As defined in IC 20-28-11.5 (formalized in 2011), probationary teachers may be dismissed if the teacher: (1) receives an ineffective designation on a performance evaluation; (2) receives two consecutive improvement necessary ratings on a performance evaluation; (3) is subject to a justifiable decrease in the number of teaching positions; or (4) any reason relevant to the school corporation's interest. These grounds for contract cancelation contained some similarities to the former (pre-2011) category of non-permanent.

As defined in IC 20-28-7.5-1(c), all teachers (including Established, Probationary and Professional) may have their contracts canceled for any of the following reasons : (1) immorality; (2) insubordination; (3) justifiable decrease in the number of teaching positions (determined on the basis of performance, not seniority); (4) incompetence (including receiving an ineffective designation on two consecutive performance evaluations or an ineffective designation or improvement necessary rating in three years of any five year period; (5) neglect of duty; (6) conviction for an offense listed in IC 20-28-5-8; or (7) other good and just cause.

The causes for dismissing a tenured teacher (established or professional) changed only slightly from the old laws, yet there were two noteworthy alterations. First, teachers with many years of experience have become subject to justifiable decrease in the number of teaching positions, commonly referred to as reduction in force (RIF). RIF was generally done on the basis

of seniority, whereas now it can be based on performance factors. The second cause listed for

dismissal of a tenured teacher (that is different from the previous set of laws) was that tenured

teachers can have their contracts canceled if they have three performance evaluations in a five

year period of time, in which they are noted as being either ineffective or improvement

necessary.

Many people simply came to the conclusion that dismissing a veteran teacher was not

worth the conflict. Consider the following quote.

It is not impossible to terminate the employment of a tenured teacher, but the process is a

difficult and cumbersome one. Parents arrive at the conclusion that administrators would

rather retain incompetent teachers than go through the time and effort involved in a

dismissal hearing. (Scott, 1986, p. 3)

Indiana lawmakers apparently agreed with this sentiment. Therefore, strides were taken

to open up the opportunity for more contract cancelations of ineffective teachers, regardless of

whether teachers are new to the profession or seasoned veterans.

One clause in particular found in the new Indiana law leveled the playing field for all

teachers. IC 20-28-11.5-4 (c) 6 states, "a teacher who negatively affects student achievement

and growth cannot receive a rating of highly effective or effective" (para. 2). Therefore, a

teacher's years of service and degrees earned have no bearing on his/her category placement.

The teacher's effectiveness in matters of student achievement became the paramount factor in

whether a teacher is labeled as effective or ineffective. This was a dramatic change to the status

quo.

It should be noted that the data provided by the U.S. Department of Education

highlighted the fact that private schools choose to non-renew teacher contracts at a rate that is

almost three times more often than public schools . . . 5.3% non-renewal in public schools

compared to 13% non-renewal in private schools among the teachers who left the profession

(NCES, 2011). There have been a number of variables that differentiate public school and

private school teachers. Therefore, one cannot read too much into the difference. It should be

distinguished, however, that one of those variable in particular has been the fact that private

school administrators are not bound by tenure laws that effect public school administrators. This

statistic from the NCES may have provided some evidence that the tenure statutes may keep

more ineffective classroom teachers in the public school setting.

For school principals, teacher evaluations could have been viewed as "one of the primary

means of ensuring a quality educational program for students, and yet many principals are

hesitant to conduct honest and meaningful evaluations with staff for fear of the potential legal

ramifications in cases of unsatisfactory performance" (Stronge, 1997, pp. 60-61). Although this

statement was made 15 years ago, the premise has been accurate for quite some time.

Legislators in many states have done what they can to make the dismissal process easier for

school corporations when dealing with ineffective teachers. Marjorie Murphy, a professor of

history at Swarthmore College, may have stated it best when she recently said, "Tenure laws will

be under assault for many years to come" (USA Today, 2012, para. 31).

> Educational leaders are accountable and responsible for improving the academic
>
> performance of all students and are commanded by law to 'leave no child behind.' The
>
> old ways of addressing instructional supervision will not meet the demands of the new
>
> mandates. (White, 2005, pp. 25-26)

Many years before the Indiana legislators made these significant changes to Indiana

Code, Dr. Eugene White was a vocal advocate for retaining and rewarding the effective teachers

and dismissing the ineffective teachers. He, like so many others, knew that the old way of overlooking poor performance among teachers would never allow schools to meet the rigorous demands of lofty accountability goals.

Though some educational leaders have been "afraid that emphasizing the measurable will force a shift toward areas that are most easily measured . . . or that we will begin to rely on standardized tests and exclude all other measure" (Schmoker, 1999, p. 36) asked the question, "How long will we continue to avoid using an invaluable tool, capable of telling us how we are doing, what is and is not working, and how to adjust efforts toward improvement?" (Schmoker, 1999, p37). Schmoker was definitely an educational reformer ahead of his time, but his prophetic statements became a reality. Education in the 21st century took a giant leap toward including student performance data into the evaluation of teacher effectiveness.

What currently happens to ineffective teachers? The reality has been that most of them continue to stay in the classroom and teach the children of America. However, the rules for measuring effectiveness have changed for many teachers. By applying the concepts of student growth and school wide learning measures, few educational leaders expect a status quo report that indicates 98 percent of public school teachers are satisfactory . . . at least not in the states that are making radical changes to teacher appraisal systems.

Changes for Indiana

The changes to Indiana's laws in 2011, specifically those that pertain to public school teachers, were numerous. The six items that created changes for the teacher evaluation process were drafted with a purpose, and that purpose was to improve the quality of teachers in every Indiana classroom. The following highlights these changes in I.C. 20-28-11.5.

1. All certified employees must be evaluated at least annually.

2. Each school corporation's teacher appraisal model must contain objective measures of student achievement and growth to significantly inform the evaluation.

3. Each teacher appraisal plan must include rigorous measures of teaching effectiveness that include observations and other performance indicators.

4. There must be an annual designation for each teacher in only one of four stated rating categories: highly effective, effective, needs improvement, or ineffective.

5. The evaluator must explain his/her recommendations for improvement as well as the time period in which improvement must occur.

6. Each school corporation's teacher appraisal model must state that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective. (Thus they cannot qualify for a raise in salary.)

Because the new legislation just passed in the summer of 2011, and the verbiage did not take effect until the 2012-2013 school year (for most school corporations), Indiana residents really have not seen clear evidence of the law's effect on the ranks of public school teachers. However, beginning in August 2013, all school corporations have been required to report the number of teachers who were placed into each of the four effectiveness categories. Constituents throughout the state of Indiana will determine if the new laws and appraisal systems had the desired effect of remediating ineffective teachers and/or removing ineffective teachers from the classrooms by the fall of 2013.

In the meantime, I surveyed the attitudes and beliefs of current Indiana school principals related to effective teaching practices and sought to acquire a preliminary gauge as to whether or not the new laws (annual evaluations for all teachers, placement into one of four categories, and the required use of student performance data in teacher evaluations) had an impact on the

contract status of ineffective teachers. No prior research has been conducted to answer these questions. The findings of this research are presented in Chapter 4 of this study.

Summary of the Literature Review

Because there has been an abundance of research on the topic of effective teacher traits, 21st century educational leaders should have a good understanding of what accounts for effective and ineffective teaching. In places where this research has been gleaned, shared, and implemented by educators, more teachers should begin to move into the higher categories of effectiveness.

Beyond the listing of desirable teacher traits that lead to teacher effectiveness, educators have had a variety of instruments to use to assist in the appraisal and development of teachers. Though many of these tools have been thrust upon public schools in the last few years, the use of these tools generally leads to more authentic classification of teacher effectiveness. Weisberg et al.'s (2009) research indicated that 98% of the public school teachers in the four states included in the study were effective. Many Americans believe that these results were not indicative of the current state of teachers in the nation.

Over the last two years, new laws have been passed in the state of Indiana to assist school leaders in the process of removing ineffective teachers from the classroom. The primary changes in law that were related to the themes of this research pertain to the reclassification of teacher tenure, the annual evaluation of all teachers, and placing teachers into one of four performance categories (with a heavy emphasis on student learning results for the performance category identification).

Only time will tell if the changes that have been made in the last few years will improve the quality of teachers in the state of Indiana. Specific to the topic of teacher effectiveness and

the changes to Indiana laws for public school teachers, I collected the thoughts, opinions, and attitudes of many principals throughout the state to gain a sense of whether or not changes in principal practices should be expected. These findings are detailed in Chapter 4, and the results provide some additional insights to the questions that were posed in this review.

CHAPTER 3

RESEARCH METHODOLOGY

According to the National Center for Education Statistics (2011), there were over three million teachers in America. Within the ranks of professional educators, there were a number of highly effective teachers, and there were certainly some highly ineffective teachers.

In an era that includes accountability to local, state, and federal government agencies on an annual basis, the practice of allowing ineffective teachers to continue their employment has been questioned. Legislators in Indiana's 2011 General Assembly recently passed new laws that place all teachers under a different microscope. As a result, ineffective teaching practices became more difficult to hide.

It is clear that the general public was eager to see ineffective teachers either remediated or removed from their positions of influence in the classroom. Despite the loud public voice for change, many school principals have avoided the courageous conversations that are necessary to remove ineffective teachers from the classroom, either by counseling them out of the profession or canceling their contracts. In this research, I addressed some of the questions that revolve around this perceived hesitancy in practice among school leaders.

Research Questions

1. Can principals identify effective and ineffective teachers?

2. Which aspect of a teacher's practice is most important in determining teacher effectiveness?

3. Specific to contract status, what currently happens with ineffective classroom teachers?

4. As a result of mandated changes found in IC 20-28-11.5 (2011), will principals in Indiana make recommendations leading to contract cancelations and/or non-continuance more frequently?

Research Design

Educational psychologists have defined quantitative research as "the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest" (Gay, Mills, & Airasian, 2009, p. 7). The purpose of this research was to do this very thing; collect numerical data to explain a current condition in public education. Therefore, this research is best described as quantitative in nature.

Do principals know what effective and ineffective teaching looks like? How is effectiveness in teaching measured? What happens to ineffective teachers currently? Have principals been hesitant to remove ineffective school teachers from the classroom? And last, will principals begin to change their practices with ineffective teachers in light of new legislation? These questions were at the heart of this research, and Indiana's school principals hold the answers to these questions.

According to a former Executive Director of the Indiana Association of School Principals, there were 1,902 public school principals in the state of Indiana in the fall of 2012 (G.

Mohr, personal communication, September 21, 2012). Because the population of this group is

quite large, it seemed most reasonable to conduct survey research to collect the desired data. As

noted by leading educational psychologists, "survey research involves collecting data . . . to

answer questions about people's opinions on some topic or issue" (Gay et al. 2009, p. 175).

Random sampling was conducted to arrive at the target population for the questionnaire.

Using the "Population Size and Random Sample Size Needed for Representativeness of that

Population" chart created by Krejcie and Morgan (1970), a population size of 2,000 would need

a sample group of 323 to achieve a 95% confidence level.

These statistics for a 95% confidence level were reinforced by a 2001 table created by

Barlett, Kotrlik, and Higgins as well. Therefore, I selected 320 principals to pull the opinions of

the larger population of K-12 public school principals in the state. Using a list of all public

school principals provided by the Indiana Association of School Principals, each principal was

assigned a number from 0001 to 1902. Using the Random Number Selector application on the

iPad to identify 320 random numbers between 1 and 320 (including those two numbers), the 320

principals to be surveyed were identified. The identified principals were then sent a cover letter

(Appendix B) and a questionnaire (Appendix A) through the U.S. Postal Service. A post-it note

and a self-addressed, stamped envelope were included in the questionnaire packet to provide an

easier avenue for collecting the data from the surveyed principals. After three weeks, the return

rate was 44% (142/319). Since the targeted rate of return of 60% was not met, a second mailing

of 178 cover letters and surveys were mailed through the U.S. Postal Service. According to

Baruch's study on the return rates for 175 academic studies in the behavioral sciences, the

median return rate was close to 60%, the mean was 55.6%, and the mode was 45%. Return rates

within one standard deviation ($SD = 19.7\%$) of the mean were generally agreed to be an

acceptable rate of return (Baruch, 1999). Glatthorn (1999) asserted that "most experts in the field believe that researchers should aim for a 60% return" (p. 103).

Names were never written on the returned questionnaires, and at no time were the survey results matched to any principal's name or school. A coding system was simply used to help determine which questionnaires had been completed. A second mailing was conducted for the principals who had not returned the surveys from the first mailing. This second mailing was done in an attempt to achieve a higher percentage of returns, thus making the results more indicative of the entire population (i.e. make the findings of the research more valid).

The Instrument

A questionnaire, *Principal's Attitudes Regarding Ineffective Teachers and New Legislation* (Appendix A), was created by me for the sole purpose of collecting data related to the research questions that are embedded in this study. There are 36 questions on the instrument. The first 25 questions address the attitudes of principals toward ineffective teachers and the new legislation that was passed in 2011. The last 11 questions pertain to demographic information. The survey was submitted to the Institutional Review Board at Ball State University, and it was given Exempt status.

Validity

To ensure that the questionnaire was valid (the degree to which a test measures what it is intended to measure); the instrument was given to an expert panel. The panel had 10 members, including elementary, middle, and high school principals with a variety of experience levels. The membership included the following practicing school administrators:

- Susan Bennett – Elementary Principal, Rural

- Joey Johnson – Elementary Principal, Small Town

- Chris Tillett – Elementary School Principal, Suburban

- Robin LeClaire – Elementary Principal, Urban

- James Voels – Middle School Principal, Rural

- John Kleine – Middle School Principal, Urban

- John Price – Middle School Principal, Suburban

- David Pfaff – Junior High/High School Principal, Rural

- Matt Vance – High School Principal, Rural

- Matt Kegley – High School Principal, Suburban

Feedback was received from the panel that reinforced to me that the instrument measured that which it was supposed to be measuring. A few minor changes to the instrument were made as a result of the feedback from the panel.

It should also be noted that of the 320 Indiana principals who were randomly selected to take part in the survey, 191 principals (participants in all demographic groups) responded. This return rate of 59.7% suggested that the results should be valid, indicating the attitudes and perceptions of the larger population of Indiana principals.

Reliability

To ensure that the instrument was a reliable tool (the degree to which a test consistently measures what it is supposed to measure), I used the stability method that was prescribed by Gay et al. (2009). The questionnaire was given to a group of 10 principals (the expert panel) from central Indiana. Two weeks later, the same questionnaire was given to the same group of 10 principals. The two sets of scores were correlated to test for stability. The results of the Pearson *r* correlation between the two administrations of the test was 91.7%.

Data Collection

Paper questionnaires were mailed to 320 public school principals using the U.S. Postal Service as the conduit to place the research tool in the hands of principals. All questionnaires were mailed back to me at a school address, as indicated on the survey cover letter (Appendix B). Using a coding system, I was able to identify which principals had not responded to the first mailing. After a three-week period of time, a second cover letter and questionnaire was mailed to the principals who had not respond to the first mailing.

Data Analysis

The questionnaire data was input into the Statistical Package for the Social Sciences (SPSS) version 18 program to code and tabulate scores and provide summarized values where applicable, including frequency, cross tabulation, and Chi square of the discreet variables. The results of the data were displayed in various charts and graphs that manifested the attitudes and practices of principals in the state of Indiana.

Limitations of the Study

Although the cover letter specifically asked the school principal to complete the questionnaire, there was no way to control who actually completed the survey prior to returning it. The cover letter specifically addressed the process used to keep the data as confidential as possible. However, there was no way to ensure that the principals (respondents) answered the questions in a completely honest manner.

Summary

In this chapter, readers were reminded of the goals within the study. The goal was to pull input from a random sample group of Indiana public school principals to summarize their practices related to teacher effectiveness and their attitudes toward implementing the new

changes in Indiana law. The research questions were restated in order to remind the readers what was reviewed in the literature and to give the readers an idea of the direction that the survey research would take. The methodology for this questionnaire-based quantitative study was addressed, including the basis for the instrument, the manner in which validity and reliability were established, and the way that the data was collected and analyzed.

CHAPTER 4

RESULTS

If Robert Marzano is correct, ineffective teachers are likely found in most schools

throughout the state (Marzano, 2003). Assuming that this reality exists, can principals truly

identify teacher effectiveness? Considering the amount of professional literature that has been

written about teacher effectiveness, the answer should be affirmative. But how do principals feel

about the matter? Are they up to the challenge of evaluating all teachers and placing each

teacher into one of four performance categories?

Many states have changed the way they evaluate teachers in the last decade, and Indiana

has been among these states (ASCD, 2013). With these changes in place, which aspects of a

teacher's practice are now most important to principals when they determine a teacher's

effectiveness? A review of the literature on teacher evaluation suggested that evidence of

student achievement was becoming an integral portion of each teacher's overall evaluation. Are

the principals in Indiana moving their practice in line with this recent change?

The Weisberg et al. (2009) research findings in the Widget Effect report suggested that

98% of teachers in the United States (at least in the four states in which the research took place)

were noted as satisfactory by their supervisors. Is the rate in Indiana any different? It is known

that some teachers have been labeled as ineffective around the nation, and Indiana is likely not

vastly different from the rest of the states. This leads to an important question—what currently happens to ineffective teachers in Indiana?

Legislators in Indiana, with the support of some lead educators, have enacted a number of new laws that pertain to public schools and their teachers. Frequency of evaluation, factors for determining effectiveness, and tenure categories are all examples of the changes that were made in Indiana in the year 2011. As a result of these changes, will principals change their practices with ineffective teachers? Will principals begin to recommend contract cancelations or counsel teachers out of the profession more frequently than they have done in the past?

These themes and questions were not only examined Chapter 2 they were addressed in the survey research that was conducted as well.

Purpose of the Study

According to the IDOE, there were 58,709 teachers employed by the 293 public school corporations in the state of Indiana in the spring of 2011 (IDOE, 2012). Within these ranks of professional educators, a vast majority of the classroom teachers have been proficient in their craft, thus resulting in anticipated levels of growth for many Hoosier school children. At the opposite end of the spectrum, there exists a fraction of the teaching profession that has been unable to lead students to appropriate levels of academic growth and/or achievement. Indiana's General Assembly lawmakers mandated new classifications for teachers in 2011, and the law took effect during the 2012-2013 school year (I.C. 20-28-11.5). This group of underperforming teachers (referenced above) should not be classified as *effective.* In fact, they should be placed into one of the bottom two categories—*improvement necessary* or *ineffective.*

There has been a reality that school leaders in the state of Indiana have hired ineffective teachers, and the practice has certainly not been new. Some teachers have been ineffective for many years, and yet somehow they continue to be employed in many schools.

The purpose of this study was to examine the prevalence of ineffective teachers in the state and see what happens to these ineffective school teachers. Three hundred twenty Indiana public school principals were surveyed to glean their perspectives on how teacher effectiveness was defined and what happens to teachers who are ineffective. As a result of this study, school leaders should have a better understanding of how teacher effectiveness was defined throughout the state, how it was measured, and what happens to teachers who were defined as *ineffective*.

In the end, it has been the role of all Indiana principals to guarantee that quality teachers are at the helm of every classroom. All educational leaders have been asked to do their part in fulfilling President Bush's 2002 State of the Union Address promise of ensuring that there is "a quality teacher in every classroom" (as cited in Salisbury, 2002).

Research Questions

1. Can principals identify effective and ineffective teachers?

2. Which aspect of a teacher's practice is most important in determining teacher effectiveness?

3. Specific to contract status, what currently happens with ineffective classroom teachers?

4. As a result of mandated changes found in I.C. 20-28-11.5 (2011), will principals in Indiana make recommendations leading to contract cancelations and /or non-continuance more frequently?

Instrumentation

A questionnaire, *Principal's Attitudes Regarding Ineffective Teachers and New Legislation (Appendix A)*, was created by me for the sole purpose of collecting data related to the research questions that are embedded in this dissertation. There were 36 questions on the instrument. The first 25 questions addressed the attitudes of principals toward ineffective teachers and the new legislation that was passed in 2011. The last 11 questions pertained to demographic information. The survey was submitted to the Institutional Review Board at Ball State University and was given Exempt status.

Data Collection Process

The survey was directed to 320 Indiana K-12 public school principals and was sent through the U.S. Postal Service. Principal names and mailing addresses were sequestered from the Indiana Association of School Principals.

The mailing included the survey (Appendix A) and cover letter (Appendix B). The sample consisted of 191 completed surveys, which equated to an overall response rate of 59.7%. The data were analyzed based upon a number of enrollment categories including school performance, tenure as a principal, school level, gender, age, school setting, and school size.

Data Report for Research Question 1

Research Question 1 asked: Can principals identify teacher effectiveness? A vast majority of the respondents ($n = 180$, 94.2%) as shown in Table 2, indicated "Without hesitation, they said they knew what effective and ineffective teaching looked like." Based on the overwhelming response among Indiana principals, it appeared that they felt very qualified to evaluate teacher effectiveness. With such an overwhelming response, there was no significant difference among the different demographic groups represented in the research. All groups were

relatively confident in their ability to determine teacher effectiveness. See Figure 1 for the

similarities. Appendix E contains more details concerning the different demographic groups

surveyed.

Table 2

Principals' Self-Assessment of Ability to Identify Teacher Effectiveness

Without hesitation, I would say that I know what effective and ineffective teaching looks like.		*F*	%	Valid %	Cum. %
Valid	Disagree	3	1.6	1.6	1.6
	Uncertain	8	4.2	4.2	5.8
	Agree	180	94.2	94.2	100.0
	Total	191	100.0	100.0	

A model teacher evaluation system (called RISE) was created by the IDOE, and school

corporations were encouraged over the last two years to use this newly created tool. According

to Table 3, almost 68% of Indiana schools began using the new teacher evaluation system in the

2012-2013 school year. Though little uncertainty exists among principals who were surveyed

(regarding their ability to identify effective and ineffective teachers), it appears that much of that

uncertainty was found among the principals who will be using the RISE model for teacher

evaluation. Only 11 out of 191 principals surveyed did not agree with the statement, "Without

hesitation, they would say that they know what effective and ineffective teaching looks like."

Though the Pearson Chi square value was not determined to be significant, I have chosen to note

that nine of those 11 principals were using the new teacher evaluation system.
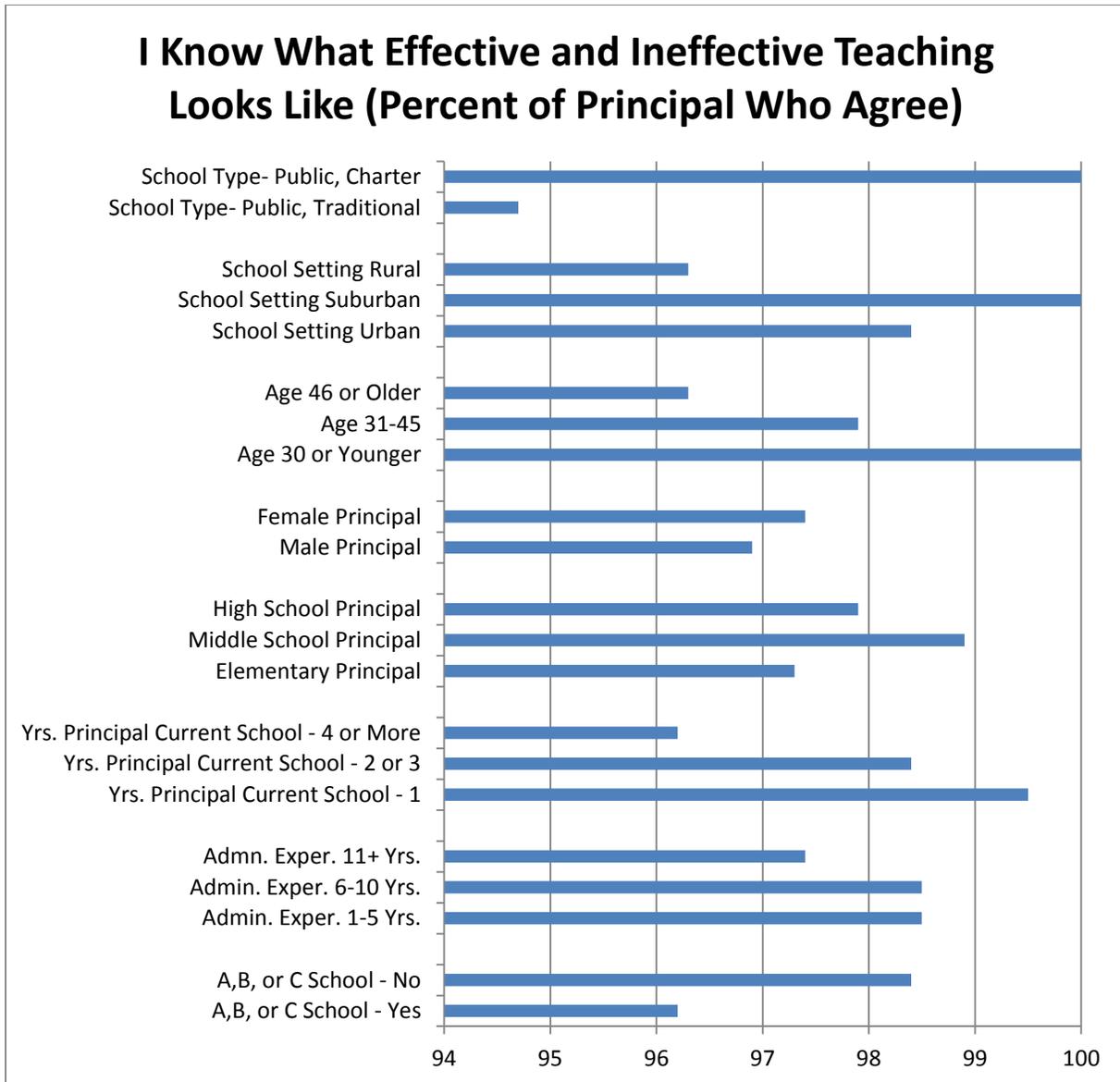
Figure 1. Principals' self-assessment among the different demographic groups of principals.

Table 3

The Impact of RISE and Principals' Self-Assessment Regarding Their Ability to Identify Effective

and Ineffective Teaching

Cross Tabulation		Will your school be using RISE or a form of RISE to evaluate teachers during the 2012-2013 school year?		
		Yes	No	Total
Without hesitation, I would say that I know what effective and ineffective teaching looks like.	Disagree	3	0	3
	Uncertain	6	2	8
	Agree	117	58	175
Total		126	60	186

Data Report for Research Question 2

Research Question 2 asked: How is teacher effectiveness measured? Indiana principals

were asked to reflect on six aspects of a teacher's practice that have been used to gauge teacher

effectiveness (in tools such as RISE). The six aspects of a teacher's practice from which

principals chose included the following:

- Achievement score growth among the teacher's students

- Ability to establish quality relationships with students

- Knowledge within the teacher's content area

- The ability to plan appropriate instruction

- The ability to manage the classroom in an effective and efficient manner

- The ability to engage students in learning each day

As principals responded to the two questions that looked at these six teaching traits, "the

ability to engage students in learning each day" was the overwhelming selection by principals

when they were asked to identify the trait that was most important in determining a teacher's

effectiveness. Among the Indiana principal respondents, a majority ($n = 126$, 68.5%) indicated

that this was the most important trait in determining a teacher's effectiveness. The "ability to

establish quality relationships with students" was a distant second ($n = 22$, 12%). Table 4

reflects additional details.

Table 4

Most Important Teaching Traits in Determining Teacher Effectiveness

As I consider the aspects of teacher effectiveness, which of the following professional traits is most important to you in determining teacher effectiveness?		*F*	%	Valid %	Cum. %
Valid	Achievement score growth among students	16	8.4	8.7	8.7
	Ability to establish quality relationships with students	22	11.5	12.0	20.7
	Knowledge within teacher's content areas	1	.5	.5	21.2
	Ability to plan appropriate instructions	9	4.7	4.9	26.1
	Ability to manage the classroom effectively and efficiently	10	5.2	5.4	31.5
	Ability to engage students in learning each day	126	66.0	68.5	100.0
	Total	184	96.3	100.0	
Missing	System	7	3.7		
Total		191	100.0		

Table 5

Trait Missing Among Ineffective Teachers

When you reflect on the teachers who meet your criteria of ineffective, which of the following professional traits is most lacking in their professional practice?		*F*	%	Valid %	Cum. %
Valid	Achievement score growth among students	10	5.2	5.5	5.5
	Ability to establish quality relationships with students	15	7.9	8.2	13.7
	Knowledge within teacher's content area	5	2.6	2.7	16.5
	Ability to plan appropriate instruction	25	13.1	13.7	30.2
	Ability to manage the classroom effectively and efficiently	34	17.8	18.7	48.9
	Ability to engage students in learning each day	93	48.7	51.1	100.0
	Total	182	95.3	100.0	
Missing	System	9	4.7		
Total		191	100.0		

What do these two questions have in common? Eighty-four of the 179 respondents (47%) who answered both items (Tables 4 and 5) indicated that "engaging students in learning each day" was the most important trait among effective teachers and the most lacking trait among ineffective teachers. When the results of the two questions were cross-tabulated, the results were as follows: Chi square significance = .000, *df* = 25. Almost half of the principals who were surveyed considered "the ability to engage students in learning each day" as the most important factor to gauge among both effective and ineffective teachers.

There were numerous factors to consider when assessing the qualities of both effective and ineffective teachers. It was interesting to note that Indiana principals focused on the factor of student engagement more than any other factor when they reflected on their experiences with both ends of the spectrum—effective and ineffective teachers.

In an era that has begun to focus on *value-added* components to teacher appraisal models, it was ironic to note that "achievement score growth" was selected as the third most important trait in determining a teacher's effectiveness. Keeping the research in this arena, a question specific to the use of standardized test scores being used to impact a teacher's overall evaluation seemed fitting. Therefore, the following question was also posed on the survey to Indiana principals: "Academic growth on standardized assessments (Examples Acuity, NWEA, ISTEP+, ECA's) should be used as grounds for determining teacher effectiveness." A slight majority of Indiana principals ($n = 104$, 54.5%) agreed with the statement, whereas 22.5% ($n = 43$) were uncertain, and 23% ($n = 44$) disagreed as reflected in Figure 2.
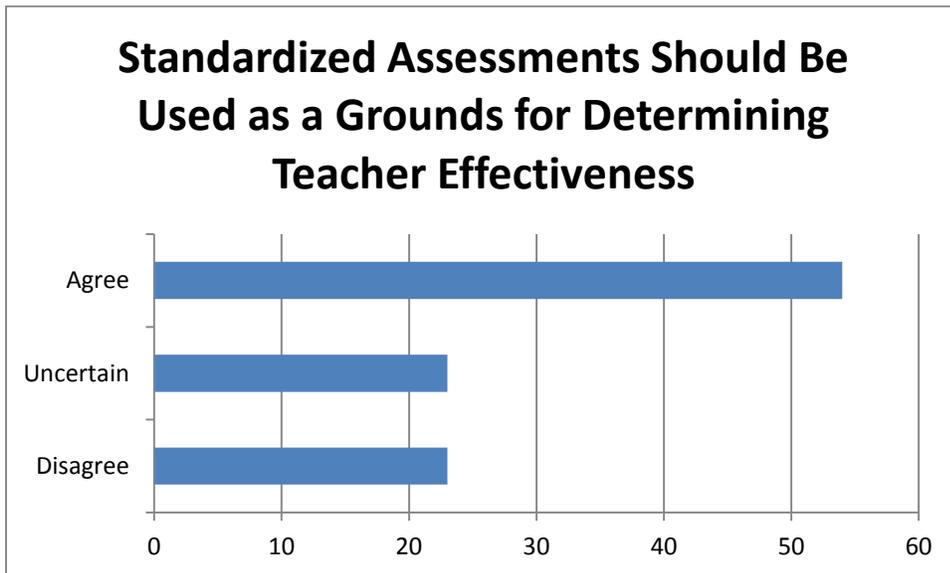
Figure 2. Using standardized assessments to determine teacher effectiveness

It was interesting to note that Indiana principals shared a similar attitude regarding the use of test scores in teacher evaluations that the general public has. In the fall 2012 PDK/Gallop Poll, 52% of the American people indicated that they favored the use of standardized testing data in teacher evaluations (Bushaw & Lopez, 2012).

Because the use of the RISE evaluation model has become so prominent in the state, I chose to investigate the relationship between principals' attitudes about using standardized assessments among the principals who were using the newly created teacher evaluation model, since it has a value-added component embedded in it. Although the Pearson Chi-square test did not show a significant relationship between the two variables (Chi square significance = .254, $df = 2$), it was noted that principals who were using the RISE teacher evaluation model were more inclined to agree that academic growth on standardized assessments should be used as a grounds for determining teacher effectiveness. Seventy-three of 126 (58%) principals using RISE supported using standardized test data, whereas only 27 of 60 (45%) principals not using RISE supported using standardized assessments to inform decisions regarding teacher effectiveness.

A cross-tabulation was conducted to see if any statistically significant relationships existed between the question (regarding academic growth being used to inform teacher effectiveness) and each of the demographic groupings of principals. Although no significant relationships were found, a graph is included to show how the different groups responded to the statement. As noted below, most of the 21 groups listed responded in a manner that was close to the response rate for the entire group of 186 respondents. When looking at the group as a whole, 104 of 191 principals (54.5%) agreed that academic growth on standardized assessments should be used as grounds for determining teacher effectiveness. Principals in schools that were labeled as a "D or F School" by the IDOE was the group most resistant to this practice, with only 37.9% of the

principals in this group agreeing with the practice. Charter school principals (42.9%) and urban

principals (43.9%) also indicated more reservations to this practice, when compared to the rest of

the sample group. The only group of principals with an overwhelming average that exceeded the

sample norm was the group of principals who were 30 years or younger ($n = 4$). It should be

noted that only 4 of the 191 respondents fit into this category. See Figure 3 for additional details.
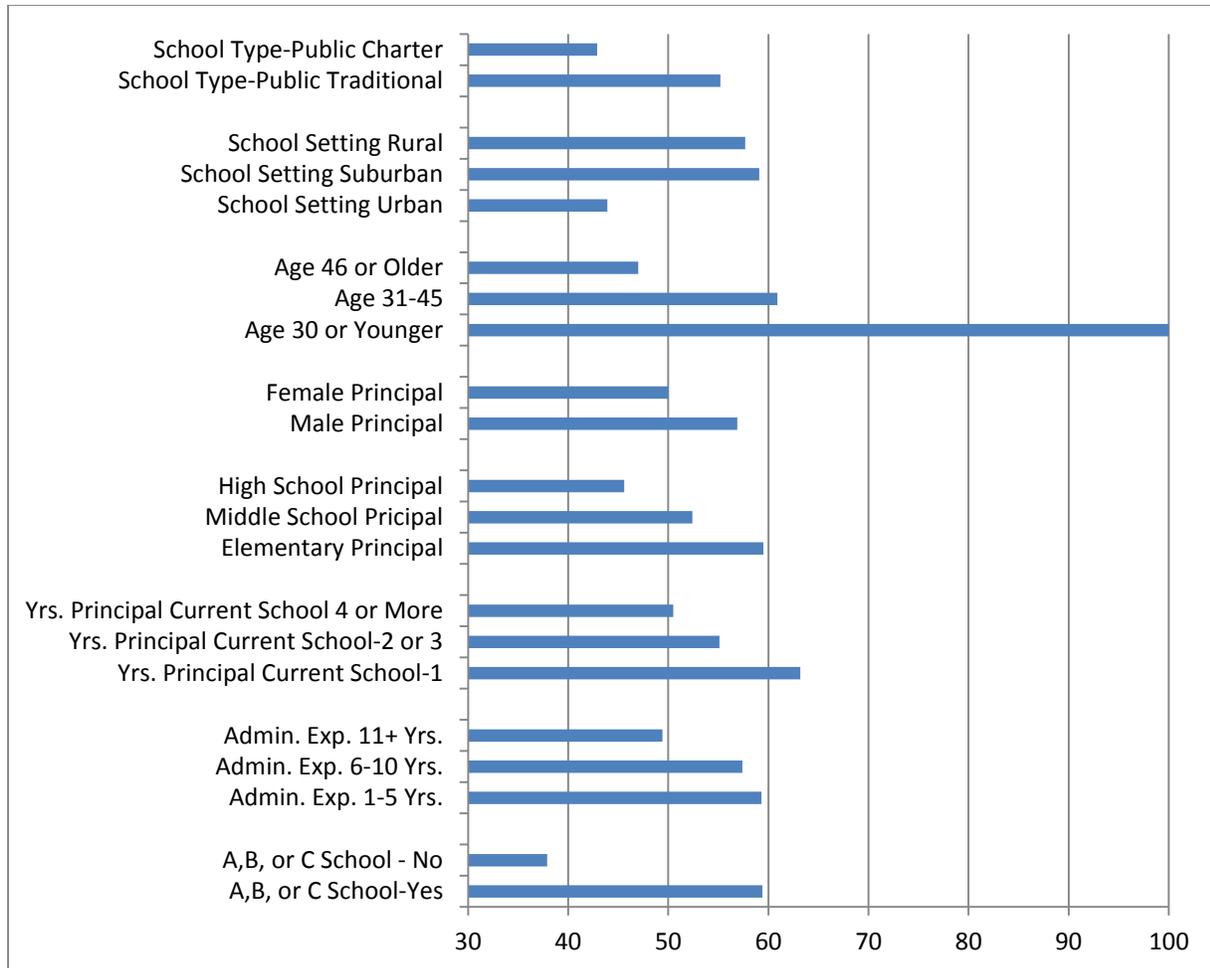
Figure 3. Percent of principals, by demographic category, who agree that academic growth on

standardized assessments should be used to inform teacher effectiveness results

Data Report for Research Question 3

Research Question 3 asked, Specific to contract status, what currently happens with ineffective teachers? When asked about ineffective teachers in their schools, 56.6% of the survey respondents indicated that they had an ineffective teacher in their school currently. Slightly more than a third of the principals suggested that they did not have an ineffective teacher in their school. Table 6 presents additional details.

Table 6

Prominence of Ineffective Teachers

I have an ineffective teacher in my school currently		*F*	%	Valid %	Cum. %
Valid	Disagree	66	34.6	34.9	34.9
	Uncertain	16	8.4	8.5	43.4
	Agree	107	56.0	56.6	100.0
	Total	189	99.0	100.0	
Missing	System	2	1.0		
Total		191	100.0		

Most of the disaggregated groups fell within eight percentage points of this average (56.6%). Three groups of principals were more likely to suggest that they had ineffective teachers in their schools (principals 30 or younger, charter school principals, and principals whose schools have not made AYP the last two years), whereas three groups of principals were more reluctant to suggest that they had ineffective teachers in their schools (principals with 6-10 years of experience, elementary principals, and principals whose schools have made AYP the

last two years). As detailed below, a statistically significant relationship exists among the different grade levels (elementary, middle, and high school principals) and also between the schools that did and did not make AYP over the course of the last two years (Figure 4). Appendix F contains the Cross Tabulation Chart #1.
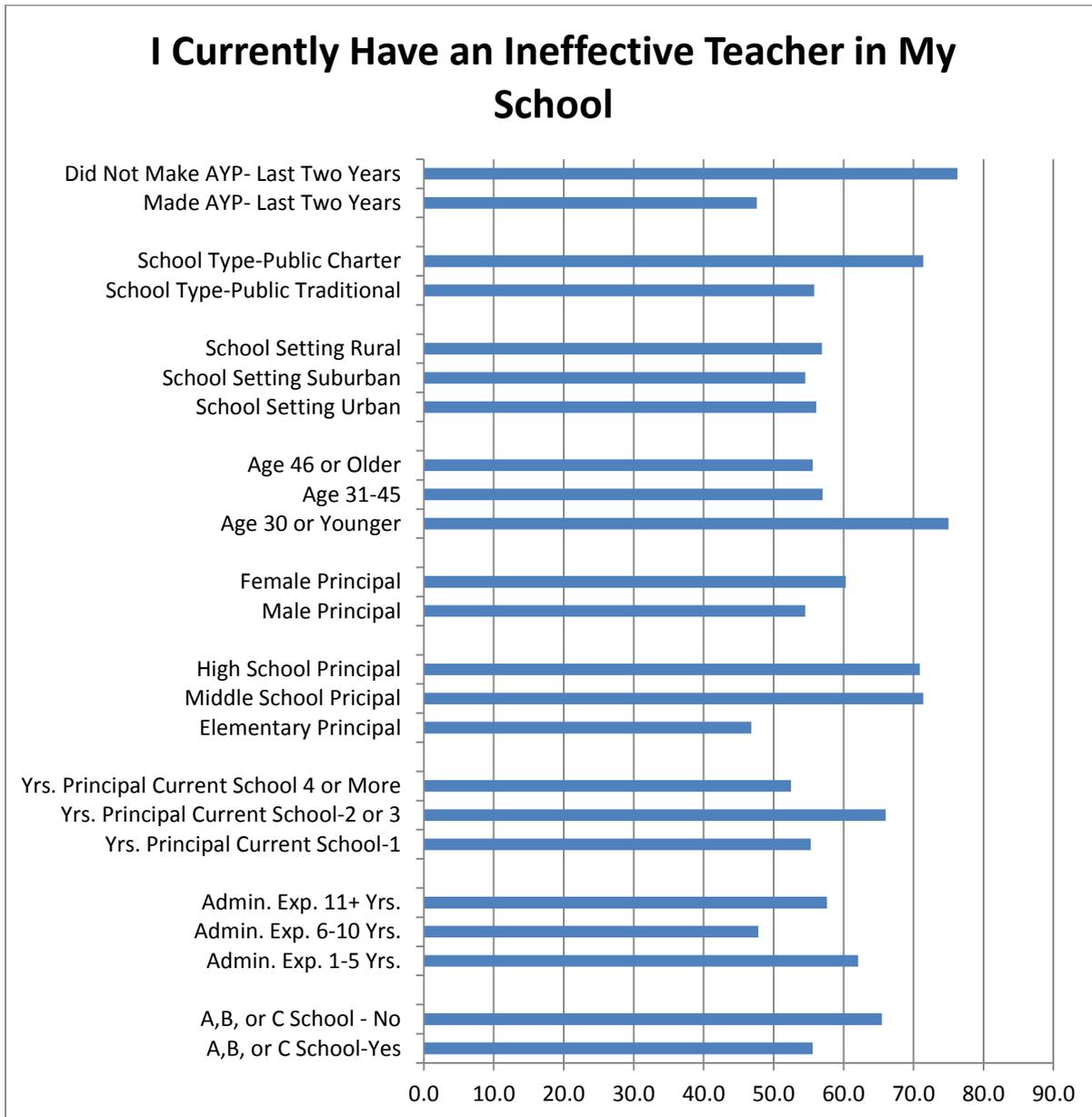
Figure 4. Percent of principals who agreed that they have ineffective teachers

A statistically significant relationship existed among the elementary, middle, and high school principal groups (Chi square significance =.017, $df = 4$). Similarly, a statistically significant relationship existed between the principals whose schools made AYP and those whose schools did not make AYP over the last two years (Chi square significance =.001, $df = 2$). (See Appendix F - Cross Tabulation Chart #2).

Because a majority of Indiana principals acknowledged that they had ineffective teachers in their schools, it was reasonable to expect principals to speak knowledgeably about what the fate of ineffective teachers was. The survey item that addressed the fate of ineffective teachers noted: In my experience as a principal, the fate of ineffective teachers in the schools that I have supervised is as follows. (Principals could choose from one of three options: they continue to teach, they choose to resign, (or) they have their contracts canceled.) Only 11.5% of the respondents ($n = 26$) indicated that the ineffective teachers had their contracts canceled. Exactly 59.4% of the principals ($n = 98$) surveyed suggested that ineffective teachers choose to resign, and 29.1% of the principals ($n = 48$) indicated that the ineffective teachers continue to teach as reflected in Table 7.

Table 7

Principals' First-Hand Experience With Ineffective Teachers

In my experience as a principal the fate of ineffective Teachers in the schools that I have supervised is as follows		*F*	%	Valid %	Cum. %
Valid	They continue to teach	48	25.1	29.1	29.1
	They choose to resign	98	51.3	59.4	88.5
	They have their contracts canceled	19	9.9	11.5	100.0
	Total	165	86.4	100.0	
Missing	System	26	13.6		
Total		191	100.0		

Look specifically at the group of principals who responded that ineffective teachers in their schools have their contracts canceled (Figure 5). With the exception of three disaggregated groups, all other principal groups were within 7% of the sample mean. Charter school principals (42.9%), principals 30 or younger (0%), and female principals (1.8%) were the exceptions. A statistically significant relationship existed between the gender groups (Chi square significance = .019, *df* = 2). Appendix F- Cross Tabulation Chart #4 contains more details. Similarly, a statistically significant relationship existed between the traditional public schools and charter schools (Chi square significance = .021, *df* = 2). See Appendix F- Cross Tabulation Chart #3 for more details.

The Fate of Ineffective Teachers (in Schools I Have Supervised) Is Contract Cancelation

Category	Value
All Respondents	11.5
Did Not Make AYP- Last Two Years	13.2
Made AYP- Last Two Years	9.3
School Type-Public Charter	42.9
School Type-Public Traditional	9.6
School Setting Rural	12.0
School Setting Suburban	8.1
School Setting Urban	11.8
Age 46 or Older	12.9
Age 31-45	10.3
Age 30 or Younger	0.0
Female Principal	1.8
Male Principal	16.5
High School Principal	18.8
Middle School Pricipal	5.0
Elementary Principal	9.5
Yrs. Principal Current School 4 or More	10.1
Yrs. Principal Current School-2 or 3	12.2
Yrs. Principal Current School-1	15.2
Admin. Exp. 11+ Yrs.	12.2
Admin. Exp. 6-10 Yrs.	9.3
Admin. Exp. 1-5 Yrs.	12.5
A,B, or C School - No	11.1
A,B, or C School-Yes	10.7

Figure 5. Prominence of contract cancelations among disaggregated groups of principals

These results (using principals' first hand experiences with ineffective teachers) were then compared to the *assumptions* that principals made regarding ineffective teachers that work in other schools distributed throughout the state. Principals were asked to "reflect on ineffective teachers who were distributed throughout the state of Indiana (and consider) what happens to them." A vast majority of the respondents ($n = 127$, 72.2%) suggested that ineffective teachers

in other schools continued to teach, rather than choosing to resign or have their contracts

canceled. This was an increase of 250%. See Table 8 for the frequency of responses.

Table 8

Principals' Assumptions . . . What Happens to Ineffective Teachers in Other Schools?

As you reflect on ineffective teachers who are Distributed throughout the state of Indiana, what do you think happens to them?		*F*	%	Valid %	Cum. %
Valid	They continue to teach	127	66.5	72.2	72.2
	They choose to resign	43	22.5	24.4	96.6
	They have their contracts canceled	6	3.1	3.4	100.0
	Total	176	92.1	100.0	
Missing	System	15	7.9		
Total	191		100.0		

Only 3.4% of the survey respondents suspected that ineffective teachers had their

contracts canceled by other principals distributed around the state. All disaggregated groups of

principals were within 4% of this average. Not surprisingly, no statistically significant

relationships existed when this item was cross-tabulated and the Pearson Chi-square test of

significance was completed. A more complete picture among the disaggregated groups is listed

n Figure 6.

I Suspect That Ineffective Teachers Distributed Throughout the State Have Their Contracts Canceled by Other Principals

	Value
All Respondents	3.4
Did Not Make AYP- Last Two Years	1.7
Made AYP- Last Two Years	4.3
School Type-Public Charter	0.0
School Type-Public Traditional	3.6
School Setting Rural	4.2
School Setting Suburban	5.1
School Setting Urban	0.0
Age 46 or Older	1.1
Age 31-45	6.0
Age 30 or Younger	0.0
Female Principal	0.0
Male Principal	5.2
High School Principal	3.8
Middle School Pricipal	5.0
Elementary Principal	2.9
Yrs. Principal Current School 4 or More	2.1
Yrs. Principal Current School-2 or 3	6.5
Yrs. Principal Current School-1	2.9
Admin. Exp. 11+ Yrs.	2.6
Admin. Exp. 6-10 Yrs.	0.0
Admin. Exp. 1-5 Yrs.	7.1
A,B, or C School - No	3.6
A,B, or C School-Yes	2.8

Note. Results are listed in percent for each of the disaggregated groups of principals.

Figure 6. Speculation regarding the fate of ineffective teachers in other schools

On the survey instrument, principals were specifically asked about their experience over the past two years when they were asked, Have you been successful in canceling the contract of an ineffective teacher in the last two years? A majority of the respondents ($n = 89$, 56.3%) indicated that they had not canceled a teacher's contract in the last two years, whereas 43.7% of the respondents ($n = 69$) indicated that they had canceled the contract of an ineffective teacher in the last two years as presented in Table 9.

Table 9

Principals' Practice Regarding Contract Cancelations

Have you been successful in canceling the contract of An ineffective teacher in the last two years?		*F*	%	Valid %	Cum. %
Valid	Yes	69	36.1	43.7	43.7
	No	89	46.6	56.3	100.0
	Total	158	82.7	100.0	
Missing	System	33	17.3		
Total		191	100.0		

Note. Successful was defined as recommending the cancelation and the school board acting on that recommendation.

Of specific interest in this question is that 17.3% of the respondents (*n* = 33) chose not to answer this survey item. No open-ended item was provided on the survey questionnaire to allow principals to explain their lack of response here. Therefore, one can only speculate why this hesitancy to answer this item existed. It should, however, be noted that 38 of the 191 principals who completed the study were in their first year at their current school, some of whom were in their first year as a school leader (Appendix E, Table 3). Therefore, some principals simply were not qualified to answer this item.

No statistically significant relationships were found among the different disaggregated groups for this survey item. It should be noted, however, that charter school principals reported a much higher percentage than traditional school principals and secondary principals appeared to be much more likely to cancel ineffective teacher contracts than elementary principals. On the opposite end of the spectrum, principals age 30 or younger did not cancel teacher contracts at a

rate that was anywhere close to the mean for all other age groups See the complete details below in Figure 7.

I Have Been Successful in Cancelling the Contract of an Ineffective Teacher in the Last Two Years

Category	Percentage
All Respondents	43.7
School Type-Public Charter	83.3
School Type-Public Traditional	41.4
School Setting Rural	40.5
School Setting Suburban	46.3
School Setting Urban	46.9
Age 46 or Older	41.3
Age 31-45	47.4
Age 30 or Younger	0.0
Female Principal	47.1
Male Principal	41.7
High School Principal	55.8
Middle School Pricipal	50.0
Elementary Principal	35.2
Yrs. Principal Current School 4 or More	39.3
Yrs. Principal Current School-2 or 3	54.8
Yrs. Principal Current School-1	43.3
Admin. Exp. 11+ Yrs.	39.7
Admin. Exp. 6-10 Yrs.	41.0
Admin. Exp. 1-5 Yrs.	51.1
A,B, or C School - No	32.0
A,B, or C School-Yes	45.7

Note. Results listed in percentages.

Figure 7. Principals who have canceled ineffective teacher contracts

A more specific question about principals' practice from the last school year was addressed in the survey. Principals were asked, What percentage of your teaching staff was recommended for non-continuance or contract cancelation in the 2011-2012 school year? The results of this item are listed below in Table 10. It should be noted that 86% of the principal respondents (*n* = 153) indicated that less than 1% of their teaching staff was recommended for

contract cancelation or non-continuance last year. Another 9.6% of the respondents indicated

that 1-2% of their teaching staff was recommended for contract cancelation or non-continuance.

By adding these two groups together, one can see that 95.5% of the survey respondents indicated

that 2% (or less) of their teaching staff was recommended for a form of contract cancelation.

Using this as the measuring stick for how Indiana teachers compare to the national

average highlighted by NCES (1 in 263 teachers have their contracts canceled), it appeared that

the rates in which teachers have their contracts canceled in Indiana were similar to the national

trends identified in Chapter 1 of this study.

Table 10

Percent of Faculty Recommended for Contract Cancelation in 2011-2012

What percentage of your teaching staff was recommended for non-continuance or contract cancelation in the 2011-2012 school year?		*F*	%	Valid %	Cum. %
Valid	Less than 1%	153	80.1	86.0	86.0
	1% - 2%	17	8.9	9.6	95.5
	3% - 4%	7	3.7	3.9	99.4
	More than 4%	1	.5	.6	100.0
	Total	178	93.2	100.0	
Missing	System	13	6.8		
Total		191	100.0		

The results of this item were cross-tabulated with each of the demographic groups of principals within this survey to see if this overwhelmingly high figure of 95.5% was consistent among all groups of principals. The complete results by group are listed below in Figure 8. It should be noted that principals in his or her first year at a school and principals with less than six years of experience appeared more likely to cancel teacher contracts for ineffective teachers when compared to peers who had served longer tenures.

Of even greater significance, it should be noted that charter school principals canceled the highest percentage of teacher contracts. Of course, only seven charter school principals participated in the survey, since they were a small percentage of the total number of public schools in the state. Nonetheless, a statistically significant relationship was evidenced in the cross-tabulation of this survey item with this disaggregated group (Chi square significance = .000, $df = 3$). See the more exhaustive results for this survey item are presented in Figure 8. (See Appendix F- Cross Tabulation Chart #7 for more details).
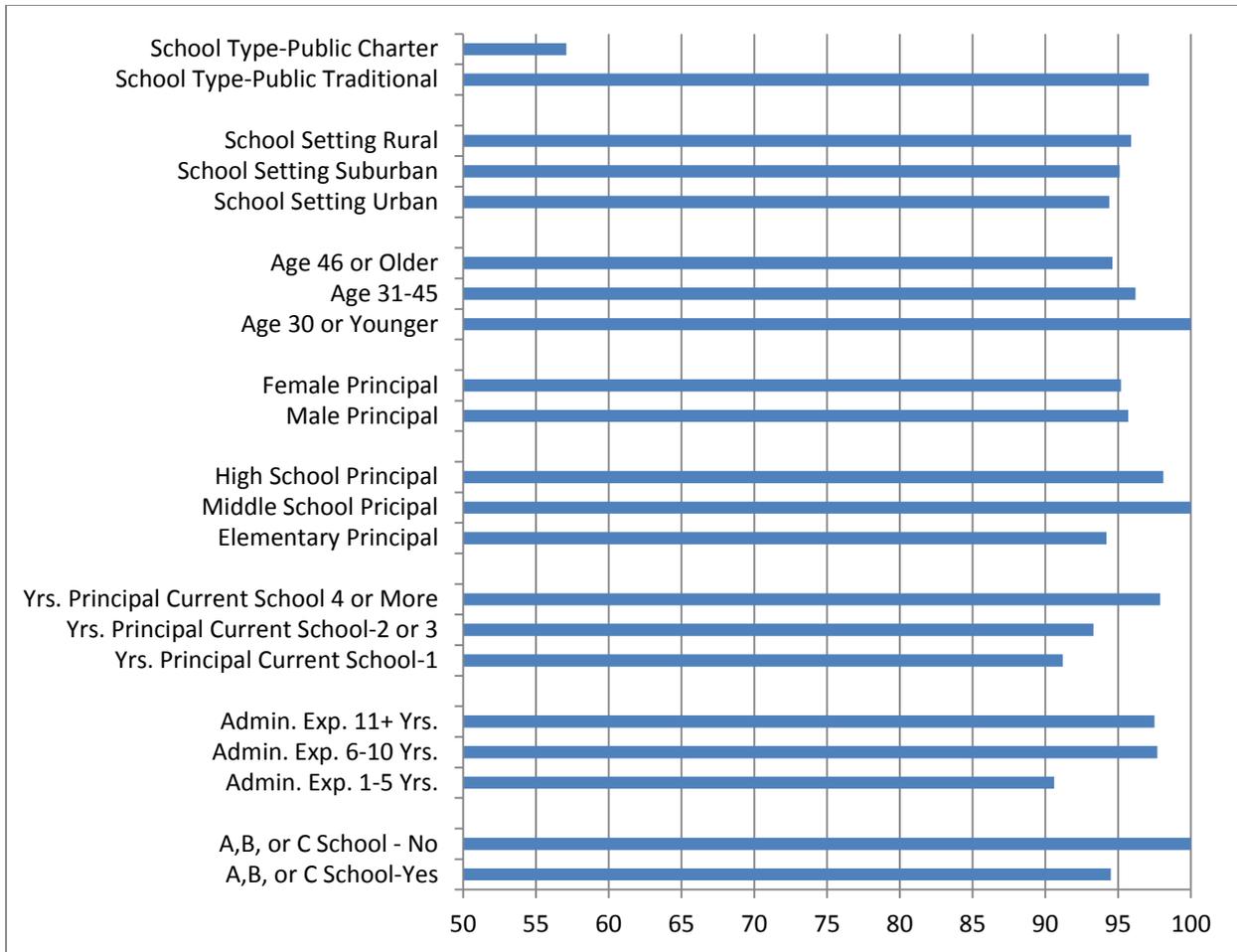
Figure 8. Principals' hesitancy to cancel teacher contracts report by group

During this research I chose to revisit Research Question 3 that asked, Specific to contract status, what happens to ineffective teachers? Table 6 indicated that 56.6% of principals acknowledged that they had ineffective teachers in their schools. In Table 7, 59.4% of Indiana principals stated that ineffective teachers in their schools choose to resign. In Table 11, it is noted that almost four out of every five principal respondents ($n = 143$, 79.4%) indicated that less than 1% of their teaching staff was counseled out of the profession last school year.

Table 11

Percent of Teaching Staff That Was Counseled Out in 2011-2012

What percentage of your teaching staff was counseled out during the 2011-2012 school year?		*F*	%	Valid %	Cum. %
Valid	Less than 1%	143	74.9	79.4	79.4
	1% - 2%	23	12.0	12.8	92.2
	3% - 4%	11	5.8	6.1	98.3
	More than 4%	3	1.6	1.7	100.0
	Total	180	94.2	100.0	
Missing	System	11	5.8		
Total		191	100.0		

On the surface, this did not appear to add up. If ineffective teachers are, in fact, choosing to resign, it appeared that these ineffective teachers had been given many years in which to make this decision. Specific to last year, very few principals in Indiana counseled their ineffective teachers to resign, and even fewer principals canceled the contracts of those teachers identified as ineffective. Within this survey, it appeared that Indiana principals were affirming the national sentiment that ineffective teachers were continuing to teach in classrooms throughout the state.

Data Report for Research Question 4

Research Question 4 asked, As a result of mandated changes found in Indiana Code, will Indiana principals make recommendations leading to contract cancelations more frequently? One of the survey questions specifically addressed this research question. School principals who responded to this item were much divided in their responses, and they indicated that there was a

lot of uncertainty in how they would actually put the new legal requirements into action.

Principals were asked to respond (Agree, Disagree, or Uncertain) to the following statement:

"Indiana's new legislation on teacher effectiveness will cause me to more frequently recommend

cancelation or non-continuance of teacher contracts." A plurality of the respondents ($n = 84$,

44.4%) indicated that they were uncertain how they would respond to the new legislation.

Exactly 31.7% ($n = 60$) of the principals disagreed with the statement, whereas less than one in

four principals ($n = 45$, 23.8%) agreed with the statement. Table 12 contains the summary

response.

Table 12

Impact of New Legislation Regarding Contract Cancelation

Indiana's new legislation on teacher effectiveness will cause me to more frequently recommend cancelation or non-continuance of teacher contracts.		F	%	Valid %	Cum. %
Valid	Disagree	60	31.4	31.7	76.2
	Uncertain	84	44.0	44.4	76.2
	Agree	45	23.6	23.8	100.0
	Total	189	99.0	100.0	
Missing	System	2	1.0		
Total		191	100.0		

I cross-tabulated the survey respondents' answers with each of the demographic groups

who participated in the survey. As is noted in Table 12, only 23.8% of all respondents agreed

that the changes to Indiana legislation would cause them to more frequently recommend

cancelation of teacher contracts. Table 13 manifests that most demographic groups responded in

a manner that was close to that frequency. Principals of schools that were labeled as "D or F

Schools" by the IDOE indicated that they planned to cancel more teacher contracts than their

peers who supervised schools labeled A, B, or C schools. Charter school principals and

principals age 30 and younger indicated that the new legislation would not cause them to cancel

more teacher contracts, but it should be noted that both of these groups were relatively small in

number.

Table 13

Impact of New Legislation on Contract Recommendations by Demographic Groupings

Demographic grouping of principals	N	%
A, B, or C school – Yes	36/154	23.4%
A, B, or C school – No	9/28	32.1%
Admin. Exp. 1 – 5 yrs.	15/59	25.4$
Admin. Exp. 6 – 10 yrs.	4/23	17.4%
Admin. Exp. 11+ yrs.	11/42	/26.2%
Yrs. principal @ current school – 1	4/19	21.1%
Yrs. principal @ current school – 2 or 3	10/47	21.3%
Yrs. principal @ current school – 4 or more	25/101	24.8%
Elementary principal	29/110	26.4%
Middle school principal	5/21	23.8%
High school principal	11/56	19.6%
Male principal	29/122	23.8%
Female principal	16/67	23.9%
Age 30 or younger	0/4	0%
Age 31 – 45	22/87	25.3%
Age 46 or older	23/98	23.5%
School setting – urban	1/4	25.3%
School setting – suburban	9/44	20.5%
School setting – rural	25/103	24.3%

Table 13 (continued)

Demographic grouping of principals	N	%
School type – public traditional	45/181	24.9%
School type – public charter	0/7	0%
Evaluate 1 – 15 teachers	4/21	19.0%
Evaluate 16 – 25 teachers	19/92	20.7%
Evaluate 26 or more teachers	22/75	29.3%

The relationship between length of service as a principal in the school and a principals'

plans to recommend more contract cancelations as a result of the new legislation was found to be

significant (Chi square significance = .018, $df = 4$,). See Appendix F Cross Tabulation Chart #6

for more details.

There was a lot of uncertainty among 1st year principals regarding how they would

respond to the new legislation. Exactly 65.8% of 1st year principals indicated that they were

uncertain if the new legislation would cause them to recommend contract cancelation more

frequently, whereas 46.8% of principals in years two or three indicated uncertainty, and 35.6% of

principals in year four or beyond indicated uncertainly in their response to the new legislation.

As a result of the changes in legislation, 70.9% of the survey respondents acknowledged

that their school corporation had changed the teacher appraisal model since 2011 to establish a

system that was in line with the mandated requirements of the new law. Appendix D, Table 1

contains additional details. Most principals received training in a new appraisal format in the last

few years, yet it appeared that many principals were not really sure what the impact from these

changes would be. Among the 133 principals who acknowledged that their teacher appraisal

system had changed in the last year, 26.3% agreed that the new legislation would cause them to

more frequently recommend teacher contract cancelations. Only 18.5% of the teachers who had

not changed their evaluation models agreed that they would be making more recommendations

for contract cancelations.

Although the Chi square test did not indicate a significant relationship between the two

variables (schools changing their teacher evaluation model and agreeing that the new legislation

would cause them the cancel more teacher contracts), this difference noted above did suggest

that the new evaluation models would have an impact on the number of teachers who were

terminated, specifically in the school districts that were using the new evaluation systems. Note

that the cross-tabulation did not show statistical significance. Chi square significance = .313, *df*

= 2.

Specific to Research Question 4, I have chosen to highlight that almost one in four survey

respondents (24.5%) indicated that their superintendents had specifically told them that their

school must do a better job of counseling out or removing ineffective teachers. This information

is outlined in Table 14.

Table 14

Superintendent Encouragement to Counsel Out Ineffective Teachers

Within the last calendar year, has your superintendent specifically told you that your school must do a better job of counseling out or removing ineffective teachers?		*F*	%	Valid %	Cum. %
Valid	Yes	46	24.1	24.5	24.5
	No	142	74.3	75.5	100.0
	Total	188	98.4	100.0	
Missing	System	3	1.6		
Total		191	100.0		

Among the 46 principals who had received such a message, exactly half of them indicated that the new legislation in Indiana would cause them to recommend more contract cancelations. A cross tabulation of these two survey items indicated a strong relationship (Chi-square significance = .000, *df* = 2). Appendix F- Cross Tabulation Chart #5 contains more details.

This suggested that there were a number of school corporations around the state of Indiana that were beginning to have some very impactful conversations about what needed to transpire with ineffective teachers. Where superintendents are reinforcing the need to remove ineffective teachers from the classrooms, principals are hearing the message and planning to make some changes to their practices.

CHAPTER 5

SUMMARY AND DISCUSSION

Summary of the Results

Research Question 1 in this study focused on teacher effectiveness and whether principals can identify effective and ineffective teaching. Because there is an abundance of literature on the topic of teacher effectiveness, many would suppose that principals should in fact be able to make these judgments. But how do principals themselves feel about their ability to assign the labels of effective and ineffective to the teachers they supervise? The results of this research indicated that 94.2% of Indiana principals were confident in their ability to identify teachers at both ends of the spectrum—effective and ineffective. There was virtually no discrepancy among the different demographic groups of principals in this confidence related to effectively labeling teacher practice.

The second research question focused on the ways in which teacher effectiveness was measured. Throughout the United States, many states have re-designed their teacher appraisal frameworks to incorporate more of a 21st century expectation regarding teacher effectiveness. Most states that changed their expectations for teacher evaluation included a value-added component that requires teachers to show evidence of student achievement and/or growth. Indiana principals were unsure about the role that standardized tests should play in the overall evaluation of teacher effectiveness. In fact, just over half of Indiana's principals (54.5%) agreed

that standardized testing information should be used as grounds for determining teacher effectiveness (Figure 2).

When principals were asked to identify the trait/characteristic of a teacher that is most indicative of effective teachers, a vast majority (68.5%) identified a teacher's "ability to engage students in learning each day" (Table 4). Similarly, when principals were asked to identify the professional trait of teachers that was most lacking among ineffective teachers, 51.1% of principals pointed to that same theme "a teacher's ability to engage students in learning each day" (Table 5).

The third research question placed its focus on what currently happens to ineffective teachers, specific to their contract status. The findings of this research indicated that well over half of the Indiana principals surveyed (56.6%) acknowledged that they currently had an ineffective teacher in their school (Table 6). Despite this condition, very few principals indicated that they were counseling out ineffective teachers, and even fewer principals were canceling the contracts of these same ineffective teachers (Table 7 and Figure 5 respectively). When one looks more specifically at the practice of counseling out ineffective teachers, one sees that 92.2% of Indiana principals counseled out 2% or less of their teaching staff in 2011-2012 (Table 11). Even more surprising, more than 19 out of every 20 principals in the state (95.5%) canceled the contracts of 2% or less of their teaching staff in 2011-2012 (Table 10).

What happens to ineffective teachers in Indiana? It appeared that the fate of ineffective teachers in the state was fairly consistent with the fate of ineffective teachers throughout the rest of the nation . . . they continue to teach.

The fourth research question looked at the changes made in Indiana laws that specifically impact public school teachers and the administrators who supervise them. In light of these

monumental changes, will principals recommend contract cancelations more frequently for

ineffective teachers? The findings from this body of research really do not shed much light on

this topic. Indiana principals are still very uncertain about the true ramifications of the new laws,

and they are not sure how this will impact the ways in which they evaluate the effectiveness of

their teaching staff. At the time of the survey, 44.4% of Indiana principals declared that they

were uncertain if the new laws would change their practice, resulting in more teacher contract

cancelations (Table 12). This same finding manifested that only 23.8% of Indiana's principals

suggested that the new laws would lead them to making more contract cancelation

recommendations. No substantial difference in this percentage was found among the different

demographic groups of principals who were surveyed.

Discussion of the Findings

Research Question 1

So what does this mean when 94.2% of Indiana principals state that they are confident in

their ability to identify effective and ineffective teachers? Hopefully, it means that principals

were trained well in their principal preparation programs. It may also mean that they read

professional literature on the topic of teacher effectiveness that is so abundant, and this literature

review leads to confidence and competence in this identification of teachers in their various

abilities. It could also mean that principals have received training over the last few years in the

new teacher appraisal models, many of which include descriptive rubrics for the various areas of

professional practice. It could also mean that principals are observing many classrooms each

year, and they are sorting achievement data disaggregated by individual teachers. Hopefully

these practices alone make it fairly obvious which teachers are being effective with students and

which ones are not having the same kind of success.

Of course it is also possible that principals are disillusioned about their ability to accurately make such identifications among teachers. Perhaps the principals surveyed only suggested that they could make such identification among teachers, because principals think they should be able to do this.

It is possible to read a lot into this result as the data is interpreted. What one does see in this study is that principals indicate a very high level of confidence in their ability to distinguish between effective and ineffective teachers.

Research Question 2

Regarding Research Question 2, what does it mean to readers of educational research that most principals attribute "the ability to engage students in learning each day" as the most important factor in determining a teacher's effectiveness? It is certain that the word engagement has become one of the most used *buzzwords* in education over the past decade. Note that there are over 63.5 million results found in Google under the term *student engagement*. Despite the heavy use of this word, student engagement was selected much more predominantly than many other commonly addressed traits such as content knowledge, student achievement score growth, classroom management, planning of instruction, and the ability to establish quality relationships with students. Student engagement was chosen at a rate that was almost six times greater than the trait that received the second most attention (ability to establish quality relationships).

Most teacher appraisal models place emphasis in all six of the areas listed on the survey. It would be good for beginning teachers and collegiate instructors in teacher preparation programs to highlight this priority that K-12 principals place on the aspect of student engagement. All aspiring teachers want to be successful in the profession. Therefore, it would

seem fitting for young educators to be cognizant of the fact that most principals place such a high

priority on student engagement when they are labeling teacher effectiveness.

The fact that "achievement score growth among students" was a distant third among the

six traits most important in determining a teacher's effectiveness is surprising to me, and it is

certainly significant to note. In this era that discusses value-added education on a regular basis,

it is ironic that *product* (student learning) still takes a back seat to the *processes* that principals

seek when trying to identify effectiveness.

Research Question 3

Over half of the principals in the state of Indiana acknowledge that they have ineffective

teachers in their schools (Table 6), yet a vast majority of the principals in the state are not

choosing to counsel out ineffective teachers, and even fewer principals are actually

recommending contract cancelations for ineffective teachers (Table 11 and Table 10).

The general public believes that ineffective teachers are tolerated in public schools today.

The Weisberg et al. (2009) report and the National Center for Education Statistics concerning

teachers validate this national sentiment. It appears that Indiana's reality regarding the tolerance

of ineffective teachers is not much different from the rest of the nation. After seeing these

statistics for the prominence of ineffective teachers in Indiana, some readers may come to the

conclusion that the changes found in the new laws from the 2011 General Assembly were

necessary for improving the quality of public education for students.

Research Question 4

What are the implications of the results from the fourth research question, which informs

the reader that less than one in four principals (23.8%) suggested that the new legislation would

cause them to more frequently recommend contract cancelation for ineffective teachers (Table

12)? It needs to be noted that this last question continues to be speculative until the principals throughout the state have had an opportunity to understand the requirements of the new laws.

Many principals have been trained in a new teacher evaluation model in the last year, and others are still being trained during this current school year. Principals are having new conversations with teachers, and they are using new metrics to determine teacher effectiveness. The hesitation that was indicated in the survey (44.4% of the principals who stated that they were uncertain whether Indiana's new legislation on teacher effectiveness would cause them to more frequently recommend cancelation of teacher contracts) will subside. Principals will jump off of the fence and be more opinionated on the matter as their understanding of the new legislation increases, their familiarity with their new evaluation models expands, and the expectations of their local constituents become clearer to them.

Items for Further Study

Indiana principals indicated that they are very confident in their ability to identify effective and ineffective teachers. It would be interesting to see the perspective of teachers on this matter. Do teachers think that their principals have the ability to properly identify differing levels of teacher effectiveness? Future studies regarding teacher effectiveness could investigate this perspective.

Almost half of Indiana's principals stated that they did not favor using standardized testing data to significantly impact a teacher's overall evaluation. Will principals' attitudes on this matter begin to change once the mandated practice has become the norm throughout the state (and likely the nation as a whole)? This question should be given some attention within the next five years. By this time, many of the states that made changes to their teacher appraisal systems in the last two to three years will have had time to collect more data related to the topic of

contract cancelations and the number of teachers who were evaluated as effective and ineffective using the value added components.

The research from this study indicated that principals do not recommend contract cancelation very often for the teachers they supervise. It would be interesting to see a case study involving four or five principals who acknowledge that they have ineffective teachers, yet they are unwilling to cancel their contracts. It could be eye-opening to see what principals are doing with these teachers. Are they providing on-going professional development, are they hoping the ineffective teachers improve on their own, or are principals avoiding these teachers altogether? Perhaps only a case study could provide these answers.

Lastly, it should be noted that voters in the state of Indiana chose a new state Superintendent of Public Instruction in the November 2012 election. It is too early to know all the reasons that voters chose to go with a candidate who has a vastly different vision for public education. It is, however, possible that the new teacher appraisal model that was thrust upon public schools by Dr. Tony Bennett was part of the reason. Therefore, it would be interesting to see if the pendulum continues to move toward value added components in teacher evaluations or whether the pendulum will swing the other way. A follow-up study in four to six years may tell a very different story about teacher evaluation in the state of Indiana.

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APPENDIX A: QUESTIONNAIRE FOR INDIANA PUBLIC SCHOOL PRINCIPALS

"Principal's Perspectives Regarding Ineffective Teachers and New Legislation in Indiana"

Please return this completed survey in the enclosed envelope to Harold Olin at 1440 North Franklin Street, Greenfield, Indiana 46140, or you may scan the completed survey and send it to harold.olin@yahoo.com
Please write your responses directly on the questionnaire.

1. Without hesitation, I would say that I know what effective and ineffective teaching looks like.

   a-Disagree /   b-Uncertain /   c-Agree

2. I have an ineffective teacher in my school currently.

   a-Disagree /   b-Uncertain /   c-Agree

3. Many principals use some form of an official improvement plan when working with ineffective teachers. How much time do you generally allow a teacher to show improvement in deficient areas of professional practice before you would consider cancelling his/her contract?

   a- Up to 90 School Days / b- 91-180 School Days / c- More than 180 School Days / d- I Do Not Use Them

4. My current superintendent promotes the practice of canceling teacher contracts when a teacher is ineffective.

   a-Disagree /   b-Uncertain /   c-Agree

5. My school board (or local governing authority) promotes the practice of canceling teacher contracts when a teacher is ineffective.

   a-Disagree /   b-Uncertain /   c-Agree

6. Indiana Code provides too many procedural rights for ineffective teachers, and thus makes it overly difficult to cancel the contract of an ineffective teacher.

   a-Disagree /   b-Uncertain /   c-Agree

7. I have been asked by a superior (central office administrator or a board member) to tolerate the performance of an ineffective teacher, because that teacher provides a valuable service to the school corporation in an area of school business not related to instruction. (Examples: head coaching position, athletic director, dean of students, etc.)

    a-Disagree /   b-Uncertain /   c-Agree

8. In an effort to maintain good relations with the teaching staff in my building, I have chosen to overlook the ineffective performance of a teacher and not pursue a contract cancelation.

    a-Disagree /   b-Uncertain /   c-Agree

9. To document enough evidence that would demonstrate a teacher's ineffectiveness is too time consuming to complete in light of the many other duties I have as a principal.

    a-Disagree /   b-Uncertain /   c-Agree

10. I am hesitant to cancel an ineffective teacher's contract, because I view a teacher's failure to be my failure.

    a-Disagree /   b-Uncertain /   c-Agree

11. Academic growth on standardized assessments (Examples: Acuity, NWEA, ISTEP+, ECA's) should be used as a grounds for determining teacher effectiveness.

    a-Disagree /   b-Uncertain /   c-Agree

12. Indiana's new legislation on teacher effectiveness (SB 001-2011 / I.C. 20-28-11.5) will cause me to more frequently recommend cancelation or non-continuance of teacher contracts.

    a-Disagree /   b-Uncertain /   c-Agree

13. Within the last calendar year, has your superintendent specifically told you that your school district/corporation must do a better job of "counseling out" or removing ineffective teachers?

    a-Yes   b- No

14. Within the last calendar year, has your school district/corporation radically changed the teacher appraisal model in an effort to more effectively distinguish high performing teachers from ineffective teachers?

    a-Yes   b-No

15. In my experience as a principal, the fate of ineffective teachers in the schools that I have supervised is a follows:

a. They continue to teach   b. They choose to resign   c. They have their contracts canceled

16. As you reflect on ineffective teachers who are distributed throughout the state of Indiana, what do you think happens to them?

a. They continue to teach   b. They choose to resign   c. They have their contracts canceled

17. The barrier that most frequently prevents me from recommending teacher non-continuance and/or teacher contract cancelation for an ineffective teacher is that:

a. My superintendent does not support these recommendations

b. My board of school trustees (local governing board) does not support these recommendations

c. Making such a recommendation would create too much hostility in the school among the rest of the faculty members

d. It is too much work to collect the necessary data to prove teacher ineffectiveness

e. Indiana Code provides too many procedural rights for teachers, thus making cancelation of a teacher contract too difficult to pursue

f. None of the aforementioned barriers prevent me from recommending teacher contract cancelations

18. What other factors (not listed above) may cause you to keep ineffective teachers in your classrooms? This open-ended question is optional.

19. As you consider the aspects of teacher <u>effectiveness</u>, which of the following professional traits is **most important** (to you) in determining a teacher's effectiveness? Select one area.

a. Achievement score growth among the teacher's students
b. Ability to establish quality relationships with students
c. Knowledge within the teacher's content area
d. The ability to plan appropriate instruction
e. The ability to manage the classroom in an effective and efficient manner
f. The ability to engage students in learning each day

20. When you reflect on the teachers who meet your criteria of <u>ineffective</u>, which of the following professional traits is generally **most lacking** in their professional practice? Select one area.

   a. Achievement score growth among the teacher's students as a whole
   b. Ability to establish quality relationships with students
   c. Knowledge within the teacher's content area
   d. The ability to plan appropriate instruction
   e. The ability to manage the classroom in an effective and efficient manner
   f. The ability to engage students in learning each day

21. Will your school be using RISE (or a form of RISE) to evaluate teachers in your corporation during the 2012-2013 school year?

   a. Yes   b. No

22. Have you been successful in canceling or not continuing the contract of an ineffective teacher within the last two years? (By using the term "successful", I am asking if your superintendent and school board supported your recommendation, and the teacher no longer works in your corporation.)

   a. Yes   b. No

23. What percentage of your teaching staff was recommended for non-continuance or contract cancelation in the 2011-2012 school year?

   a. less than 1%   b. 1% - 2%   c. 3%-4%   d. more than 4%

24. What percentage of your teaching staff was "counseled out" during the 2011-2012 school year? (The teacher chose to resign instead of having his/her contract canceled.)

   a. less than 1%   b. 1% - 2%   c. 3%-4%   d. more than 4%

25. How many <u>annual classroom observations</u> are necessary for a principal to determine a teacher's level of effectiveness (to appropriately place a teacher into one of four performance categories)?

   a. 1-2   b. 3-4   c. 5 or more

26. As you review your school's standardized test scores from ISTEP+ or End of Course Assessments over the past two years, which of the following ranges best describes your school's "percent passing" scores in ELA and Math?

   a. 80% or higher   b. 79% - 70 %   c. 69% or below

27. Has your school made the federal Adequate Yearly Progress standard in each of the past two years?

    a. Yes   b. No

28. Has your school been ranked by the Indiana Department of Education as an A, B, or C (Exemplary, Commendable, or Academic Progress) school in each of the past two years?

    a. Yes   b. No

Please complete this last list of questions pertaining to demographics:

29. How many years have you been a principal or assistant principal, including this year?

    a. 1-5   b. 6-10   c. 11 or More

30. How many years have you been the principal in your current school, including this year?

    a. 1 year   b. 2-3 years   c. 4th years or more

31. What grade levels do you *primarily* supervise in your school? (Select only one)

    a. Elementary School   b. Middle School   c. High School

32. What is your gender?

    a. Male   b. Female

33. Which age range do you fit within?

    a. 30 or Younger   b. 31-45   c. 46 or Older

34. How many teachers will *you* evaluate this school year? (Do not count the teachers that your assistant(s) will be evaluating)

    a. 1-15   b. 16-25   c. 25 or More

35. How would you categorize the setting of the school you supervise?

    a. Urban   b. Suburban   c. Rural

36. Which type of school do you supervise?

    a. Public School, Traditional   b. Public School, Charter   c. Private School

*Thank you for participating in my survey. Your input is a valuable part of my research.

APPENDIX B: COVER LETTER TO PRINCIPALS

Dear Indiana Public School Principal:

Teacher effectiveness has been a much debated topic in Indiana for several years. In 2011 the General Assembly legislators, at the encouragement of both Governor Mitch Daniels and the Superintendent of Public Instruction Tony Bennett, passed a few landmark bills that have changed teacher performance evaluations, the salary structure for teachers, and the language revolving around contract status. As a seasoned Indiana public school principal, I am interested in the views and responses of principals from across the state.

I am currently a doctoral candidate at Ball State University, and I am working on completing my dissertation. I am asking for your assistance in my research. My goal is to gather information from 330 public school principals in the state of Indiana regarding their current practices and projected future practices with ineffective classroom teachers in their buildings. To be included in the research, you must be a practicing Indiana school principal with a minimum age of 21. Data that is collected will be stored in a secured room in my home, and it will be destroyed after the completion of the dissertation. Although there are no direct benefits to you for participating in the survey, the summative results of the research will be available upon request.

There should be no risks in participating in this survey. Your participation is completely voluntary, and you may discontinue participation at any time without prejudice from the researcher. If you feel uncomfortable answering any item on the survey, you do not have to answer it (i.e. it is permissible to skip item(s)). Coding on the questionnaire will only be used to verify which principals have responded, and the codes will be kept separate from the data in a secure place. Your name and district will not be associated with any results of the study.

This project has been reviewed and approved by the Institutional Review Board of Ball State University. Questions concerning your rights as a participant in this research may be addressed to the Director of Office of Research Integrity, Ball State University, Muncie, IN 47306, (765) 285-5070 or at irb@bsu.edu.

I can be reached at any of the phone numbers or addresses listed at the bottom of this letter.

I thank you in advance for your participation in this study.

Sincerely,

Harold E. Olin, Ed.S.
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APPENDIX C: REASONS FOR ALLOWING INEFFECTIVE TEACHERS TO CONTINUE

TEACHING IN INDIANA CLASSROOMS

Table 1. Teacher Performance Improvement Plan Use

How much time do you generally allow a teacher to show improvement in deficient areas of professional practice before you would consider cancelling his or her contract?		*F*	%	Valid %	Cum. %
Valid	Up to 90 days	50	26.2	26.9	26.9
	91-180 days	107	56.0	57.5	84.4
	More than 180 days	19	9.9	10.2	94.6
	I do not use them	10	5.2	5.4	100.0
	Total	186	97.4	100.0	
Missing	System	5	2.6		
Total		191	100.0		

Table 2. Degree of Superintendent Support Regarding Ineffective Teachers and Contract

Cancelation

My superintendent promotes the practice of cancelling teacher contract when a teacher is ineffective.		*F*	%	Valid %	Cum. %
Valid	Disagree	17	8.9	8.9	8.9
	Uncertain	45	23.6	23.7	32.6
	Agree	128	67.0	67.4	100.0
	Total	190	99.5	100.0	
Missing	System	1	.5		
Total		191	100.0		

Table 3. Degree of School Board Support Regarding Ineffective Teachers

My school board (or local governing authority) promotes the practice of cancelling teacher contracts when a teacher is ineffective.		*F*	%	Valid %	Cum. %
Valid	Disagree	22	11.5	11.6	11.6
	Uncertain	56	29.3	29.6	41.3
	Agree	111	58.1	58.7	100.0
	Total	189	99.0	100.0	
Missing	System	2	1.0		
Total		191	100.0		

Table 4. Principal Attitudes Related to Indiana Code Provisions for Ineffective Teachers

Indiana Code provides too many procedural rights for ineffective teachers, and thus makes it overly difficult to cancel the contract of an ineffective teacher.		*F*	%	Valid %	Cum. %
Valid	Disagree	59	30.9	31.2	31.2
	Uncertain	55	28.8	29.1	60.3
	Agree	75	39.3	39.7	100.0
	Total	189	99.0	100.0	
Missing	System	2	1.0		
Total		191	100.0		

Table 5. Ineffective Teachers Credited for Service Outside the Classroom

I have been asked by a superior to tolerate the performance of an ineffective teacher, because that teacher provides a valuable service to the school corporation in an area of school business not related to curriculum.		*F*	%	Valid %	Cum. %
Valid	Disagree	178	93.2	93.2	93.2
	Uncertain	2	1.0	1.0	94.2
	Agree	11	5.8	5.8	100.0
	Total	191	100.0	100.0	

Table 6. Principals Overlooking Poor Performance to Maintain Good Relations With the Faculty

In an effort to maintain good relations with the teaching staff in my building, I have chosen to overlook the ineffective performance of a teacher and not pursue a contract cancelation.		F	%	Valid %	Cum. %
Valid	Disagree	176	92.1	92.1	92.1
	Uncertain	4	2.1	2.1	94.2
	Agree	11	5.8	5.8	100.0
	Total	191	100.0	100.0	

Table 7. Excuses That are Given by the Principals for Not Canceling Teacher Contracts

The barrier that most frequently prevents me from recommending a contract cancelation for an ineffective teacher is . . .		F	%	Valid %	Cum. %
Valid	Superintendent does not support the recommendation	4	2.1	2.2	2.2
	School board does not support the recommendation	4	2.1	2.2	4.5
	Too much work to collect necessary data to prove ineffectiveness	14	7.3	7.8	12.3
	Indiana Code provides too many procedural rights, making cancelation too difficult	31	16.2	17.3	29.6
	None of the aforementioned barriers prevent me from recommending cancelations	126	66.0	70.4	100.0
	Total	179	93.7	100.0	
Missing	System	12	6.3		
Total		191	100.0		

Table 8. Time Constraints Related to Teacher Contract Cancelations

To document enough evidence to demonstrate a teacher's ineffectiveness is too time consuming to complete in light of the many other duties I have as a principal.		*F*	%	Valid %	Cum. %
Valid	Disagree	125	65.4	65.4	65.4
	Uncertain	22	11.5	11.5	77.0
	Agree	44	23.0	23.0	100.0
	Total	191	100.0	100.0	

APPENDIX D: CHANGING EXPECTATIONS IN THE TEACHER EVALUATION

PROCESS

Table 1. Recent Changes to Teacher Appraisal at the Local Level

Within the last calendar year has your school radically changed the teacher appraisal model to more effectively distinguish high performing and ineffective teachers?		*F*	%	Valid %	Cum. %
Valid	Yes	134	70.2	70.9	70.9
	No	55	28.8	29.1	100.0
	Total	189	99.0	100.0	
Missing	System	2	1.0		
Total		191	100.0		

Table 2. Use of the State's Suggested Teacher Appraisal Model

Will your school be using RISE or a form of RISE to evaluate teachers during the 2012-2013 school year?		*F*	%	Valid %	Cum. %
Valid	Yes	126	66.0	67.7	67.7
	No	60	31.4	32.3	100.0
	Total	186	97.4	100.0	
Missing	System	5	2.6		
Total		191	100.0		

Table 3. Increased Classroom Observations of Teachers . . . What is Optimal?

How many annual classroom observations are necessary for a principal to determine a teacher's level of effectiveness?		*F*	%	Valid %	Cum. %
Valid	1 – 2	22	11.5	12.0	12.0
	3 – 4	75	39.3	40.8	52.7
	5 or more	87	45.5	47.3	100.0
	Total	184	96.3	100.0	
Missing	System	7	3.7		
Total		191	100.0		

APPENDIX E: DEMOGRAPHICS OF THE SURVEY PARTICIPANTS

Table 1. Department of Education Assigned Letter Grades . . . Who Made the Cut?

Has your school been ranked by the Indiana Department of Education as an A, B, or C school in each of the past two years?		*F*	%	Valid %	Cum. %
Valid	Yes	155	81.2	84.2	84.2
	No	29	15.2	15.8	100.0
	Total	184	96.3	100.0	
Missing	System	7	3.7		
Total		191	100.0		

Table 2. Administrative Experience of the Survey Participants

Has your years have you been a principal or assistant principal, including this year?		*F*	%	Valid %	Cum. %
Valid	1 – 5 years	59	30.9	30.9	30.9
	6 – 10 years	47	24.6	24.6	55.5
	11 or more years	85	44.5	44.5	100.0
	Total	191	100.0	100.0	

Table 3. Years of Experience at the Current School in Role of Principal

Has many years have you been the principal in your current school, including this year?		F	%	Valid %	Cum. %
Valid	1 year	38	19.9	20.2	20.2
	2 – 3 years	49	25.7	26.2	46.3
	4 or more years	103	53.9	54.2	100.0
	Total	190	99.5	100.0	
Missing	System	1	.5		
Total		191	100.0		

Table 4. Level of the School in Which the Principals Supervise

What grade levels do you primarily supervise in your school?		F	%	Valid %	Cum. %
Valid	Elementary school	111	58.1	58.7	58.7
	Middle school	21	11.0	11.1	69.8
	High school	57	29.8	30.2	100.0
	Total	189	99.0	100.0	
Missing	System	2	1.0		
Total		191	100.0		

Table 5. Principal's Gender

What is your gender?		*F*	%	Valid %	Cum. %
Valid	Male	123	64.4	64.4	64.4
	Female	68	35.6	35.6	100.0
	Total	191	100.0	100.0	

Table 6. Age Levels of the Principals Who Participated in the Survey

Which age range do you fit within?		*F*	%	Valid %	Cum. %
Valid	30 years or younger	4	2.1	2.1	2.1
	31 – 45 years	87	45.5	45.5	47.6
	46 years or older	100	52.4	52.4	100.0
	Total	191	100.0	100.0	

Table 7. Number of Teachers to Be Evaluated by the School Principal

How many teachers will you evaluate this school year?		*F*	%	Valid %	Cum. %
Valid	1 – 15	22	11.5	11.6	11.6
	16 – 25	92	48.2	48.4	60.0
	26 or more	76	39.8	40.0	100.0
	Total	190	99.5	100.0	
Missing	System	1	.5		
Total		191	100.0		

Table 8. School Setting for the Principals Who Participated in the Survey

How would you categorize the setting of the school you supervise?		F	%	Valid %	Cum. %
Valid	Urban	41	21.5	21.7	21.7
	Suburban	44	23.0	23.3	45.0
	Rural	104	54.5	55.0	100.0
	Total	189	99.0	100.0	
Missing	System	2	1.0		
Total		191	100.0		

Table 9. Type of Public School for the Principals Who Participated in the Survey

Which type of school do you supervise?		F	%	Valid %	Cum. %
Valid	Public school, traditional	183	95.8	96.3	96.3
	Public school, charter	7	3.7	3.7	100.0
	Total	190	99.5	100.0	
Missing	System	1	.5		
Total		191	100.0		

APPENDIX F: CROSS TABULATION CHART #1

			What grade level do you supervise?			
			Elementary	Middle	High School	Total
I have an ineffective teacher in my school currently.	Disagree	Count	49	5	11	65
		% within I have an ineffective teacher	75.40%	7.70%	16.90%	100.00%
		% within what grade level do you supervise	44.10%	23.80%	20.00%	34.80%
		% of Total	26.20%	2.70%	5.90%	34.80%
	Uncertain	Count	10	1	5	16
		% within I have an ineffective teacher	62.50%	6.30%	31.30%	100.00%
		% within what grade level do you supervise	9.00%	4.80%	9.10%	8.60%
		% of Total	5.30%	0.50%	2.70%	8.60%
	Agree	Count	52	15	39	106
		% within I have an ineffective teacher	49.10%	14.20%	36.80%	100.00%
		% within what grade level do you supervise	46.80%	71.40%	70.90%	56.70%
		% of Total	27.80%	8.00%	20.90%	56.70%
	Total	Count	111	21	55	187
		% within I have an ineffective teacher	59.40%	11.20%	29.40%	100.00%
		% within what grade level do you supervise	100.00%	100.00%	100.00%	100.00%
		% of Total	59.40%	11.20%	29.40%	100.00%

	Chi square test		
	Value	*df*	Asymp. Sig (2-Sided)
Pearson chi square	12.046	4	0.017

Survey items #2 and #31

- I have an ineffective teacher in my school currently
  o Disagree / Uncertain / Agree
- What grade level do you primarily supervise in your school?
  o Elementary School / Middle School / High School

Cross Tabulation Chart #2

			Has your school made AYP the last two years?		
			Yes	No	Total
I have an ineffective teacher in my school currently.	Disagree	Count	53	12	65
		% within I have an ineffective teacher	81.50%	18.50%	100.00%
		% within has your school made AYP the last two years?	42.10%	20.30%	35.10%
		% of Total	28.60%	6.50%	35.10%
	Uncertain	Count	13	2	5
		% within I have an ineffective teacher	86.70%	13.30%	100.00%
		% within has your school made AYP the last two years	10.30%	3.40%	8.10%
		% of Total	7.00%	1.10%	8.10%
	Agree	Count	60	45	105
		% within I have an ineffective teacher	57.10%	42.90%	100.00%
		% within has your school made AYP the last two years	47.60%	76.30%	56.80%
		% of Total	32.40%	24.30%	56.80%
	Total	Count	126	59	185
		% within I have an ineffective teacher	68.10%	31.90%	100.00%
		% within has your school made AYP the last two years	100.00%	100.00%	100.00%
		% of Total	68.10%	31.90%	100.00%

	Chi square test		
	Value	*df*	Asymp. Sig (2-Sided)
Pearson chi-square	13.588	2	0.001

Survey items #2 and 27

- I have an ineffective teacher in my school currently
  - Disagree / Uncertain / Agree
- Has your school made the federal Adequate Yearly Progress standard in each of the last two years?
  - Yes / No

Cross Tabulation Chart #3

			Which type of school do you supervise?		
			Traditional	Charter	Total
They continue to teach	Count		47	1	48
	% within the fate of ineffective teachers		97.90%	2.10%	100.00%
	% within which type of school do you supervise		29.90%	14.30%	29.30%
	% of Total		28.70%	.60%	29.30%
They choose to resign	Count		95	3	98
	% within the fate of ineffective teachers		96.90%	3.10%	100.00%
	% within which type of school do you supervise		60.50%	42.90%	59.80%
	% of Total		57.90%	1.80%	59.80%
Contracts are canceled	Count		15	3	18
	% within the fate of ineffective teachers		83.30%	16.70%	100.00%
	% within which type of school do you supervise		9.60%	42.90%	11.00%
	% of Total		9.10%	1.80%	11.00%
Total	Count		157	7	164
	% within the fate of ineffective teachers		95.70%	4.30%	100.00%
	% within which type of school do you supervise		100.00%	100.00%	100.00%
	% of Total		95.70%	4.30%	100.00%

In my experience as a principal, the fate of ineffective teachers in the schools that I have supervised is as follows:

Chi square test

	Value	*df*	Asymp. Sig (2-Sided)
Pearson chi-square	7.682	2	0.021

Survey items #15 and #36

- In my experience as a principal, the fate of ineffective teachers in the schools that I have supervised is as follows:
  - Continue to Teach / Choose to Resign / Contracts Are Canceled
- Which type of school do you supervise?
  - Public-Traditional / Public Charter

Cross Tabulation Chart #4

			What is your gender?		
			Traditional	Charter	Total
In my experience as a principal, the fate of ineffective teachers in the schools that I have supervised is as follows:	They continue to teach	Count	30	18	48
		% within the fate of ineffective teachers	62.50%	37.50%	100.00%
		% within what is your gender	27.50%	32.10%	29.10%
		% of Total	18.20%	10.90%	29.10%
	They choose to resign	Count	61	37	98
		% within the fate of ineffective teachers	62.20%	37.80%	100.00%
		% within what is your gender	56.00%	66.10%	59.40%
		% of Total	37.00%	22.40%	59.80%
	Contracts are canceled	Count	18	1	19
		% within the fate of ineffective teachers	94.70%	5.30%	100.00%
		% within what is your gender	16.50%	1.80%	11.50%
		% of Total	10.90%	.60%	11.50%
	Total	Count	109	56	165
		% within the fate of ineffective teachers	66.10%	33.90%	100.00%
		% within what is your gender	100.00%	100.00%	100.00%
		% of Total	66.10%	33.90%	100.00%

	Chi square test		
	Value	*df*	Asymp. Sig (2-Sided)
Pearson chi-square	7.877	2	0.019

Survey items #15 and #32

- In my experience as a principal, the fate of ineffective teachers in the schools that I have supervised is as follows:
  - Continue to Teach / Choose to Resign / Contracts Are Canceled
- What is your gender?
  - Male / Female

Cross Tabulation Chart #5

			Has your superintendent told you that your school must do a better job of removing ineffective teachers?		
			Yes	No	Total
Indiana's new legislation on teacher effectiveness will cause me to more frequently recommend cancelation or non-continuance of teacher contracts.	Disagree	Count	6	54	60
		% within new legislation will cause me to cancel more contracts	10.00%	90.00%	100.00%
		% within has your superintendent told you to remove ineffective teachers?	13.00%	38.60%	32.30%
		% of Total	3.20%	29.00%	32.30%
	Uncertain	Count	17	64	81
		% within new legislation will cause me to cancel more contracts	21.00%	79.00%	100.00%
		% within has your superintendent told you to remove ineffective teachers?	37.00%	45.70%	43.50%
		% of Total	9.10%	34.40%	43.50%
	Agree	Count	23	22	45
		% within new legislation will cause me to cancel more contracts	51.10%	48.90%	100.00%
		% within has your superintendent told you to remove ineffective teachers?	50.00%	15.70%	24.20%
		% of Total	12.40%	11.80%	24.20%
	Total	Count	46	140	186
		% within new legislation will cause me to cancel more contracts	24.70%	75.30%	100.00%
		% within has your superintendent told you to remove ineffective teachers?	100.00%	100.00%	100.00%
		% of Total	24.70%	75.30%	100.00%

	Chi square test		
	Value	df	Asymp. Sig (2-Sided)
Pearson chi-square	24.427	2	0.000

Survey items #12 and #13

- Indiana's new legislation on teacher effectiveness (SB 001-2011 / I.C. 20-28-11.5) will cause me to more frequently recommend cancelation or non-continuance of teacher contracts.
  - Disagree / Uncertain / Agree
- Within the last calendar year, has your superintendent specifically told you that your school district/corporation must do a better job of "counseling out" or removing ineffective teachers?
  - Yes / No

Cross Tabulation Chart #6

			How many years have you been the principal in your current school?			
			1 year	2 – 3 years	4 years or more	Total
Indiana's new legislation on teacher effectiveness will cause me to more frequently recommend cancelation or non-continuance of teacher contracts.	Disagree	Count	5	15	40	60
		% within new legislation will cause me to cancel more contracts	8.30%	25.00%	66.70%	100.00%
		% within how many years have you been the principal in your school	13.20%	31.90%	39.60%	32.30%
		% of Total	2.70%	8.10%	21.50%	32.30%
	Uncertain	Count	25	22	36	83
		% within new legislation will cause me to cancel more contracts	30.10%	26.50%	43.40%	100.00%
		% within how many years have you been the principal in your school	65.80%	46.80%	35.60%	44.60%
		% of Total	13.40%	11.80%	19.40%	44.60%
	Agree	Count	8	10	25	43
		% within new legislation will cause me to cancel more contracts	18.60%	23.30%	58.10%	100.00%
		% within how many years have you been the principal in your school	21.10%	21.30%	24.80%	23.10%
		% of Total	4.30%	5.40%	13.40%	23.10%
	Total	Count	38	47	101	186
		% within new legislation will cause me to cancel more contracts	20.40%	25.30%	54.30%	100.00%
		% within how many years have you been the principal in your school	100.00%	100.00%	100.00%	100.00%
		% of Total	20.40%	25.30%	54.30%	100.00%

Chi square test

	Value	*df*	Asymp. Sig (2-Sided)
Pearson chi-square	11.935	4	0.018

Survey items #12 and #30

- Indiana's new legislation on teacher effectiveness (SB 001-2011 / I.C. 20-28-11.5) will cause me to more frequently recommend cancelation or non-continuance of teacher contracts.
  - Disagree / Uncertain / Agree
- How many years have you been the principal in your current school, including this year?
  - 1 Year / 2-3 Years / 4th Year or More

Cross Tabulation Chart #7

			Which type of school do you supervise?		
			Traditional	Charter	Total
Less than 1%		Count	148	4	152
		% within what percentage of your staff was recommended for cancelation?	97.40%	2.60%	100.00%
		% within which type of school do you supervise?	87.10%	57.10%	85.90%
		% of Total	83.60%	2.30%	85.90%
1% - 2%		Count	17	0	17
		% within what percentage of your staff was recommended for cancelation?	100.00%	0.00%	100.00%
		% within which type of school do you supervise?	10.00%	0.00%	9.60%
		% of Total	9.60%	0.00%	9.60%
3% - 4%		Count	5	2	7
		% within what percentage of your staff was recommended for cancelation?	71.40%	28.60%	100.00%
		% within which type of school do you supervise?	2.90%	28.60%	4.00%
		% of Total	2.80%	1.10%	4.00%
4% or more		Count	0	1	1
		% within what percentage of your staff was recommended for cancelation?	0.00%	100.00%	100.00%
		% within which type of school do you supervise?	0.00%	14.30%	0.60%
		% of Total	0.00%	0.60%	0.60%

The leftmost vertical label reads: "What percentage of your teaching staff was recommended for non-continuance or contract cancelation in the 2011-2012 school year"

| | | Which type of school do you supervise? (continued) | | |
		Traditional	Charter	Total
Total	Count	170	7	177
	% within what percentage of your staff was recommended for cancelation?	96.00%	4.00%	100.00%
	% within which type of school do you supervise?	100.00%	100.00%	100.00%
	% of Total	96.00%	4.00%	100.00%

| | Chi square test | | |
	Value	df	Asymp. Sig (2-Sided)
Pearson chi-square	36.854	3	0.000

Survey items #23 and #36

- What percentage of your teaching staff was recommended for non-continuance or contract cancelation in the 2011-2012 school year?
  - <1% / 1%-2% / 3%-4% / >4%
- Which type of school do you supervise?
  - Public-Traditional / Public-Charter