

## Understanding teacher perceptions of the evaluation process to improve teacher development

Douglas Fulton

One of the most important factors in student growth and school improvement resides in the professional skills of teachers. Highly effective teachers have greater confidence or self-efficacy in their ability to support student learning (Hall & Simeral, 2015; Miller, Ramirez, & Murdock, 2017). Highly effective teachers not only create measurable improvement in their own students, but also support school improvement (Stronge, 2010). Teachers with high self-efficacy create growth in student learning, are better able to handle changes, and foster the growth of fellow teachers (Daley & Chrispeels, 2008; Ford, Sickle, Clark, Fazio-Brunson, & Schween, 2017; Miller et al.).

School based leaders use their required evaluation systems to both identify teacher abilities and create the professional development to improve teacher abilities (Ford et al., 2017). However, there is little evidence if either of these practices have the desired impact on teacher improvement. School-based administrators often use teacher evaluation to build teacher supports after the evaluation process (Derrington & Kirk, 2017; Moran, 2017). Teachers reported limited support in ways to improve during the evaluation (Callahan & Sadeghi, 2015; Ford et al., 2017). When the teacher supports occur at the end of the evaluation process, administrators are missing opportunities to improve teaching during the school year. The development of effective teachers through the understanding of teacher perceptions of evaluation systems and evaluation supports is important for school based administrators (principals and assistant principals) in building effective professional development.

### Growth Evaluation Model

School leaders have external systems in place to create a process for teacher self-improvement. With over 31 states using teacher evaluation to create professional development

(Center for Public Education, 2103) there seems to be a simple formula (see Figure 1) to use the evaluation process to create effective teachers. Principals can use current evaluation processes that foster professional growth through an evaluation system that functions as coaching/growth model.

The flow of an evaluation system should provide coaching supports, encourage teacher self-evaluation through reflections, and lead to teacher professional growth. Teacher professional growth will increase teacher self-efficacy and create highly effective teachers. Highly effective teachers produce student academic progress (Stronge, 2007, 2010; Mehdinezhad & Mansouri, 2016) and then the cycle starts again. The evaluation and evaluation processes can create teachers that are life-long learners, improved practitioners, and generators of student growth.

Figure 1 Evaluations to Build Teacher Effectiveness

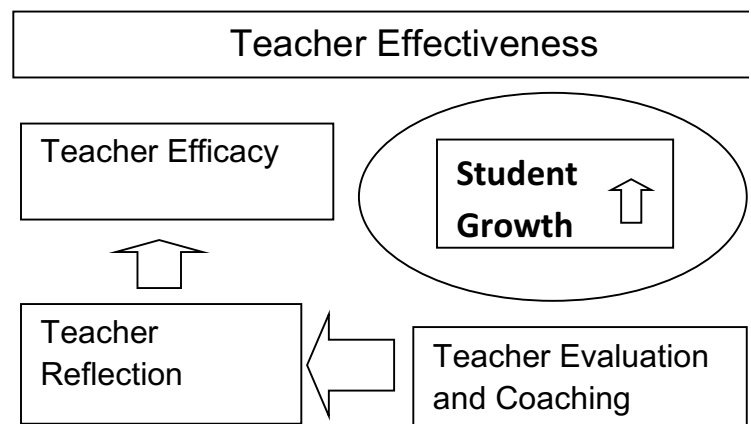


Figure 1 Teacher growth centered on student growth

### Challenge

Moving the teacher evaluation from a summative system to a formative system focused on improving teacher practices is more challenging

than the simple flow chart in Figure 1. The challenge is school leaders cannot build teacher evaluation processes that improve teacher professional practices without understanding teacher perceptions of the evaluation system and the evaluation processes. While school administrators see professional development created as the avenue for teacher growth, teachers may not see the evaluation process as a pathway for professional growth (Derrington & Kirk, 2017; Tschannen-Moran & Tschannen-Moran, 2011). Teachers often see the evaluation as summative or punitive (Derrington & Kirk, p. 630-631). Additionally, state codes often require principals to use the teacher evaluation as more of a summative than a formative assessment. In a summative capacity, professional development is an external motivator and not the internal motivator that engages and encourages teacher growth. For evaluations to have an effect of teacher improvement, teachers must see the utility, feasibility, propriety, and accuracy of the evaluation standards and measurements (Callahan & Sadeghi, 2015; Mehdinezhad & Mansouri, 2016).

Missing in much of the research and review of teacher evaluations is the teacher perception of the evaluation standards, indicators, and processes. Without a buy-in, teachers will view the evaluation as another required task for both administrator and teacher (Derrington & Kirk, 2017; Doherty & Jacobs, 2015). Improving teacher effectiveness and improving student progress requires greater understanding of teacher perceptions of the evaluation and teacher perception of the evaluation system. Additionally, school administrators need to understand if teachers perceive a link between the evaluation system and processes to their own professional growth and the improvement of teacher professional skills that improve student learning.

### **Paradigm**

A constructionist world-view guided this literature review. Constructivists create meaning from listening to views of those living in the environment (Creswell, 2014, p. 8). Teachers create meaning about the evaluation systems and the evaluation processes from their experiences

(Ford et al., 2017; Jiang, Spote, & Luppescu, 2015). The goal in reviewing teacher perceptions of evaluations was to understand the teacher's reality in relation to the processes and system to build evaluation process that promote teacher growth. A constructivist learning theory approach (Creswell, 2014) views teachers as learners who bring their abilities, attitude, and training into the evaluation process. The teacher as learner constructs the knowledge about the evaluation system and processes through their experiences and the resources available to them (Fosnot, 1996).

### **Themes**

Three key themes formed through the literature review. These themes created the lenses to understand teacher reality of evaluation and evaluation processes. First, it is important to understand the history of evaluations. The history review stretched back to the 1983 with the publication of the *Nation at Risk* -- which focused on qualified and effective teachers. The historical construct created some contextual understanding of relationships teachers have with evaluation and the evaluation process. Second, teacher reflective practices emerged as a possible evaluation process. Reflective practices engaged teachers in their own learning and helped teachers link practices with student learning. Third, there is a need to understand the relationship teachers have with the evaluation system and evaluation processes. It is important for school administrators to understand if teachers see the evaluation and evaluation processes as tools to improve their self-efficacy (TSE). The literature review provides a basic understanding of TSE. The paper concludes with a description of the Virginia teacher evaluation system as an example of a current evaluation system that identifies teacher professional skills.

Many current teacher evaluation systems are based on the research works of Robert Marzano (2014), Charlotte Danielson (The Danielson Group, 2017), and Stronge (*VDOE*, 2011). These evaluation systems combine both professional practices and research supported student growth measures. The Virginia evaluation system created a

framework for school administrators to build processes to support teacher growth.

### **Evaluation History**

The recent high-stakes world of school accountability focused attention on teacher effectiveness. However, the perception of teacher evaluations, once used as clinical checklists (Derrington & Kirk, 2017), began to change when the National Commission on Excellence in Education published the *Nation at Risk* report in 1983. Goldberg (1984) wrote that *A Nation of Risk* emphasized four points. Two of those points were a set of standards expected in the classroom and a way to recognize effective teachers.

*A Nation at Risk* started the movement toward recognizing effective teachers, but the standards movement through the last decade of the 20<sup>th</sup> century highlighted a need for teacher accountability. The standards movement was part of a push into the first large federal government involvement in teacher evaluations that resulted in the *No Child Left Behind Act* (2001). NCLB tried to connect teacher performance with student growth. Despite the renewed interest to identify effective teachers through NCLB measures, evaluation systems continued to focus more on teacher behaviors than teacher impact. Often, two or three classroom observations and meetings with an administrator resulted in a final evaluation and end-of-year grade. In a 2009 executive summary for the *New Teacher Report* stated teacher evaluations created the “widget effect” (Weisberg, Sexton, Mulhern, & Keeling, 2009). The widget effect were evaluations that created interchangeable parts expected from all teachers. The evaluations and the process did not identify areas of growth, link teachers to student performances, and had little likeness to change teacher practices (Weisberg et al., 2009).

*Race to the Top* (U.S. Department of Education, 2011) put student performance and student growth measures into the teacher summative evaluation. Federal grants encouraged states to use student growth measures in evaluation teacher effectiveness. By 2015, 43 states had a student

growth measure required in a teacher evaluation (Doherty & Jacobs, 2015). By 2015 NCLB, RTTP, and the *Every Student Succeeds Act* (2015), states pushed heavy accountability measures in teacher evaluation. In 18 states, student performance was a significant factor and in 17 states student performance was the “preponderant” factor (Doherty & Jacobs, 2015, p. 1).

States struggled with the accountability measures. Finding valid and reliable measures to “score” teachers met with varied success. New York and Tennessee were among states that added a value-added method (VAM), a way to show growth by looking at a student’s previous test scores to the growth of the current school year. The use VAMs created an outcry from the National Education Association and the American Federation of Teachers (Jiang, Spote, & Luppescu, 2015). The teacher unions called VAM a measure that still allowed too many other variables to determine student growth and did not accurately reflect teacher performance. VAM concerns highlighted the process of the evaluation was lost in the way to find an effective way to connect teacher evaluations to student growth. Teachers and often administrators questioned the logic and validity of standardized measures (Alman, 2017).

Prior to the emphasis on student growth measures, research was pointing toward greater self-directed learning by teachers in evaluation (Clarke & Collins, 2004). Glickman created three supervisory models; directive, collaborative, and non-directive (as cited by Clarke & Collins). In the non-directive model, the supervisor is to listen, provide, support and encourage teacher self-awareness. Returning to the model of Glickman is possible with changes in federal requirements of evaluations in *Every Student Succeeds Act* (2015). ESSA relaxed the funding carrot to incorporate high-stakes testing into teacher evaluations (U.S. Department of Education, 2016).

### **Reflective Practices**

There is a phrase in education -- a teacher can have 20 years of experience, or a teacher can have one-year of experience 20 times. Finding

processes that created continued learning and growth for teachers is important for improving teacher professional practices. Teachers need reflection and feedback to improve their craft. Effective teachers are already reflective as they “view themselves as responsible for the success of their students,” (Stronge, 2007, p. 29).

Reflection can improve teacher professional practices of planning, delivery, assessment, and classroom environment (Hall & Simeral, 2015; Stronge, 2007). Teachers’ capabilities to improve the professional characteristics can create a more effective teacher (Stronge). To be committed to student growth, school administrators must commit to teacher growth. Reflection creates expertise and skills that do not come naturally to all teachers. A reflective teacher can review classroom lessons and see the connections in planning, instruction, assessment and environment. The same teacher can describe where they failed to meet their expectations or student goals. A non-reflective teacher may not review their practices and instead emphasize student behavior as the reason for progress or lack of progress.

Reflection and self-evaluation creates transformation in teachers (Naidoo & Kirk 2016; Tursini, 2017). Change for teachers through reflection in the evaluation can change the evaluation to a personal growth issue and not a personnel issue. If evaluations can create teacher self-reflection, the teachers can improve their professional practices while still implementing student growth measures in teacher evaluations (National Council of Teacher Quality 2016).

Hall and Simeral wrote good teacher reflection comes through four reflective behaviors:

- Gaining awareness of our educational surroundings (students, content, and pedagogy).
- Planning deliberately and taking action intentionally.
- Assessing the impact on our decisions and actions.

- Engaging in this reflective cycle continuously (2015, p. 15).

Self-reflections can help teachers better understand the evaluation system. Reflection engages teachers in personal review of not only standards, but also performance indicators linked to the standards. Teachers achieve a greater understanding of their abilities and the relationship to the learner (Allwright, 1997). Tursini (2017) found teacher perceived greater skill growth through self-reflection than through traditional evaluation practices.

### **Teacher Self-Efficacy**

Teacher self-efficacy (TSE) is the confidence a teacher has in their ability to get students to learn (Hoy & Spero, 2005). Teachers’ confidence in their own abilities influences student growth. TSE is rooted in the studies of Rotter (1966) and Bandura (1977). Bandura’s (1986) social cognitive theory made the connection that individuals can control actions that effect their own lives. Within this concept, a teacher with high self-efficacy displays confidence in their professional skills. TSE means a teacher will use effective instructional practices and recognize when they need to adjust those practices.

TSE influences teacher professional practices. For instance, Yildirim and Arastaman (2016) found teachers with high TSE in measurement and assessment, had higher perception of their own professional well-being. TSE connects to student achievement (Chesnut & Burley, 2015) and willingness to adapt to changes (Wheatley, 2002). TSE can influence student outcomes (Hoy & Spero, 2005; Zee & Koomen, 2016).

Teacher evaluations based on student growth can affect TSE. A review of Louisiana’s Compass system found by the second year, teachers TSE declined despite receiving highly effective ratings (Ford, Sickle, Clark, Fazio-Brunson, & Schween, 2017). This study related the decline to the reliance of high-stakes testing on scoring teachers in the evaluation process.

## **Teacher Perceptions**

A prime stakeholder in the evaluation of an evaluation system and the evaluation processes are the teachers. Researchers found teachers want accountability, but teachers saw evaluations as a method to remove poor teachers, not to improve good teachers (Sartain & Steinberg, 2014; Clipa, 2011). Moran (2017) found teachers not only wanted to be accountable, but the same teachers also stated there are teachers that do not carry out their responsibilities. There is a need to include teacher perceptions in understanding the narrative of evaluations (Darrow & Castellano, 2000 as cited by Jiang, Spote, & Luppescu, 2015). However, teacher perceptions of the evaluation process are under-researched (Jiang et al).

The review of recent research on teacher perceptions of the evaluation process found research that focused on teachers outside the core curriculum (English, math, science and social sciences). Those outside the common core courses are commonly in areas health and physical education, fine arts, and career and technology. The lack of student growth measures in over 50% of the courses taught in secondary schools drove most of the recent research of teacher perceptions. Seymour and Garrison (2016) found New York physical education teachers felt their classes were secondary courses and the teachers were not confident of the process. Another study found physical education teachers lacked confidence in their evaluators because the new evaluations do not work well with non-core subjects (Norris, et al, 2017.)

More than physical education teachers lacked confidence in the administrator completing evaluations. Teachers believed their administrators as just checking boxes (Callahan & Sadeghi, 2014; Zimmerman & Dekert-Pelton, 2003). There was also a lack of teacher confidence in the system. Teachers were not confident or comfortable with student growth measures connected to their own evaluation (Moran; Seymour & Garrison; 2016; Callahan & Sadeghi, 2015)

There was some research that principals wanted teachers to succeed in new evaluation

systems (Derrington & Kirk; Seymour & Garrison, 2016). Even in the high-stakes testing states, principals were not likely to use student growth measures to evaluate out teachers. By 2014-15, most states that had implemented an evaluation system with a student growth measure had less than 1 % of the teachers found ineffective (Alman, 2017, p. 66)

## **Virginia's Evaluation System**

By 2010, proposed evaluation systems combined with the wealth of research supporting teaching professional standards with the accountability measures demanded by federal legislation and state leaders. The outcome was an attempt to create evaluations that went beyond the two or three teacher observations and an end of year checkbox. New teacher evaluations added emphasis on professional characteristics in planning, instruction, assessment, and environment to the evaluation cycle.

Virginia adopted a teacher evaluation system in 2011, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*. The guidelines went into effect in July 2012. The Virginia Department of Education (VDOE) released revised guidelines in 2015. The VDOE adopted the evaluation system of Stronge (2010). Stronge's work identified characteristics or indicators of effective teachers. Those characteristics formed seven standards of the Virginia teacher evaluation. School divisions were required to grade teachers on a scaled system of exemplary, proficient, developing/needs improvement, or unsatisfactory. Each standard carried a weight, which varied by division, but all divisions had to count standard seven as 40% of the evaluation. The seven standards were:

1. Professional Knowledge;
2. Instructional Planning;
3. Instructional Delivery;
4. Assessment of/for Student Learning;
5. Learning Environment;
6. Professionalism;

## 7. Student Academic Progress.<sup>1</sup>

Virginia teachers were required to include a student growth measure in the evaluation. By legislative code, the growth measure “shall include a student academic progress as a significant component and an overall summative rating (Code of Virginia 22.1-253:5, 2017).

Teacher guidelines from Virginia Board of Education and the Virginia Department of Education clarified the expectations. The guidelines stated:

To the extent possible, teachers and administrators should choose measures of student academic progress based on validated quantitative measures, and provide data that reflect progress in student learning. Validated assessment tools that provide quantitative measures of learning and achievement should be the first choice in measuring student academic progress. Often, a combination of absolute achievement, as measured by nationally validated assessments and goal setting (described later in this document) is appropriate (22.1-253.13:5. Standard 5. Quality of classroom instruction and educational leadership of Virginia Code)

Virginia teachers could meet state expectations for standard seven through writing SMART goals. SMART goals are specific, measurable, attainable, realistic, and time-bound. Virginia teachers established a SMART goal for all students and the developed instructional strategies. Virginia did not require specific test or standardized assessment for use by secondary teachers to demonstrate student growth. Teacher reflection was not required in the evaluation.

To find if the process spurs teacher growth and improvement, there is a need to understand teacher perceptions of the process. Research has shown teachers see the benefit of improving evaluations (Stecher, Garet, Holtzman, & Hamilton,

2012). Evaluations can be models for teacher as learner and for professional development (Derrington & Kirk).

## Conclusion

The need for accountability in teacher evaluations (Moran) needs to move away from fear of punitive evaluations toward a coaching model. If school based administration want teachers to see connections between their instructional strategies and student growth, it is important to understand how beneficial the teachers find the process.

Teachers and administrators often see reform and change differently. Administrator may see the evaluation reforms as needed, but time consuming. Teachers could worry about the reliability and validity of student growth measures and the fairness of an evaluation scoring system (Moran). Even the best appearing evaluation changes depend on the individual teacher for effectiveness of the evaluation (Jiang et al). It appears evident that connecting teachers to how their professional skills impact student learning is important result of evaluations. The use of teacher self-reflection is one process the can used to build teacher professions skills and help make the connection to how improved teacher skills improve student learning.

Teacher perceptions are important to understand the effect of evaluations and the evaluation processes on teacher growth. To improve student learning and spur school improvement, schools must develop effective teachers. The evaluation and evaluation process needs to be built around the the reality of how teachers view evaluation and the evaluation process.

## References

Allwright, D. (1997). Quality and sustainability in teacher research. *TESOL Quarterly*, 27, 368-370.

- Alman, C. (2017, spring). The teacher evaluation revamp, in hindsight. *Education Next*, 61-68.
- Awkard, T. (2017, March 1). The power of reflective action to build teacher efficacy. *Phi Delta Kaplan*, 98, 53-57. Retrieved from <http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=5&sid=7f00fd71-e7f6-4750-83e0-2b63e9005cd1%40sessionmgr101>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychology Review*, 2, 191-215.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewoods Cliffs, NJ: Prentice Hall.
- Callahan, K., & Sadeghi, L. (2015, April). Teacher perceptions of the value of teacher evaluations: New Jersey's ACHIEVE NJ. *NCPEA International Journal of Education Leadership Preparation*, 10, 46-59.
- Center for Public Education. (2103). <http://www.centerforpubliceducation.org/teacherreview>
- Chesnut, S. R., & Burley, H. (2015). Self-efficacy as a predictor of commitment to the teaching profession: A meta-analysis. *Educational Research Review*, 15, 751-766.
- Clarke, A., & Collins, J. B. (2004, Fall). Glickman's supervisory believe inventory; A cautionary tale. *Journal of Curriculum and Supervision*, 20 (1), 76-87. Retrieved from <http://web.a.ebscohost.com.proxy.wm.edu/ehost/pdfviewer/pdfviewer?vid=10&sid=647abc64-765f-4176-9c9c-0100c725edc8%40sessionmgr4009>
- Clipa, O. (2011). Teacher perception on teacher evaluation: the purpose and the assessors within the assessment process. *Procedia Social and Behavioral Sciences*, 29, 158-163. DOI: [10.1016/j.sbspro.2011.11.220](https://doi.org/10.1016/j.sbspro.2011.11.220)
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4 ed.) Thousand Oaks, Ca.: Sage Publications
- Daley, A. J., & Chrispeels, J. (2008). A question of trust: Predictive conditions for adaptive and technical leadership in educational contexts. *Routledge*, 30-63. DOI: [10.1080/15700760701655508](https://doi.org/10.1080/15700760701655508)
- Derrington, M. L., & Kirk, J. (2017). Linking job embedded professional development and mandated teacher evaluation: teacher as learner. *Professional Development in Education*, 43, 630-644. DOI: [10.1080/19415257.2016.1231707](https://doi.org/10.1080/19415257.2016.1231707)
- Doherty, K. M., & Jacobs, S. (2015). *State of the states: Evaluating, teaching, leading, and learning* [Annual Report]. Retrieved from National Council on Teacher Quality: <http://www.nctq.org/dmsView/StateofStates2015>
- Ford, T. G., Sickle, E. V., Clark, L. V., Fazio-Brunson, M., & Schween, D. C. (2017). Teacher self-efficacy, professional commitment, and high-stakes teacher evaluation policy in Louisiana. *Educational Policy*, 31, 202-248. DOI: [10.1177/0895904815586855](https://doi.org/10.1177/0895904815586855)
- Fosnot, C. T. (1996). Constructivism: theory, perspectives, and practice. *Annotated Bibliography of Resources for Educational Reform, Coherent Teaching Practice, and Improved Student Learning*, 8-33. Abstract retrieved from <http://www.sedl.org/cgi-bin/mysql/picbib-output.cgi?searchuniqueid=37>
- Goldberg, M. (1984, March). The essential points of a nation at risk. *Association for Supervision and Curriculum Development*, 15-16. Retrieved from [http://www.ascd.org/ASCD/pdf/journals/ed\\_lead/el\\_198403\\_goldberg.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198403_goldberg.pdf)
- Hall, P., & Simeral, A. (2015). *Teach, reflect, learn: Building your capacity for success in the Classroom*. Alexandria, Va.: ASCD.

- Hoy, A. W., & Spero, R. B. (2005). Changes in teacher efficacy during the early years of teaching: A comparison of four measures. *Teaching and Teacher Education, 21*, 343-356. Retrieved from [http://ac.els-cdn.com/S0742051X05000193/1-s2.0-S0742051X05000193-main.pdf?\\_tid=0eda8ed4-6763-11e7-a32d-00000aacb35f&acdnat=1499906260\\_3a8b12eed776c64b78511bed92c2d690](http://ac.els-cdn.com/S0742051X05000193/1-s2.0-S0742051X05000193-main.pdf?_tid=0eda8ed4-6763-11e7-a32d-00000aacb35f&acdnat=1499906260_3a8b12eed776c64b78511bed92c2d690)
- Jiang, J. Y., Spote, S. E., & Luppescu, S. (2015). Teacher perspectives on evaluation reform: Chicago's REACH students. *Educational Researcher, 44*, 105-116. <http://dx.doi.org/DOI:10.3102/0013189X15575517>
- Laverick, V. T. (2017, Spring). Secondary teachers' understanding and use of reflection: An exploratory study. *American Secondary Education, 45*, 56-68.
- Marzano, R. J. (2014). Learning Sciences International. In *The Marzano teacher evaluation model* (pp. 1-60). Retrieved from <http://www.marzano-center.com/files/MTEM%20Michigan%2006012016.pdf>
- Mehdinezhad, V., & Mansouri, M. (2016, July). School principals' leadership behaviors and its relation with teachers' sense of self-efficacy. *International Journal of Instruction, 9* (2), 51-60. <http://dx.doi.org/DOI:10.12973/iji2016.924a>
- Miller, A. D., Ramirez, E. M., & Murdock, T. B. (2017). The influence of teachers' self-efficacy on perceptions: Perceived teacher competence, and respect, and student effort, and achievement. *Teacher and Teacher Education, 64*, 260-269. <http://dx.doi.org/10.1016/tate.2017.02.008>
- Moran, R. (2017, February). The impact of high stakes teacher evaluation: Educator perspectives on accountability. *Educational Studies, 53*, 178-193. DOI:[10.1080/00131946.2017.1283319](https://doi.org/10.1080/00131946.2017.1283319)
- Naidoo, K., & Kirk, S. (2016,). Candidates' use of new teacher development process, transformative reflection, to identify and address teaching and learning problems in their work with children. *Journal of Teacher Education, 67*, 379-391. DOI:10.1177/0022487116653659
- Norris, J., Van der Mars, H., Kulinna, P., Amrein-Beardsley, A., Kwon, J., & Hodges, M. (2017). Physical education teacher perceptions of teacher evaluation. *The Physical Educator, 74*, 41-62. DOI:[10.18666/TPE-2017-V74-11-6882](https://doi.org/10.18666/TPE-2017-V74-11-6882)
- Patton, C. V., & Sawicki, D. (2016). *Basic methods of policy analysis and planning* (3 ed.). Retrieved from [https://www.amazon.com/Basic-Methods-Policy-Analysis-Planning/dp/0137495099/ref=la\\_B001HPJ3OQ\\_1\\_1?s=books&ie=UTF8&qid=1500054312&sr=1-1](https://www.amazon.com/Basic-Methods-Policy-Analysis-Planning/dp/0137495099/ref=la_B001HPJ3OQ_1_1?s=books&ie=UTF8&qid=1500054312&sr=1-1)
- Profile of a Virginia Graduate. (n.d.). <http://www.doe.virginia.gov/instruction/graduation/profile-grad/>
- Sartain, L., & Steinberg, M. P. (2014, December). Teachers' labor market responses to performance evaluation reform. *The Journal of Human Resources, 51*, 615-650. DOI:[10.3368/jhr.51.3.0514-6390R1](https://doi.org/10.3368/jhr.51.3.0514-6390R1)
- Seymour, C. M., & Garrison, M. J. (2016). What they think about how they're evaluated: Perspective on New York state physical educators on teacher evaluation policy. *Education Policy and Leadership, 11*(6), 1-11.
- Stecher, B., Garet, M., Holtzman, D., & Hamilton, L. (2012, November). Implementing measures of teacher effectiveness. *Phi Delta Kappan, 94*, 39-43.



- Stronge, J. H. (2007). *Qualities of effective teachers* (2 ed.). Alexandria, Va.: Association of Supervision and Curriculum Development.
- Stronge, J. H. (2010). *Effective teachers = student achievement: What the research says*. Larchmont, NY: Eye on Education.
- Teacher summative performance report: Teacher evaluation* [Teacher evaluation form]. (2015). Ashburn, Va.: Loudoun County Public Schools.
- The Danielson Group. (2017). <http://www.danielsongroup.org/framework/>
- The research base for the uniform performance standards for teachers: A reference document to the uniform performance standards and evaluation criteria for teachers*. (2011). Richmond, Va: Virginia Department of Education.
- Tschannen-Moran, B., & Tschannen-Moran, M. (2011, October). The coach and the evaluator. *Educational Leadership*, 10-16.
- Tursini, U. (2017, May). Exploring changes in teachers' instructional practice through self-evaluation as a mediational activity: A case study. *Journal of Language Teaching and Research*, 8, 556-564. DOI: [1017507/jtr.0803.14](https://doi.org/10.1017507/jtr.0803.14)
- U.S. Department of Education. (2016). <https://www2.ed.gov/programs/racetothetop/index.html>
- Veldman, I., & Admiraal, W. (2017). Measuring teachers' interpersonal self-efficacy: relationship with realized interpersonal aspirations, classroom management efficacy and age. *Social Psychology Education*, 20, 411-426. DOI:10.10007/s11218-017-9374-1
- Virginia Department of Education (2015). [http://www.doe.virginia.gov/teaching/performance\\_evaluation/teacher/index.shtml](http://www.doe.virginia.gov/teaching/performance_evaluation/teacher/index.shtml).
- Virginia Department of Education. (2016). [http://www.doe.virginia.gov/testing/sol/standards\\_docs/economics\\_personal\\_finance/economics\\_personal\\_finance\\_sol.pdf](http://www.doe.virginia.gov/testing/sol/standards_docs/economics_personal_finance/economics_personal_finance_sol.pdf)
- Virginia Department of Education (VDOE). (2017). <http://www.doe.virginia.gov/instruction/graduation/profile-grad/index.shtml> .
- Weisberg, D., Sexton, S., Mulhern, J., Keeling, D., Schunck, J., Palcisco, A., & Morgan, K. (2009). The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness. *Report for The New Teacher Project*, 31-35. Retrieved from <http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=ef8326c0-4a82-4773-8336-21f9c4a9696c%40sessionmgr4010>
- Wheatley, K. F. (2002). The potential benefits of teacher efficacy as an obstacle to educational reform. *Teaching and Teacher Education*, 18, 5-22. DOI:10.1016/S0742-051X(01)00047-6
- Yarbrough, D. B., Shulha, L. M., Hopson, R. K., & Caruthers, F. A. (2011). *The program evaluation standards: A guide for evaluators and evaluation users* (3 ed.). Thousand Oaks, Ca: SAGE Publications Inc.
- Yildirim, K., & Arastaman, G. (2016). The relationship between teacher's attitudes toward measurement and evaluation and their perceptions of professional well-being. *Eurasian Journal of Education Research*, 62, 95-114. DOI: [10.14689/ejer.2016.62.6](https://doi.org/10.14689/ejer.2016.62.6)
- Zee, M., & Koomen, H. M. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A Synthesis of 40 years of research. *Review of Educational Research*, 86, 981-988. DOI: [10.3101/0034654315626801](https://doi.org/10.3101/0034654315626801)
- Zimmerman, S., & Dekert-Pelton, M. (2003). Evaluating the evaluators: Teachers' perceptions of the principals role in professional evaluation. *NASSP Bulletin*,

87(), 28-37. DOI:  
10.1177/019263650308763604