

TEACHER PERCEPTIONS ON THE IMPACT OF THE MISSOURI EDUCATOR  
EVALUATION SYSTEM ON TEACHER-PRINCIPAL TRUST

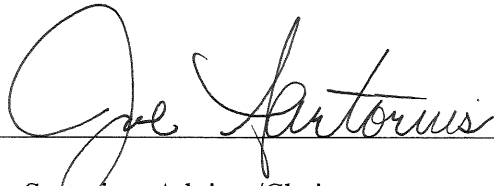
KYLE GIBBS

2018

The undersigned, approved by the Department Chair of Graduate Studies in Education,  
have examine a dissertation entitled:

TEACHER PERCEPTIONS ON THE IMPACT OF THE MISSOURI EDUCATOR  
EVALUATION SYSTEM ON TEACHER-PRINCIPAL TRUST

Presented by Kyle Gibbs a candidate for the degree of Doctor of Education and hereby  
certify that in their opinion it is worthy of acceptance.

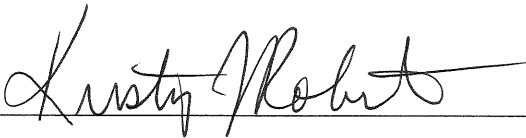


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Dr. Joe Sartorius, Advisor/Chair

Professor of Graduate Studies in Education

Southwest Baptist University

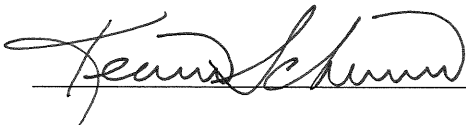


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Dr. Kristy Roberts, Committee Member

Adjunct Professor of Graduate Studies in Education and Missouri Elementary Principal

Southwest Baptist University, Parkway School District



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Dr. Kevin Schriver, Committee Member

Professor of Psychology

Southwest Baptist University

TEACHER PERCEPTIONS ON THE IMPACT OF THE MISSOURI EDUCATOR  
EVALUATION SYSTEM ON TEACHER-PRINCIPAL TRUST

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A Dissertation

Presented to

The Faculty of the Graduate Education Department

Southwest Baptist University

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In Partial Fulfillment

of the Requirements for Degree

Doctor of Education

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By

Kyle D. Gibbs, (B.S., M.S.)

Dr. Joe Sartorius, Dissertation Advisor

June 2018

## ACKNOWLEDGEMENTS

Throughout the past ten years I have been an avid runner. My running pursuits have helped me conquer many marathons and ultramarathons. Among these ultras have been thirteen 100-mile races. Going the distance with this dissertation was much like my marathon experiences. There were many ups and downs and countless supporters to encourage me on my journey to the finish line.

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“Trust in the Lord with all thine heart; and lean not unto thine own understanding. In all thy ways acknowledge Him, and He shall direct thy paths.” Proverbs 3:5-6

## TABLE OF CONTENTS

### CHAPTER ONE: INTRODUCTION TO THE STUDY

Overview.....	1
Teacher Impact, Relationships, Evaluation, and Trust.....	1
Teacher Evaluation Shifts.....	2
Missouri’s Educator Evaluation System.....	4
Focus of the Study.....	6
Theoretical Framework.....	7
Problem Statement.....	8
Rationale for the Study.....	9
Research Questions/Hypotheses.....	11
Quantitative Questions.....	12
Quantitative Questions.....	12
Limitations.....	13
Delimitations.....	13
Assumptions.....	14
Design Controls.....	14
Definition of Key Terms.....	14
Summary.....	16
CHAPTER TWO: REVIEW OF LITERATURE	
Introduction.....	18
History of Teacher Evaluation.....	20
Current Trends in Teacher Evaluation.....	23

Standards-Based Evaluation.....	23
Effectiveness Ratings and Observation Scores.....	24
Differentiation by Levels of Experience.....	25
Feedback.....	26
Professional Development Plans.....	27
Surveys.....	27
Student Growth Measures.....	28
Student Learning Objectives.....	29
Changes to Teacher Evaluation Nationwide.....	30
Kentucky Teacher Evaluation System.....	30
New Jersey Teacher Evaluation System.....	31
Ohio Teacher Evaluation System.....	32
The Principal’s Role in Teacher Evaluation.....	32
The Principal’s Perceptions of Current Teacher Evaluation Systems.....	34
The Teacher’s Role in Teacher Evaluation.....	35
The Teacher’s Perceptions of Current Teacher Evaluations Systems.....	36
The Principal as the Instructional Leader.....	37
Teacher-Principal Relationships.....	38
Trust Defined.....	39
Facets of Trust.....	41
Vulnerability.....	41
Competence.....	41
Benevolence.....	42

Reliability.....	43
Honesty.....	43
Openness.....	43
Respect.....	44
Integrity.....	44
Building Trust.....	44
Teacher-Principal Trust.....	46
Benefits of Teacher-Principal Trust.....	47
Teacher-Principal Trust in Teacher Evaluation.....	48
Summary.....	49
<b>CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY</b>	
Introduction.....	51
Quantitative Questions.....	52
Quantitative Questions.....	53
Participants.....	53
Selection/Sampling.....	53
Research Setting.....	54
Research Design.....	54
Instrumentation.....	55
Panel.....	56
Pilot Study.....	57
Survey Administration.....	58
Data Analysis.....	58

Summary.....	60
CHAPTER FOUR: ANALYSIS OF DATA	
Introduction.....	61
Quantitative Questions.....	62
Quantitative Questions.....	63
Participants.....	63
Results of Quantitative Data.....	68
Research Question 1: Vulnerability.....	69
Research Question 2: Competence.....	74
Research Question 3: Benevolence.....	79
Results of Qualitative Data.....	84
Research Question 4: Positive Impact.....	85
Research Question 5: Negative Impact.....	90
Research Question 6: How Your Principal Foster Trust.....	95
Summary.....	99
CHAPTER FIVE: CONCLUSIONS AND IMPLICATIONS	
Introduction.....	101
Summary of Methods.....	102
Conclusions.....	103
Vulnerability as part of MEES Conclusions.....	104
Research Question 1 Conclusions: Overall Trust and Vulnerability.....	104
Competence as part of MEES Conclusions.....	105
Research Question 2 Conclusions: Overall Trust and Competence.....	106

Benevolence as part of MEES Conclusions.....	107
Research Question 3 Conclusions: Overall Trust and Benevolence.....	108
Research Question 4 Conclusions: Positive Impacts of the MEES on Trust.....	109
Research Question 5 Conclusions: Negative Impacts of the MEES on Trust....	110
Research Question 6 Conclusions: Fostering Trust with the MEES.....	111
Professional Implications.....	112
Recommendations for Future Research.....	114
Summary.....	116
References.....	118
Appendix A: Survey.....	130
Appendix B: Message to Principal Regarding Teacher Participation.....	133
Appendix C: Teacher Informed Consent to Participate in Study.....	135

## LISTS OF TABLES

Table 1: Demographics of Level of Teaching.....	64
Table 2: Demographics of Years of Experience.....	65
Table 3: Demographics of Teacher Classification.....	65
Table 4: Demographics of Gender of Teacher.....	66
Table 5: Demographics of Years Worked With Primary Evaluator.....	66
Table 6: Demographics of Gender of Primary Evaluator.....	67
Table 7: Descriptive Statistics of the Perceptions of Teachers on the Trust Level With Their Principal Based on the Researcher’s Definition of Trust in Teacher-Principal Relationship.....	68
Table 8: Descriptive Statistics of the Perceptions of Teachers on the Relationship of Trust Related to Vulnerability Between the Teacher and Principal.....	70
Table 9: Correlation Data of the Perceptions of Teachers on the Relationship Between Overall Trust and Vulnerability Between the Teacher and Principal.....	73
Table 10: Descriptive Statistics of the Perceptions of Teachers on the Relationship Between Trust Related to the Competence of the Principal as Perceived by the Teacher.....	75
Table 11: Correlation Data of the Perceptions of Teachers on the Relationship Between Overall Trust and the Competence of the Principal.....	78
Table 12: Descriptive Statistics of the Perceptions of Teachers on the Relationship on Trust Related to Benevolence of the Principal.....	80
Table 13: Correlation Data of the Perceptions of Teachers on the Relationship Between Overall Trust and the Benevolence of the Principal.....	83
Table 14: Recurring Themes from Teachers Regarding the Positive Impacts of the MEES on Teacher-Principal Trust .....	86
Table 15: Recurring Themes From Teachers Regarding the Negative Impacts of the MEES on Teacher-Principal Trust.....	90
Table 16: Recurring Themes From Teachers Regarding How Their Principal Fostered Trust Using the Evaluation Process.....	95

## ABSTRACT

The teacher evaluation process has undergone major reform in recent years. Teachers are scored on education standards and quality indicators. Other components of the reformed evaluation system are student growth measures, student learning objectives, student surveys, professional growth plans, and frequent feedback. The relationship between the teacher and principal is critical and may be impacted by the evaluation process. Trust is an important part of the teacher-principal relationship, and for the purposes of this study, is defined as a teacher's willingness to be vulnerable with the principal based on the confidence that the principal is competent and shows benevolence toward the teacher. Missouri has implemented considerable change with the Missouri Educator Evaluation System (MEES). There is limited research regarding the impact of the MEES on teacher-principal trust. The study focused on the perceived impact of MEES on teacher-principal trust. This study utilized a descriptive, correlational QUAN-QUAL approach and yielded descriptive and correlational statistics through the use of survey to collect data. Data showed a statistically significant correlation between overall trust for the principal and the teacher's willingness to be vulnerable, trust the competence of the principal, and believe the principal to be benevolent during the evaluation process. The study revealed themes that positively impact trust during the evaluation process including praise, feedback, communication, clear expectations, frequent visits, collaboration, honesty, and confidentiality. The study revealed themes that negatively impact trust during the evaluation process including observations being too brief, rating scores, negative feedback, lack of consistency, and anxiety during evaluations.

## CHAPTER ONE

### Introduction

#### Overview

#### **Teacher Impact, Relationships, Evaluation, and Trust.**

Hattie's (2012) admonishment to educators is to "know thy impact" (p. 192). One way this is achieved is through teachers and school leaders evaluating their impact on learning in the educational institutions in which they serve (Hattie, 2012). Research is clear that teacher quality and instructional practices used by teachers greatly impact student achievement (Hattie, 2012; Tucker & Stronge, 2005). Teacher evaluation and the principal's role in this process are critical to principals knowing their impact and, in turn, assisting teachers in knowing their impact. The principal has many roles in the evaluation process, and these include provision of actionable feedback, tangible support, promotion of opportunities to learn and grow, and a focus on improved instruction and professional learning (Donaldson & Donaldson, 2012; Hallinger, Heck, & Murphy, 2014).

Research shows that a critical component of effective schools are collaborative relationships within the school, and these collaborative relationships need to extend beyond teacher-to-teacher to the teachers and principal (Anrig, 2014; Arneson, 2015a; Leis & Rimm-Kaufman, 2016). Trust is integral to collaborative relationships between teachers and principals as evidenced by a study conducted by Tschannen-Moran and Hoy (2000) that indicated a link between teachers' collaboration with the principal and their trust in the principal. Their multidisciplinary analysis on the nature of trust concluded that high levels of trust promote collaboration in the school setting, a positive school climate, organizational citizenship, student achievement, collective efficacy, and school

effectiveness. The work of Stephen Covey (1989) confirmed the importance of trust in relationships using the metaphor of an emotional bank account that builds trust within relationships. Kindness, honesty, and the keeping of commitments allow individuals to make deposits and build trust levels in relationships. Trust is a key component of developing and sustaining a positive relationship and interactions (Moye, Henkin, & Egley, 2005). The key to collaborative relationships between the teacher and principal is a high level of trust and this collaborative relationship and trust level is impacted by evaluation systems (Arneson, 2015a). Arneson (2015a) found that high levels of trust are further supported by the competence, integrity, and fairness shown in the evaluation process.

#### **Teacher Evaluation Shifts.**

Teacher evaluation in various forms has been a central part of the administrator's role for several decades (Marzano, Frontier, & Livingston, 2011). Peterson and Peterson (2006) discussed many different audiences in education and the corresponding high expectations that each of these stakeholders place on the principal as the evaluator of teachers. These include school boards, superintendents, school reformers, parents, and teachers. Peterson and Peterson stated that "many audiences see the principal as the sole teacher evaluator" (p. 1). These audiences typically expect evaluation to be about measuring; however, Marzano (2012) emphasized that the system must be focused on development of teachers. Marzano felt that both could be achieved within implementation of the current models of evaluation.

Accountability for educators in 21st-century schools is high with the close monitoring of student progress by politicians, media outlets, and the community at large.

Leading researchers on teacher evaluation confirm the emphasis that is placed on teacher evaluation as a matter of quality assurance and accountability and that “through the system of teacher evaluation that members of the public, through their legislators, state officials, local boards of education, and administrators, ensure the quality of education” (Danielson & McGreal, 2000, p. 9).

The task of evaluating teachers is complex with the existence of many historical deficiencies as outlined by Danielson and McGreal (2000). These deficiencies include outdated and limited evaluative criteria, few shared values about good teaching, limited precision in evaluating performance, one-way communication, lack of differentiation between teachers with various levels of experience, and limited administrator expertise. In a comprehensive research project called *The Widget Effect*, the failure of teacher evaluation systems was further illustrated by all teachers being rated as good or great, failure of evaluators to recognize excellence, no special attention given to novice educators, poor performance going unaddressed, and inadequate professional development (Weisberg, Sexton, Mulhern, & Keeling, 2009).

A shift has occurred in recent years with many states making considerable changes to improve teacher evaluation systems in an effort to improve instruction for students (Hull, 2013; Taylor & Tyler, 2012; Tripamer, Reeves, & Meinz, 2014). These changes primarily resulted from the Race to the Top Initiative and were based on the premise of multiple measures being part of the teacher evaluation system (Howell, 2015). Revised evaluation systems were required to include a rigorous, transparent, and fair evaluation system; measurement of student achievement growth; differentiation of effectiveness using rating scales; timely and constructive feedback; and use of

evaluations to inform decisions about teacher development (Hallgren, James-Burdumy, & Perez-Johnson, 2014).

### **Missouri's Educator Evaluation System (MEES).**

The MEES was developed by the Missouri Department of Elementary and Secondary Education (Missouri DESE) and was intended for implementation in all districts by the 2014-2015 school year (Missouri DESE, 2013). The MEES includes nine professional standards for educators with 36 quality indicators organized within these standards. Research for each of the standards and the alignment to Interstate Teacher Assessment and Support Consortium (InTASC) standards are included as part of literature review for the Missouri Teacher Standards (Missouri DESE, 2013). The MEES is based on the “beliefs that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and use multiple, balanced measurements that are fair and ethical” (Missouri DESE, 2013, p. 4). The system promotes growth in practice that occurs when administrators and teachers identify indicators, establish a baseline of performance, identify new strategies, utilize feedback to improve practice, follow up with adjustments to performance, and reflect and plan for future improvement.

Indicators for focus by the teachers must be determined based on student learning needs and building improvement plans. The Missouri system has growth guides for each indicator that have a 0-7 scale for evidence of effectiveness. Evidence falls into three different categories of commitment, practice, and impact. A baseline score on each indicator is established for the teacher. Educator Growth Plans are developed that articulate a goal and include specific strategies for application of new learning and skills.

The state model includes sources of research on proven strategies to be used to promote growth from the work of Robert Marzano, John Hattie, and Doug Lemov. An additional component in the cycle is to regularly assess progress and provide feedback with the state model recommending a minimum of three to five opportunities for feedback on each targeted indicator. The growth guides used to establish the growth plan are again referenced to determine the follow-up score for each indicator. This will measure growth of the educator. The final steps identified in the Missouri system are a compilation of all the data put into a final statement of the teacher's effectiveness followed by an opportunity to reflect and plan for the future (Missouri DESE, 2013).

The Missouri growth model is a measure that predicts academic achievement on mathematics and English Language Arts assessments for students in Grades 4 through 8. Explanations on the reliability and recommendations for use of these growth models are provided in documents from the Missouri DESE (2014b), *Using State Assessment Data for Educator Evaluation*.

The Missouri DESE's (2014a) *Student Learning Objectives Handbook* provides an overview of Student Learning Objectives (SLOs), their importance, and challenges. Creation and implementation of SLOs are an essential part of the process for teachers and principals to gather and analyze student data, set student growth goals, and assess if students meet goals. Information presented in the DESE handbook maintains that SLO evaluation can drive professional learning and promote teacher and principal collaboration (Missouri DESE, 2014b).

### **Focus of the Study.**

John Hattie's (2012) work is referenced throughout the MEES and his work regarding critical influences on student achievement included self-assessment, expectations, teacher credibility, formative evaluation, feedback, and relationships. Engaging educators in the process to "know thy impact" (Hattie, 2012, p. 192) is critical. Teachers and school leaders must evaluate their impact as educators in the educational institutions in which they serve (Hattie, 2012). When relating these influences to the interaction that occurs between teachers and principals during the evaluation process, it stands to reason that all these influences by the principal would promote teacher achievement just as Hattie's work proved it influenced student achievement. Careful review of the MEES shows that each of these influences is embedded in the various components of the system. The principal's ability to facilitate an effective evaluation system that assists teachers in developing their skill in self-assessment, high expectations, credibility, feedback, and relationships will work to achieve the goal of improving teacher quality with the ultimate result being increased student achievement (Danielson & McGreal, 2000; Peterson & Peterson, 2006; Tucker & Stronge, 2005).

Collaborative relationships between teachers and principals are critical to school success, and trust is a key component of developing and sustaining these positive relationships and interactions (Arneson, 2015a; Moye et al., 2005; Tschannen-Moran, & Hoy 1998; Tschannen-Moran & Hoy, 2000). It is the belief of this researcher that the shifts in evaluation and the components of MEES are impacting the teacher and principal trust relationships. The perception of teachers on the impact of the evaluation system on teacher and principal trust relationships was the focus of this study.

## **Theoretical Framework**

This study was based on the belief that teacher-principal trust is related to the teacher evaluation system. Dr. Shelley Arneson (2015a) studied trusting relationships, linking them to teacher evaluation. She stated that “for the teacher evaluation process to be effective, teachers must trust the principal’s capability and integrity” (Arneson, 2015a, p. 2). Arneson conveyed the critical need for a principal to form positive relationships that are built on trust. Arneson drew on research from various studies and outlined various elements of trust that included compassion, communication, consistency, competence, care, sincerity, and reliability. Her definition of trust was “the ease with which we believe in, rely on, and have faith in the idea that the other person is going to do what he or she says” (Arneson, 2015a, p. 10). The complications of current teacher evaluation systems and the new learning involved with these systems makes trust a necessity and this trust within the school will aid in the success of the evaluation systems (Arneson, 2015a).

This study also drew on the work of Tschannen-Moran and Hoy (2000) and their extensive study of faculty trust and their review of the facets of trust. They stated that “trust is fundamental to functioning in our complex and interdependent society” (Tschannen-Moran & Hoy, 2000, p. 549). Using a multidisciplinary analysis of 17 definitions of trust, Tschannen-Moran and Hoy (2000) cross-referenced the facets of trust across all definitions and found these facets to include vulnerability, benevolence, reliability, competence, honesty, and openness. These researchers concluded that trust is critical to school effectiveness and quality teaching. Tschannen-Moran and Hoy (as cited in Fulk, Brief, & Barr, 1985) stated that the level of supervisor trust was more important

to the perceived fairness of the performance evaluation process than any other characteristic of the supervisor.

This study looked specifically at the trust facets of vulnerability, benevolence, and competence. Bryk and Schneider's (2003) study on relational trust connected the vulnerability facet of trust to the interaction of the principal and teachers in schools. Relational trust is fostered when colleagues in schools make themselves vulnerable and willing to engage in social exchanges that promote learning. Teachers depend on principals to make appropriate decisions regarding the work of the teachers and this dependency creates a sense of vulnerability. The benevolence facet of trust relates to evaluation in that teacher self-efficacy is fostered through trusting relationships where teachers feel principals use their power for the good of the school and positive reinforcement of the teachers (Kass, 2013). Benevolence demonstrates a level of respect where individuals will listen to what another person says and take these views into account during subsequent actions (Bryk & Schneider, 2003). Research studies indicate that the competence facet of trust is significant as it relates to evaluation (Arneson, 2015a; Handford & Leithwood, 2013 ). Handford and Leithwood (2013) identified competence as a dominant influence of teachers having trust for their principal and identified the work-related skill of classroom observation as potentially contributing to this view of competence and subsequent increased trust for the principal.

### **Problem Statement**

In the past three years, many mandates have been implemented in Missouri schools in response to changes set forth by the MEES. These changes include standards-based evaluations with quality indicators for teachers, baseline scores on identified

indicators, professional development/educator growth plans, regular feedback, follow-up scores on identified indicators, and summative evaluations with effectiveness ratings. In addition, student surveys are an encouraged component of the MEES (Missouri DESE, 2013). Most recently, Missouri has added the components of the Missouri growth model and Student Learning Objectives to the educator evaluation system (Missouri DESE, 2014a). These changes to teacher evaluation enacted throughout the Missouri DESE require building principals to work closely with teachers and provide increased oversight to teachers (Missouri DESE, 2013). The problem which is the focus of this study is that it is unclear how the changes of the MEES have impacted teachers' perceptions regarding the teacher-principal trust relationship.

### **Rationale for the Study**

Reform to teacher evaluation is a major focus across the nation. The No Child Left Behind Act of 2001, enacted during the George W. Bush administration, paved the way for sweeping reform in education. The Obama administration continued this focus on educational reform through the American Recovery and Reinvestment Act of 2009 and the Race to the Top (RTT) initiative (Adams et al., 2015; Hallgren, et al., 2014). The RTT initiative encouraged states to implement changes in six areas and, as a result, states across the country have implemented rapid changes. One area that received some of the most sweeping changes was teacher evaluation (Scott, 2013). The reform to teacher evaluation was done in an effort to meet one of the improving teacher effectiveness requirements of RTT (Adams et al., 2015; Hallgren et al., 2014).

Missouri was among 34 states to receive a waiver in regard to the requirements of the No Child Left Behind Act. As part of this waiver, Missouri had to show evidence of

meeting certain requirements which included implementation of a teacher and principal evaluation system that takes into account student growth and will provide specific expectations for improved professional practice (U.S. Department of Education, 2013). The recent changes from the Bush and Obama administration created shifts in Missouri's previous evaluation to the new MEES which includes baseline and follow-up scores, more frequent observations, and the inclusion of student growth measures and student learning objectives into teacher evaluation (Missouri DESE, 2013).

The election of President Trump has created uncertainty regarding educational reforms instituted in the previous two administrations with his characterization of the K-12 educational system as failing our students (Klein, 2017). With the transition to the Trump administration and Betsy DeVos as the Secretary of Education, the focus has shifted from reform of the public school system to a more increased focus on the expansion of school choice options (McShane, 2017). Although it is currently unclear how the current administration will proceed with teacher evaluation, it is the belief of this researcher that shifting to focus on school choice will not remove the need to have an effective evaluation system in public schools, but will only serve to increase the need for a comprehensive evaluation system that provides clear indicators and measures illustrating the effectiveness of teachers in the public school system.

Research on the perceptions of the principals and teachers in the state of Missouri in regard to the changes educator evaluation system is limited. Gilles (2017) conducted a qualitative study on teacher evaluation and looked at its implementation in four rural Missouri and Oregon schools and found that tension existed between the formative and summative purposes of evaluation. The study identified apprehension and frustration

with the new system within the two Missouri schools in the study. However, no studies could be found which researched how the MEES has impacted the perceived trust level of teachers to their principals. The gap in the literature of the perceptions of teachers regarding the evaluation system and the perceived beneficial or harmful impact of these changes on teacher-principal trust supported the rationale for this study. Therefore, the purpose of this study was to understand the perceived impact of MEES on the teacher-principal trust.

This study of teacher-principal trust as it relates to the requirements of the MEES offers school and state leadership insight on perceived critical components of the evaluation system and how positive trust relationships can be developed and maintained through the implementation of these components. The study provides insight for principals on possible actions to promote trusting relationships, how the use of the MEES can foster or inhibit trust, and how actions that promote trust can facilitate success of the MEES.

### **Research Questions/Hypotheses**

The purpose of this study was to explore the perceived impact of the MEES on the level of trust of teacher-principal trust in Missouri. The researcher examined this perceived impact by creating and using a teacher survey in regard to the MEES and how this system has influenced the trust level of teachers in regard to principals. The following research questions were explored:

### **Quantitative Questions.**

1. What is the impact of the Missouri Educator Evaluation System on the relationship between teachers' perception of trust related to vulnerability between the teacher and principal?
2. What is the impact of the Missouri Educator Evaluation System on the relationship between teachers' perception of trust related to the competence of the principal?
3. What is the impact of the Missouri Educator Evaluation System on the relationship between teachers' perception of trust related to benevolence by the principal to the teacher?

### **Qualitative Questions.**

4. How does the Missouri Educator Evaluation System positively impact the teacher-principal trust relationship?
5. How does the Missouri Educator Evaluation System negatively impact the teacher-principal trust relationship?
6. How does the principal foster trust through the use of the Missouri Educator Evaluation System process?

The following null hypotheses for each of the quantitative research questions were developed:

1. The Missouri Educator Evaluation System has no impact on the relationship between teachers' perceptions of trust as it relates to vulnerability between the principal and teacher.

2. The Missouri Educator Evaluation System has no impact on the relationship between teachers' perceptions of trust as it relates to benevolence of the principal to the teacher.
3. The Missouri Educator Evaluation System has no impact on the relationship between teachers' perceptions of trust as it relates to the competency of the principal.

### **Limitations**

Limitations of the study included the school administrators that agreed to allow teachers to be surveyed. Limitations also included the truthfulness of the survey participants. Limitations also included the survey format. The data used in this study were survey data obtained through an attitudinal survey regarding Missouri teachers' perception of trust for principals as it relates to the MEES. The respondents accessed the survey via a Web-based delivery system, which may have led to younger teachers and those who felt more comfortable using technology being more likely to participate. In addition, the study was limited to respondents who regularly accessed their e-mail accounts during the time that the survey was conducted.

### **Delimitations**

Delimitations to this study included the population of interest. The research was limited to teacher representatives of the teacher population across public schools in the state of Missouri. Principals' perceptions were not included in the study due to the focus of the study being teacher perceptions.

## **Assumptions**

Assumptions made as part of this study were that Missouri teachers had a level of understanding of the MEES and a level of understanding of trust as it pertains to vulnerability, benevolence, and competency. Additionally, it was assumed that Missouri teachers surveyed were being evaluated using the MEES as it was presented on the Missouri DESE resources page, a district evaluation tool adapted from the MEES model, or the Network of Educator Effectiveness evaluation tool. A further assumption was that teachers were reflective and truthful in their response to the survey questions.

## **Design Controls**

The research conducted was quantitative and qualitative with equal weight given to both methods making it a QUAN-QUAL model. Responses were collected from a sampling representative of teachers in the public schools in the state of Missouri. A request was made to principals across all regions in the state of Missouri to allow teachers to participate in the study. Upon permission granted by principals the survey was delivered through an e-mail to teachers encouraging careful and truthful responses to the survey questions. The survey respondents were assured of anonymity in order to increase truthful responses.

## **Definition of Key Terms**

*Benevolence*: “the confidence that one’s well-being or something one cares about will be protected by the trusted person or group” (Hoy & Tschannen-Moran, 1999, p. 187).

*Competence*: belief in the ability of another party to perform tasks required of the position that he or she fulfills (Brewster & Railsback, 2003).

*Formative Evaluation:* a supervisory function intended to assist and support teachers in professional growth and the improvement of teaching; focuses on the needs of teachers rather than the needs of the organization for accountability (Glickman, Gordon, & Ross-Gordon, 2001).

*Standards-Based Evaluation:* “teachers’ performance is evaluated against a set of standards that define a competency model of effective teaching” (Heneman, Milanowski, Kimball, & Odden, 2006, p. 1).

*Student Growth Measures:* “change in student achievement for an individual between two points in time” (Scott, 2013, p. 7).

*Student Learning Objectives:* “content-and grade/course-specific measurable learning objectives that can be used to document student learning over a defined period of time” (Marzano & Toth, 2013, p. 30).

*Summative Evaluation:* an administrative function intended to meet the organizational need for teacher accountability; involves decisions about the level of the teacher’s performance (Glickman et al., 2001).

*Trust:* willingness of one party to be vulnerable to another party who is benevolent, competent, honest, open, and reliable (Tschannen-Moran & Hoy, 2000).

*Value-Added Models:* “attempt to isolate the impact a teacher has on students’ academic growth from other factors that impact student learning such as a student’s socioeconomic status or their achievement on prior tests” (Hull, 2013, p. 22).

*Vulnerability:* willingness to risk oneself to another (Hoy & Tschannen-Moran, 1999).

## Summary

This chapter presented information regarding the critical role of the teacher evaluation system in the identification of quality teachers and promotion of instructional practices (Hattie, 2012). The chapter also contained information in regard to the critical role the principal is believed to play in teacher evaluation as a rationale for the study (Marzano et al., 2011). An overview of the history of the teacher evaluation system and how it has typically not provided quality feedback to teachers was provided in this chapter (Weisberg et al., 2009). In addition, the chapter provided basic information on the changes to teacher evaluation being implemented in the state of Missouri (Missouri DESE, 2013).

This study intended to determine the impact of Missouri's Educator Evaluation System on teacher-principal trust. The changes to the Missouri Educator Evaluation were recent, with ongoing revision and additional components being implemented in quick succession (Missouri DESE, 2013, 2014a). The perception of Missouri principals and teachers and the impact that the multiple measures of the Missouri evaluation system has had on teacher-principal trust are unclear. Analysis from this study will help inform the researcher about these perceptions and the resulting impact on the teacher-principal relationship in regard to trust.

Chapter Two of this paper will provide a literature review of existing research on the history of teacher evaluation, changes that have occurred nationwide with teacher evaluation, the principal's role as the building instructional leader, the principal's role in teacher evaluation, existing data on the principal's perceptions of the current teacher evaluation systems, existing data on the teachers' perceptions of the current teacher

evaluation system, and information regarding trust and, specifically, how it relates to the teacher-principal relationship. Chapter Three will describe the methodology for collecting and analyzing the data of the research study. Chapter Four will present the data and information that resulted from answering the research questions. Chapter Five will provide a summary of this project, discussion of the research questions, the findings of the data, the educational implications of the findings, and the significance of these findings for current practice and future studies.

## CHAPTER TWO

### Review of Literature

#### Introduction

Teacher evaluation occurs when well-designed observation and measurement that could have a direct and lasting impact on teacher performance and positive changes to teacher behavior take place (Taylor & Tyler, 2012). Tucker and Stronge (2005) simplified teacher evaluation as “providing feedback and guidance for improving professional practice” (p. 6).

Danielson and McGreal (2000) contradicted this commonly held belief with the position that teacher evaluation as a way to improve practice is oversold. These researchers supported three essential elements as part of teacher evaluation including a standard for acceptable performance of teachers, techniques for assessing teaching, and a process that must be performed by trained evaluators. Peterson and Peterson (2006) provided principles to guide teacher evaluation. These included valid reasons for evaluation, use of evaluation for advancement purposes, utilization of multiple data sources, a focus on a limited number of teaching components at one time, variable data resources that are helpful in promoting the opportunity for teachers to document their quality in various ways, and a system in which bad teachers can be dismissed. Marzano and Toth (2013) recognized the complexity of effective teacher evaluation with key recommendations that include the measurement of student growth in multiple ways, data about classroom evaluation collected from multiple sources over multiple points of time, inclusion of teaching behavior outside the classroom, accurate representation of varied

abilities of teachers, use of the evaluation process to enhance teacher pedagogy, and systems that are hierarchical.

Marzano et al. (2011) broke down evaluation to be about either measurement or development, with the latter being the primary purpose. Research on the redefined evaluation systems support the fact that this development is happening by showing that teachers feel evaluation systems have improved and do impact their instructional practices (Gilles, 2017; Tripamer et al., 2014). Even more encouraging is research that shows that principals using the new models feel that it has clarified what they should look for in regard to effective instructional practices and has, in many cases, improved their instructional leadership in their buildings (Derrington, 2014; Young, Range, Hvidston, & Mette, 2015). In summation, one precept that consistently emerges from recent research is that the current teacher evaluation systems can be effective in improving the instructional practices of teachers and, as a result, the achievement of students (Adams et al., 2015; Minnici, 2014; Taylor & Tyler, 2012).

The principal's role as instructional leader who models effective instructional practices has become central to achieving success in schools (Arneson, 2015a). The recent changes to the teacher evaluation system have made trust critical from the teacher to the principal (Arneson, 2015a; Shaw & Newton, 2014). Trust promotes honesty, willingness to collaborate, open exchange, and interdependence (Moye et al., 2005). Trust leads to high levels of effort, increased innovative behaviors, and a willingness of the teacher to act on the basis of the words, actions, and decisions of the principal (Bryk, Sebring, Allensworth, Luppescu, & Eaton, 2010; Moye et al., 2005; Leis & Rimm-Kaufman, 2016).

The remainder of the chapter critically reviews contemporary literature regarding teacher evaluation. The history of teacher evaluation is reviewed to reveal the changes that have occurred and how these changes have ushered in current trends. Trends in teacher evaluation are presented as well as brief overviews of systems used in different states to serve as a means of illustrating the current status of teacher evaluation across the nation. The aforementioned sections provide background to lead into the section of the literature review regarding the principal as the instructional leader and his/her role in the teacher evaluation process. Research studies in various states regarding the principals' perceptions of the changes to the teacher evaluation system are presented, as well as the teachers' perceptions of these changes. The review of literature then shifts to research about teacher-principal relationships and trust as it relates to this relationship. Definitions and critical facets of trust are presented. Emphasis in the literature review is given to vulnerability, benevolence, and competence as they relate to trust in the teacher-principal relationship. The review of literature includes information regarding the value and impact of trust in schools. The review concludes with a summary and critique of existing literature.

### **History of Teacher Evaluation**

Teacher evaluation, in one form or another, has been around for centuries. Early towns in the United States relied on local governments and clergy to hire and judge teacher effectiveness and, due to limited agreement on quality pedagogy, the quality of feedback was varied (Marzano et al., 2011). As industry in America grew, so did the urban area school systems, resulting in the creation of the role of the building principal to perform administrative duties including making judgments of teacher effectiveness

(Tracy, 1995). The period that followed was that of Frederick Taylor's scientific management, which was in competition with John Dewey's student-centered education. The scientific approach of using data in evaluation versus Dewey's approach to promotion of democratic ideals within education limited forward progression through the 1930s (Marzano et al., 2011).

The scientific approach gave way to looking at the teacher as an individual in the post-World War II era; however, management dominated the role of the principal during this era. Limited emphasis was put on classroom visits and improvement of instructional practices throughout the school (Marzano et al., 2011). Clinical supervision developed in the late 1950s and quickly spread. This model based on work by Morris Cogan, and later expanded by Robert Goldhammer, was used widely and developed into five phases of evaluation (Glickman et al., 2001; Marzano et al., 2011).

The next major influence came as a result of Madeline Hunter's seven-step model of lesson presentation. Script taping was an important component of supervision during observations where teaching behavior was recorded and then categorized (Marzano et al., 2011). Until the recent changes to teacher evaluation, the evaluation process had evolved little from the models developed in the mid-1950s with elements of clinical supervision and Madeline Hunter's approach still creating systems that provided teachers with scripted feedback and limited opportunities for reflection (Marzano et al., 2011; Danielson & McGreal, 2000).

Historically, evaluation systems have proven ineffective in assisting teachers with many of them viewing the evaluation process as meaningless to their development as a teacher (Danielson & McGreal, 2000). Killian (2010) focused a dissertation study on

Missouri's previous evaluation system and her qualitative research revealed that Missouri's system was perceived by teachers to have minimal impact on their instructional practices. Principals, historically, have had similar poor-to-mixed feelings toward teacher evaluation and have met the process of evaluation as a "perfunctory, episodic event rather than a meticulous measure of teaching effectiveness and student achievement" (Derrington, 2011, p. 52). Peterson and Peterson (2006) stated that the principal approached the evaluation process with "simultaneous feelings of initiative and procrastination, decisiveness and evasion, and hope and dread" (p. 2).

Weisberg et al. (2009) conducted an extensive study of teacher effectiveness and evaluation in 12 major school districts across the country. This study, illuminating the failure of existing teacher evaluation systems to provide credible information about teachers' instructional performance, was termed the Widget Effect. These researchers stated that schools

fail to distinguish great teaching from good, good from fair, and fair from poor. 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. 3).

Additional research studies support this perspective that teacher evaluation systems across the country have failed to differentiate quality of teacher performance (Bill & Melinda Gates Foundation, 2010; Bill & Melinda Gates Foundation, 2012; Adams et al., 2015). This failure by American schools in regard to teacher evaluation prompted action nationwide. The Race to the Top Initiative (RTT), created under the American Recovery

and Reinvestment Act of 2009, moved many states forward in the direction of overhauling their teacher evaluation systems (Scott, 2013).

### **Current Trends in Teacher Evaluation**

Teacher evaluation systems have undergone rapid changes to the observation process including multiple measures of teacher effectiveness (Taylor & Tyler, 2012). These measures include standards-based evaluations, specific feedback, targeted professional development, surveys, measures of student growth, effectiveness ratings, differentiation based on years of experience, and other elements depending on the particular model or state requirements (Danielson & McGreal, 2000; Peterson & Peterson, 2006). Danielson and McGreal (2000) along with Peterson and Peterson (2006) confirmed that all of these measures must be included in an evaluation system that supports good teaching. Principles that must be foundational to this type of system include standards of professional practice manifested on a continuum of teacher development, success of teachers within their classroom as well as their contributions to the success of the school as a whole, frequent evaluation by expert evaluators, more intensive evaluation for teachers approaching tenure, and useful evaluator feedback provided to the teacher (Adams et al., 2015).

#### **Standards-based Evaluation.**

Standards-based teacher evaluation systems provide principals and teachers with a common framework to serve as a basis for improving teaching and learning (Danielson & McGreal, 2000). The standards create a consistent definition of good teaching common to the principal and teacher (Culbertson, 2012; Kimball & Milanowski, 2009; Papay, 2012). These standards are organized into different domains including planning and preparation,

the classroom environment, instruction, professional responsibilities, and reflection of teaching (Danielson, 1996; Marzano & Toth, 2013). A case study conducted by Halverson, Kelley, and Kimball (2004) examined implementation of a standards-based teacher evaluation system in a large school district. Overall, this study presented varying evidence of the success of the standards-based approach in fostering growth of teachers and enhanced student learning. Throughout the study, principals and teachers perceived that utilizing these standards-based frameworks was effective in various scenarios. Findings from Donaldson and Papay (2014) showed significant impact of using standards-based evaluation with the compelling statement from their research “that teachers who score higher on these rubrics also have greater estimated contributions to student test scores” (p. 2). Tucker and Stronge (2005) conducted a case study on the use of teacher professional standards in one Colorado school district that proactively used these professional standards to conduct teacher evaluation more than a decade ago. The evaluation system included many standards that can be seen in the models prevalent today. The district in the case study witnessed consistent growth in student achievement, making a case for the implementation of standards-based evaluation.

### **Effectiveness Ratings and Observation Scores.**

Effectiveness ratings have commonly been a component of teacher evaluation but previous models simply provided categories such as exceeds expectations, meets expectations, or unsatisfactory. These ratings did little to disaggregate teachers with the majority of teachers receiving the highest rating (Marzano et al., 2011; Weisberg et al., 2009). Current trends in evaluation provide scoring rubrics and a continuum that places teachers at different levels of performance. These ratings are not universal in

terminology usage and may place teachers in categories such as unsatisfactory, basic, proficient, distinguished (Danielson & McGreal, 2000) or innovating, applying, developing, or beginning (Marzano et al., 2011).

Numerical scores during observations are another part of this trend to determine teacher effectiveness. The scores should be presented to teachers in a way that promotes growth (Marzano, 2012). Research studies show that scoring teachers does not come without various pitfalls including concern about the impact of challenging students in the class, the rater's level of observation experience, rater drift, and bias by the principal's background knowledge (Morgan, Hodge, Trepinski, & Anderson, 2014; Casabianca, Lockwood, & McCaffrey, 2014). These concerns about the reliability of scores can be overcome to a degree through the use of multiple raters and periodic checks of interrater reliability (Casabianca et al., 2014; Bill & Melinda Gates Foundation, 2012). The MET Project conducted by the Bill & Melinda Gates Foundation (2012) helped make the case for including scores as part of the evaluation process, showing evidence that higher observation scores were closely related to higher student performance.

### **Differentiation by Levels of Experience.**

Some current evaluation models have also provided for differentiated expectations based on experience. This is a stark contrast to previous models that consisted of checklists evaluating the teachers with many years of experience in the classroom the same as the teacher who had only a few months in the classroom (Danielson & McGreal, 2000). The effectiveness ratings require teachers with these additional years of experience to demonstrate greater competence as a teacher as well as increased leadership in the school (Marzano & Toth, 2013). This differentiated teacher

evaluation allows for more extensive evaluation to benefit beginning teachers in their development (Peterson & Peterson, 2006).

### **Feedback.**

Specific feedback is needed to promote growth of educators (Hattie, 2012; Tucker & Stronge, 2005). The information from current evaluation systems can assist principals in providing valuable feedback to educators and help promote individual growth of educators (Donaldson & Papay, 2014). Previous models of evaluation often were narrative in approach and after the teacher's evaluation, a detailed description of what the evaluator saw and heard during the evaluation was included (Marzano et al., 2011). Trends of current models are proactive in the approach to feedback provided from the evaluator with research prevalent to show that specific feedback is a critical component to evaluation in improvement of practice (Reinking, 2015). This feedback can promote self-reflection and create open lines of communication between the teacher and principal (Arneson, 2015b). This effective feedback needs to be timely, humble, and honest, and promote teamwork (Marshall, 2012). Focused feedback is a necessary tool to help teachers identify strengths and weaknesses and determine strategies to improve their pedagogy (Marzano et al., 2011). This focused feedback is achieved with clear descriptions of the levels of performance and these descriptors include evidence that observers can look for from both the teacher and students during the observation (Marzano et al., 2011). Young et al. (2015) conducted a study regarding principals' beliefs about newly-adopted teacher evaluation systems and found that principals agreed the most important purpose of teacher evaluation was the formative feedback piece of the process.

### **Professional Development Plans.**

In review of literature professional growth, professional improvement, and professional development plans (PDPs) are used interchangeably to represent documentation of teacher growth in specific target areas (Marzano et al., 2011; Tucker & Stronge 2005; Young et al., 2015). Tucker and Stronge (2005) discussed PDPs, which are a feature of some teacher evaluation systems that promote self-evaluation by the teacher to monitor progress toward professional goals. These PDPs serve as a guide to self-improvement. The teacher should monitor results of the plan. The principal uses the plan as a tool to assist in reflection. Marzano et al. (2011) supported the benefits of professional growth and improvement plans as formal ways for teachers to set goals and the strategies that they would use to accomplish these goals. The primary goal of PDPs is to improve student achievement through classroom strategies and teacher behavior. In PDPs teachers set academic achievement goals for students that are achieved by goals regarding the teachers' actions in the classroom. Teachers can use the scales to assess their progress in achieving these goals on their PDPs. These plans serve as a blueprint for the teachers' growth during the year and can be part of reflective conversations throughout the year. Young et al. (2015) found that professional development is believed by principals to be an important part of teacher evaluation systems as a means to adhere to a growth-oriented approach to teacher improvement.

### **Surveys.**

Student surveys represent systematically and credibly gathered opinions of teacher performance, an inexpensive form of feedback, and provide accurate representation of overall student views (Peterson & Peterson, 2006). Using these surveys

as one of the measures of teacher effectiveness has been proven valuable (Bill & Melinda Gates Foundation, 2012). Danielson and McGreal (2000) proposed that surveys provide a great deal of information. However, these researchers pointed out that surveys must be appropriate to the age of students with questions about the actual class and not the teacher. Dretzke, Sheldon, and Lim's (2015) longitudinal study on surveys showed mixed feelings from practicing educators regarding the use of surveys. In the study, teachers were surveyed about their perceptions in the fall and then, again, in the spring. Teachers were somewhat positive about survey use in the fall, but by the spring their opinions about these surveys had decreased. In this same study, the principals' perception showed that teacher buy-in to the use of surveys can be difficult, but the surveys can enable a principal to assign valid ratings of teacher effectiveness (Dretzke et al., 2015). A number of districts across the country have also implemented parent surveys as a means of gathering feedback about teachers and measuring teacher performance; research has suggested that these surveys may contribute to guiding teacher improvement (Donaldson & Papay, 2014).

### **Student Growth Measures.**

Student growth measures have seen an increased emphasis in the teacher evaluation process to measure teacher effectiveness (Bill & Melinda Gates Foundation, 2012; Hull, 2013). Statistical methods used to link scores to teacher performance include value-added models (VAMs) or student growth percentiles (SGPs). VAMs use complex statistical formulas and include multiple years of data to attribute influences on student learning to specific factors. An advantage of these measures is that not all students are likely to make the same growth each year (Marzano & Toth, 2013; Hull, 2013). SGPs

measure the amount of progress made by a student relative to other students and are advantageous for showing growth of students (Hull, 2013).

### **Student Learning Objectives.**

SLOs are not tied to specific assessments but are representative of specific student learning goals. These objectives incorporate teachers' professional judgment, are useful for tracking progress of individual teachers, and apply to all teachers; however, the SLO process is not standardized and results cannot be compared across states (Marzano & Toth, 2013; Hull, 2013).

Review of research literature shows that using student growth as part of evaluation has been controversial and research on the effectiveness of inclusion of these measures is unclear (McMillan, 2015; Bolyard, 2015). With this controversy and uncertainty by many in regard to the use of student growth measures, researchers on this topic are consistent in support that, if used, student growth measures must not be the only measure of teacher effectiveness (Tucker & Stronge, 2005; Marzano & Toth, 2013). Proponents of value-added data believe it can help teachers and administrators meet individual needs (Davis, Lampley, & Foley, 2016). However, Berliner (2013) made the case that amid all the uncertainty, student growth has no place in evaluation. He cited many problems with the use of value-added measures such as test items selected to distribute students, unknown attitudes of students in regard to testing, and the groups of students in some teachers' classes having a positive or negative impact on SLO outcome. Another concern with including student growth measures in teacher evaluation is the inclusion of students with disabilities (Leahy, 2014; Buzick & Jones, 2015). Studies on this issue are showing that teachers may be impacted when students with disabilities are

included in a teacher's student achievement scores and, as a result, teachers' attitudes are impacted when these students are part of their class makeup (Leahy, 2014; Buzick & Jones, 2015).

### **Changes to the Teacher Evaluation System Nationwide**

The RTT initiative pushed many schools to reform their teacher evaluation systems. Grants were awarded to 12 states as part of the RTT grant program. Other states that submitted grants but were not awarded money proceeded with many of the implementations that were part of their grant proposals (Howell, 2015). A review of changes from various states and the difficulties many of these states have faced implementing these changes illustrated the complexities of the revision to the evaluation system (Scott, 2013). The RTT initiative encouraged substantial policies for evaluation including measures of individual student growth, differentiation in measurement of teacher and principal performance, annual evaluations, evaluations tied to student growth, and evaluations used to make decisions about promotion, compensation, retention, and tenure (Howell, 2015). In a study by Gilles (2017) she found that increased accountability is a commonly held belief of teachers for the rationale of the changes to teacher evaluation.

#### **Kentucky Teacher Evaluation System.**

Kentucky adapted Danielson's framework for teaching, calling its version of the model Teachers Professional Effectiveness and Growth System (TPEGS). Kentucky's framework maintained the four domains of teacher professional standards provided through Danielson's work. Four performance levels are utilized in this evaluation system: ineffective, developing, accomplished, and exemplary. Various components go

into arriving at the teacher performance rating including professional growth plans, observations, and student growth (Kentucky Department of Education, 2015). Research on perceptions of this model has served to further illustrate the complexities of the significant changes to evaluation. A survey analysis shows that the model is believed to have improved the effectiveness of principals in the evaluation of teachers; however the research also brought to light many consequences as a result of the Kentucky teacher evaluation system (Dodson, 2015). One key consequence pertinent to this study was the implementation of the system and proficiency test and calibration process that was a means of building principal competence for the TPEGS. Principals in the study commented that this process was largely ineffective at assisting them in the evaluation process.

#### **New Jersey Teacher Evaluation System.**

New Jersey has developed a teacher evaluation system called Achieve NJ, with evaluation of teacher practice making up 70% of the overall rating for the teacher and student achievement constituting the remaining 30%. This system also has four ratings of effectiveness: highly effective, effective, partially effective, and ineffective (New Jersey Department of Education, 2015). Callahan and Sadeghi (2015) conducted research in regard to this model and made comparison to the previous system. They found that the number of classroom visits increased; however, the teachers in the study felt that the observers were focused on inputting data and assigning ratings and that the observations were not teacher centered. The study showed that the key goal of Achieve NJ to align professional development to the observed areas of need had been achieved by few administrators. Overall, their findings showed that teachers in New Jersey felt the

changes had done little to improve their effectiveness, with the ratings associated with it having a demoralizing effect.

### **Ohio Teacher Evaluation System.**

Ohio implemented the Ohio Teacher Evaluation system during the 2013-2014 school year, which based 50% of a teacher's evaluation on performance according to standards-based observations and the remaining 50% on student growth measures (Bolyard, 2015; Ohio Department of Education, 2015). Additional review of Ohio's system outlined the inclusion of formal and informal evaluations, ratings of effectiveness, and growth or improvement plans depending on a teacher's effectiveness rating (Ohio Department of Education, 2015). Bolyard (2015) evaluated the Ohio system in an effort to ascertain the consequences and implications for educators. He raised the issue that trends in teacher evaluation for Ohio could normalize teachers as they strive to improve student performance on tests and fail to focus on the teacher-student relationship. Downing (2016) conducted a study of the Ohio Teacher Evaluation System looking at the effectiveness of the system in regard to teacher job satisfaction and found no correlation between the new system and teacher job satisfaction.

### **The Principal's Role in Teacher Evaluation**

Bradley (2014) stated that "principals serve a key role in shifting the punitive 'gotcha' school climate to a culture of growth and excitement for teacher learning by creating supportive conditions so teachers develop confidence and competence as effective educators" (p. 14). Principals have the significant task of increasing the importance and use of effective teacher evaluation through good evaluation of themselves and the use of objective evidence (Peterson & Peterson, 2006). This task can be difficult

as conflicts exist “between the principal as encourager/developer of teachers and principal as summative judge” and “principal as a team leader and principal as an evaluator who recognizes differences in teacher performance” (Peterson & Peterson, 2006, p. 68). To promote the success of the principal as an effective evaluator observations must focus on teaching, rather than the teacher, with objectivity being critical and any existing bias being excluded (Arneson, 2015a).

The principal has many roles in the evaluation process. These include provision of actionable feedback, tangible support, promotion of opportunities to learn and grow, and a focus on improved instruction and professional learning (Donaldson & Donaldson, 2012; Hallinger et al., 2014). Walsh (2013), using the results of her mixed methods dissertation study, determined that administrators can create a professional climate where teachers feel they have input into the evaluation process and have input in the evidence that should be included in evaluation. An additional implication of Walsh was that “a principal who stresses the value of teacher evaluation for promoting teacher growth and student achievement and creates an environment of respect and trust with collaboration at its base may help improve job satisfaction for teachers in the school” (p. 240). Young et al. (2015) studied principals and confirmed the value of new evaluation systems as a means to guide the administrator in improving the practice of teachers.

Niederritter (2002) in her qualitative dissertation found that the role of the principal is to help a teacher improve. Through interviews with principals she found several common practices by principals who achieved the goal of improving teacher performance. These included presenting different teaching strategies, scheduling professional development opportunities, and providing time for these teachers to observe

expert teachers. Peterson and Peterson (2006) proposed an important role of the principal is to encourage the teacher to be actively involved in the evaluation process and this increased involvement will add respect to the activity.

### **The Principal's Perceptions of Current Teacher Evaluation Systems**

It has been said many times that perception drives reality. Research studies have evaluated the perceptions of principals in regard to teacher evaluation systems being utilized in today's schools and show mixed opinions. One positive perception is that the new evaluation systems assist in improving the principal as the instructional leader as well as advance the instructional programs in the school (Derrington & Campbell, 2015; Dodson, 2015). This is further supported by survey studies and interviews with principals consistently showing that current models with specific rubrics of what to look for in the classroom have improved the principal's knowledge of effective instruction (Derrington, 2014; Young et al., 2015). A study of Arizona's multiple-measure teacher evaluation system revealed additional positive perceptions in that the system promotes common language, conversation and collaboration between principals and teachers, and more reflection by teachers (Ruffini, Makkonen, Tejwani, & Diaz, 2014).

In contrast to the positive results of teacher evaluation reform are many negative perceptions associated with the changes. A concern that surfaces continually is the time involved in the new teacher evaluation systems. Principals have an already full plate with managing daily operations, overseeing public relations, and leading the instructional programming. With these demands, insufficient time often remains to complete the many components of these new systems (Derrington, 2014; Kowalski & Dolph, 2015). Another perception is that these changes have been implemented at a rapid pace, which

has resulted in inconsistent implementation of these systems (Derrington, 2014).

Training is important to principals' feeling prepared to implement these new systems and research has shown that principals implementing the new systems feel ill equipped to be successful in effective utilization of the systems (Cosner, Kimball, Barkowski, Carl, & Jones, 2015).

Some of the measures of effectiveness included in the systems have been met with negative perceptions from principals. There is consistent concern about the inclusion of student growth data and VAMs (Kowalski & Dolph, 2015; Ruffini et al., 2014). The use of surveys and implementation of the teacher improvement plans is another concern present in the research review (Dodson, 2015; Kowalski & Dolph, 2015).

### **The Teacher's Role in Teacher Evaluation**

Marzano and Toth (2013) presented the role of the teacher in the current evaluation systems as one where teachers should select standards in which they feel a need to improve. Teachers also set goals and track their progress of growth toward these goals. Additionally, teacher collaboration and the professional learning communities are important to teacher growth in current systems (Marzano & Toth, 2013). Tucker and Stronge (2005) discussed the professionalism that is added with evaluation systems. This professionalism fosters an atmosphere where teachers reexamine beliefs about what is good for children and make necessary changes to foster student learning. In these evaluation systems, teacher collegiality is encouraged with "quality interactions among professionals: principal-to-teacher and teacher-to-teacher" (Tucker & Stronge, 2005, p. 50). Danielson and McGreal (2000) discussed how these systems of evaluation create a

community of learners. The involvement of teachers in the ever-evolving work regarding the evaluation system cannot be understated. Teacher involvement must be broad in guiding states and districts as they design and implement effective evaluation (Minnici, 2014).

### **The Teacher's Perceptions of Current Teacher Evaluation Systems**

Peterson and Peterson (2006) presented negative sentiments that have historically been held by teachers in regard to evaluation systems. Evaluation systems have often been seen as hierarchical and a one-way system where teachers feel that administrators find fault. In addition, many teachers have commonly held the belief that administrators possess limited expertise to utilize during teacher evaluation (Danielson & McGreal, 2000; Tripamer et al., 2014).

As referenced in the historical review of teacher evaluation, the system has evolved in recent years and various research studies have been conducted to determine perceptions of teachers about the current teacher evaluation systems. Many studies present a common perception by teachers that the new evaluation systems are largely political initiatives designed to increase accountability and, in many cases, are perceived as more paperwork for teachers (Gilles, 2017; Pizmony-Levy & Woolsey, 2017). Among the multiple measures that can be controversial to teachers is the use of observation scores, which are components in many current evaluation systems. These scores are sometimes perceived by teachers as inconsistent, unreliable, and even demoralizing (Callahan & Sadeghi, 2015; Casbianca et al., 2014). Teachers feel that professional development associated with implementation of the evaluation systems has been inadequate (Ruffini et al., 2014). Use of student surveys as part of teacher evaluation has

met with mixed response by teachers. Some feel that surveys provide beneficial information and others feel that these instruments are inaccurate representations of their skill as teachers because of the limited knowledge students bring to the survey process (Ruffini et al., 2014).

### **The Principal as the Instructional Leader**

The principal as the instructional leader of the school has become an increasing necessity in modern schools (Arneson, 2015a; Smith & Piele, 1997). Dufour and Marzano (2009) moved this perception further with the principal being a “learning leader” (p. 62). These learning leaders need to promote and be a part of collaboration, examination of curriculum, vertical articulation, and work with common assessments. Classroom observation by these leading learners should give emphasis to new teachers in order to promote their growth and progression as teachers (Marzano & Toth, 2013).

Marzano, Waters, and McNulty (2005) provided compelling research about the influence a highly effective leader has on a school. Their research showed an effect size of .25 by an average principal; a principal who exhibits highly effective leadership skills would affect a school in an even greater measure. Wilma Smith and Richard Andrews have been credited with one of the most accepted descriptions of the identified four roles of an instructional leader: resource provider, instructional resource, communicator, and visible presence (Marzano et al., 2005).

Research conducted by the Chicago Consortium on Chicago School Research determined that the instructional leadership of the principal is essential to initiating and sustaining the success of the school and promoting effective student learning. Key ideas the research determined as essential were a strategic focus on teaching and learning and

that “improvement must be grounded in continued efforts to build trust” (Anrig, 2014, p. 7).

### **Teacher-Principal Relationships**

It is a key role of the principal to influence the human-relations atmosphere and one of these critical relationships is between the teacher and the principal (Smith & Piele, 1997). Principals must be willing to listen to teachers, recognize their personalities, and support the teachers as they develop their level of expertise (Jones & Egley, 2006; Smith & Piele, 1997). The Professional Standards for Educational Leaders support the development of this critical relationship. Standard 1 admonishes that education leaders build a shared vision of student academic success and well-being by fostering a trusting culture, encouraging open dialogue, working collaboratively, and evaluating progress toward goals (National Policy Board for Educational Administration, 2015).

Hattie (2012) presented the concept of learning leadership and the powerful impact it has on teachers. He proposed that this factor encourages teachers to stay in a school because the leader is motivational, identifies and articulates high expectations, consults with teachers before making decisions, fosters communication, and puts into place structures that support instruction and learning. Hattie discussed eight mind frames that teachers and leaders must have to impact student learning, with one of these being the development of positive relationships throughout the school by both teachers and leaders.

Research shows that a critical component of effective schools is collaborative relationships within the school (Anrig, 2014). These collaborative relationships need to extend beyond teacher-to-teacher to the teachers and principal (Leis & Rimm-Kaufman,

2016). In collaborative relationships, problems are resolved in a shared manner between the teacher and the leader. Behaviors associated with this relationship include clarifying, listening, reflecting, presenting, problem solving, and encouraging (Glickman et al., 2001). In addition, the key to collaborative relationships between the teacher and principal is a high level of trust; this collaborative relationship and trust level is impacted by evaluation systems (Arneson, 2015a).

### **Trust Defined**

Trust is not easily defined. Hosmer (1995) observed that there was a lack of widespread agreement on a suitable definition for trust. Tschannen-Moran and Hoy (2000) conducted a conceptual investigation of trust reviewing the commonalities of 16 definitions of trust and this review revealed a wide variety of definitions and a number of common facets of trust. Within these definitions, key facets noted were vulnerability, benevolence, reliability, competence, honesty, and openness. Through this conceptual investigation, Tschannen-Moran and Hoy arrived at the definition of trust being “one party’s willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open” (p. 556).

The work of Arneson (2015a) defined trust in the context of S. M. R. Covey and Merrill’s (2006) trust model. In this model, relational trust is about behaviors exhibited to form trusting relationships. Thirteen behaviors demonstrate trust and these behaviors include character-based and competence-based behaviors. In addition, Arneson cited the ideas from S. R. Covey (1989) of the emotional bank account that one person has with another person being related to trust. Utilizing these concepts along with interviews with educators from across the country, Arneson (2015a) defined trust as “the ease with which

we believe in, rely on, and have faith in the idea that the other person is going to do what he or she says” (p. 10).

Bryk and Schneider (2003) conducted a longitudinal study of 400 Chicago elementary schools to show the role of relational trust in education. They defined relational trust as interpersonal respect, regard for others through openness, competence, and integrity. In relational trust, a set of organizational, structural, and social-psychological conditions is fostered to make it conducive for individuals to undertake productive activities.

Handford and Leithwood (2013) studied the characteristics of leader trustworthiness across 18 studies and noted 13 specific characteristics that were antecedents of trust: benevolence, care/concern, competence, consistency/reliability, fairness, forgiveness, honesty, integrity, loyalty, openness, personal regard, respect, and vulnerability.

Review of the studies of the above referenced researchers regarding trust definitions assisted this researcher in the development of a trust definition in the context of the teacher-principal relationship that will guide this study. The definition synthesized from the work of Arneson (2015a), Bryk and Schneider (2003), S. M. R. Covey and Merrill’s (2006), Handford and Leithwood (2013), and Tschannen-Moran and Hoy (2000) for use in this study is a teacher’s willingness to be vulnerable with the principal based on the confidence that the principal is competent and shows benevolence toward the teacher.

## **Facets of Trust**

As cited above, Tschannen-Moran and Hoy (2000) identified six facets of trust. These include vulnerability, competence, benevolence, reliability, honesty, and openness. Bryk and Schneider's (2003) framework for relational trust included respect, regard, integrity, and competence. S. M. R. Covey and Merrill's (2006) description of trust focused on character and confidence in a person's integrity and ability. These components are interrelated and it is important to look closely at each.

### **Vulnerability.**

Vulnerability and interdependence are assumed in most definitions of trust; in the absence of vulnerability, there is no need for trust (Tschannen-Moran & Hoy, 2000). Vulnerability is the interdependence between two people in which an individual can only achieve desired goals with the participation of another (Sutherland & Yoshida, 2015). Risk creates an opportunity for trust and one's willingness to take a risk in a new situation demonstrates vulnerability (Tschannen-Moran & Hoy, 2000). An individual's ability to trust is put on the line each time interaction occurs between two people (Hoy & Tschannen-Moran, 1999). The metaphoric emotional bank account described by S. R. Covey (1989) also illustrates how vulnerability is at work in trusting relationships. If deposits have been made by one party in the emotional bank account of another by demonstrating trustworthy action, then there will be an increase in future interactions involving trust through a willingness by both individuals to risk being vulnerable.

### **Competence.**

Good intentions are not always sufficient within interdependent trusting relationships and trust is supported by the people in the trusting relationship having some

level of skill to fulfill expectation (Hoy & Tschannen-Moran, 1999). The level of skill demonstrates the competence of the person. Competence can be related to one's reputation and affiliations, and competence is demonstrated by the production of positive results (Hoy & Tschannen-Moran, 1999). Competence demonstrates that another person has the knowledge, skill, and capacity to deliver on the intention of promises made and manage any necessary routine affairs (Bryk et al., 2010). Competence is supported by credentials and a solid track record of results (Arneson, 2015a).

### **Benevolence.**

Tschannen-Moran and Hoy (2000) proposed that benevolence is “perhaps the most common facet of trust” and described benevolence as “the confidence that one's well-being or something one cares about will be protected by the trusted person or group” (p. 587). Benevolence involves good will and acting in the best interest of others. As the relationship progresses, future deeds are not specified but, instead, are assumed by the good will of the people involved in the interdependent relationship (Tschannen-Moran & Hoy, 2000). Consideration and sensitivity for other's needs relates to benevolence (Tschannen-Moran & Hoy, 2000). In sensitive and respectful interchanges, both parties demonstrate their interest in listening to others and this respect impacts future interchanges and actions (S. M. R. Covey & Merrill, 2006). Regard for another shows we care for others both inside and outside of the workplace (Leis & Rimm-Kaufman, 2016). Compassion and care are additional components of trust that relate to benevolence. If benevolence is present, trust increases because one has confidence that another party has one's best interests at heart and will protect those interests (Brewster & Railsback, 2003).

**Reliability.**

“Reliability is the extent to which one can count on another to come through with what is needed” (Hoy & Tschannen-Moran, 1999, p. 187). If a person relies on another person, they know that results will be forthcoming and assume these results will have a positive outcome. Consistency is related to reliability. Consistent actions by one person that align to common expectations by both parties will confirm that each person is able to be relied on (Hoy & Tschannen-Moran, 1999).

**Honesty.**

Hoy and Tschannen-Moran (1999) described honesty as the exhibition of character, integrity, and authenticity. S. M. R. Covey and Merrill (2006) presented the idea that character is made up of high integrity and good intent. Integrity of a person shows that what that person says matches what they do (Hoy & Tschannen-Moran, 1999). Furthermore, authenticity is shown through the acceptance of responsibility for one’s actions and avoidance of distorting the truth and not shifting blame if something goes wrong (Hoy & Tschannen-Moran, 1999).

**Openness.**

Openness is the release of relevant information and a process by which people share personal information (Butler & Cantrell, 1984; Mishra, 1996). Openness signals a reciprocal trust where individuals involved feel that information shared will be held in confidence and those openly sharing information will not be exploited (Tschannen-Moran & Hoy, 2000).

### **Respect.**

Leader respect “involves recognition of the important role each person plays in a child’s education and the mutual dependencies that exist among various parties involved in this activity” (Tschannen-Moran, 2004, p. 23). Respect is fostered when leaders recognize and acknowledge the important contributions that colleagues make toward accomplishing the goals of the organization (Handford & Leithwood, 2013).

### **Integrity.**

S. M. R. Covey and Merrill (2006) defined integrity as “the courage to act in accordance with your values and beliefs” (p. 54); they also asserted that integrity describes a person who “walk your talk” and is “being congruent, inside and out” (p. 54). S. M. R. Covey and Merrill included honesty and humility as part of a person with integrity. A moral-ethical perspective guides one’s work when they act with integrity and these actions will advance the school (Bryk & Schneider, 2003; Handford & Leithwood, 2013).

### **Building Trust**

Relationship building is critical to building trust in schools. In a comparative case study by Leis and Rimm-Kaufmann (2016), three elementary schools were studied to determine actions of principals that increased teacher-principal trust. The elementary in the study with the highest level of trust for the principal was in the school where the principal’s main priority was relationship building. The principal was accessible and consistently devoted time to developing relationships with school stakeholders. Arneson (2015a) asserted that in order for teachers to improve in their job performance, effective relationships must be established between educators and administrators. The principal is

the educational leader who is expected to model effective instructional strategies and a teacher-principal relationship built on trust is crucial (Arneson, 2015a).

Brewster and Railsback (2003) synthesized suggestions from researchers and practitioners that they believed would lay a foundation for teacher-principal trust. The principal must demonstrate personal integrity in all interactions with school stakeholders. The principal must show that he/she cares through a personal interest in all stakeholders in the school community. Trust of the principal is fostered through accessibility, open communication, and active availability. Involvement of staff in authentic decision-making is another way for a principal to build trust. The principal can build trust through celebrating teacher risk-taking and reducing the sense of vulnerability when teachers take risks.

Calahan (2013) presented ideas that were used as part of implementation of the Tennessee teacher evaluation that supported trust between the administrators and teachers. These ideas included transparency, well-defined expectations, compassion, and flexibility. As the changes for the evaluation were implemented, transparency was critical to maintaining the trust of teachers. Teachers needed information regarding the process, procedures, and expectations of the evaluation system. When these were provided early on and throughout the transition to the system, trust was maintained. Recognition of the concerns that implementing the new system might bring to teachers and validating those concerns through collaborative efforts to reach a resolution demonstrated compassion and built trust.

Tschannen-Moran and Hoy (as cited in Whitener, Brodt, Korsgaard, & Werner, 1998) provided insight on how trust is initiated and these researchers contended that the

administrator initiates trusting relationships through trustworthy behaviors of consistency, integrity, concern, communication, and sharing of control. Sharing of control will foster greater trustworthiness for subordinates through participation in decision making and delegation of responsibilities because this shared control signals significant trust for the subordinates (Tschannen-Moran & Hoy, 2000).

### **Teacher-Principal Trust**

“Administrator behavior is important in setting the general tone of school trust” (Tschannen-Moran & Hoy 2000, p. 572). Research by Handford and Leithwood (2013) indicated that competence, consistency, openness, and benevolence are important characteristics of the trustworthiness of the principal from the perspective of teachers. The researchers found that competence was dominant in teacher-principal trust as teachers denoted repeatedly that functional, work-related skills increased their trust in the principal. The study also recognized that teachers closely watch principals for consistency and associate consistency with predictable patterns of behavior and timely feedback regarding instructional activities.

A qualitative study on teacher-principal trust by Gail Scarr (2011) established three major themes including communication, reliability, and relationships. Teacher participants in the study placed great emphasis on communication and felt that effective communication was dependent on the trusted relationship with another person. Another theme of the study showed that reliability could serve to build or diminish trust for a principal over time. Building trust took follow-through by the principal and in the absence of this trust for the principal, positive teacher-principal relationships diminished

for the study participants. The study also found additional characteristics of respect and benevolence in a trusting teacher-principal relationship.

### **Benefits of Teacher-Principal Trust**

A large-scale study by Hoy and Tschannen-Moran (1999) showed that trust in a school is pervasive when teachers trust their principal; they are more likely to trust each other, the students, and parents. Research also shows that high levels of teacher-principal trust promotes teacher efficacy where teachers have a strong belief in their ability to execute courses of action that lead to success (Hoy & Tschannen-Moran, 1999).

Tschannen-Moran (2001) conducted an additional study regarding the relationship between the level of collaboration and trust in schools. The study indicated a link between teachers' collaboration with the principal and their trust in the principal. This collaboration extended to colleagues and parents with the increased trust present in the school. Tschannen-Moran and Hoy (2000) through their multidisciplinary analysis on the nature of trust concluded that the dynamics of trust have a clear impact on effectiveness and efficacy. In addition, the analysis connected trust and collaboration; greater trust in the principal expands the acceptance of the principal's leadership and decision making.

Bryk and Schnieder (2003) conducted a study of trust in Chicago elementary schools. Their study showed that trust measures separated improving school and schools not improving. Within these schools, they found that principals who established positive relational trusts by acknowledging the vulnerabilities of others and being intentional with their actions were perceived as effective in supporting trust.

Trust promotes collaboration in the school setting, a positive school climate, organizational citizenship, student achievement, collective efficacy, and school

effectiveness (Tschannen-Moran, & Hoy 1998; Tschannen-Moran & Hoy, 2000). A greater degree of trust is gained from teachers when their principal extends trust to them through collaboration and shared control (Tschannen-Moran & Hoy, 2000). Trust that promotes organizational citizenship will create instances where workers will go beyond the basic requirements of the job (Tschannen-Moran & Hoy, 2000). Studies have also provided empirical evidence that trust in schools impacts student achievement in a positive manner (Bryk & Schnieder, 2003; Tschannen-Moran, & Hoy 1998; Tschannen-Moran & Hoy, 2000).

### **Teacher-Principal Trust in Teacher Evaluation**

Arneson (2015a) focused attention of teacher-principal trust in the context of the evaluation system. After reviewing a compilation of research regarding trust in organizations, teacher interviews, and observations, this researcher held the perspective that the principal's ability and competence in evaluation are important factors. However, her argument was that the amount of integrity a principal has, and uses, when observing and evaluating teachers may be the most significant factor in developing and maintaining the trust relationship. She further suggested that teachers must believe that the principal is fair and equitable during the evaluation process.

Arneson (2015a) drew on her research and provided five practical strategies for principals to use to build trust with teachers in her book, *Building Trust in Teacher Evaluations: It's Not What You Say; It's How You Say It*. The first strategy for building trust was to maintain relationships built on factors such as time and openness. The second strategy for building trust was to teach the teachers about what is known by the principal about the evaluation system. The third strategy for building trust was for the

principal to communicate objectively to ensure that the teachers know that decisions are being made based on evidence and facts. The fourth strategy for building trust was for principals to be keenly aware of how they say things to teachers during the evaluation process. The fifth strategy for building trust was to consistently follow up observations with honest, supportive conversations.

### **Summary**

This chapter started with general concepts about teacher evaluation and explanations of teacher evaluation from many leading researchers in the field (Danielson & McGreal, 2000; Marzano & Toth, 2013; Tucker & Stronge, 2005). The literature review next focused on the historical perspectives of teacher evaluation (Marzano et al., 2011; Tracy, 1995). The historical perspective was followed with an explanation of the current trends in teacher evaluation and the multiple measures that are now part of the majority of teacher evaluation systems. The chapter provided a review of changes to a few highlighted states across the nation (Kentucky Department of Education, 2015; Ohio Department of Education, 2015; New Jersey Department of Education, 2015).

This chapter moved from general to specific as the final sections focused on the principal's and teacher's role in the evaluation process (Glickman et al., 2001; Marzano et al., 2005) and current perspectives from principals and teachers regarding the new teacher evaluation procedures (Derrington & Campbell, 2015; Dodson, 2015; Kowalski & Dolph, 2015; Ruffini et al., 2014). In addition, the chapter outlined the role of the principal as the instructional leader of the school and the principal's integral role in the development and retention of the collaborative relationship between the principal and his or her teachers (Anrig, 2014; Arneson, 2015a; Hattie, 2012; Leis & Rimm-Kaufman,

2016; Marzano & Toth, 2013; Marzano et al., 2005). The chapter included definitions of trust and the various facets of trust that serve as building blocks to collaborative relationships (Arneson, 2015a; Brewster & Railsback, 2003; Bryk & Schneider, 2003; S. R. Covey, 1989; S. M. R. Covey & Merrill, 2006; Handford & Leithwood, 2013; Hoy & Tschannen-Moran, 1999; Leis & Rimm-Kaufman, 2016; Mishra, 1996; Tschannen-Moran & Hoy, 2000). The chapter concluded with an explanation of the value of trust in schools and how these trust levels support a positive teacher-principal relationship that may be impacted by the evaluation system (Arneson, 2015a; Bryk & Schneider, 2003; Hoy & Tschannen-Moran, 1999; Tschannen-Moran, & Hoy 1998; Tschannen-Moran & Hoy, 2000; Tschannen-Moran, 2001).

Chapter Three describes the method used to identify and select the Missouri school teachers that were part of the study. The chapter also outlines the instrument that was used to collect data and how the validity and reliability of this instrument were determined. The process by which the data were collected and analyzed is included in Chapter Three as well. Chapter Four will present the data and information that resulted from answering the research questions. Chapter Five will provide a summary of this project, discussion of the research questions, the findings of the data, the educational implications of the findings, and the significance of these finding for current practice and future studies.

## CHAPTER THREE

### Research Design and Methodology

#### Introduction

The impact on teacher-principal trust in the state of Missouri with regard to the educator evaluation system is unclear. Recent changes have created many shifts in the MEES such as baseline and follow-up scores, more frequent observations, and the inclusion of student growth measures into teacher evaluation (Missouri DESE, 2013). Research on the perceptions of the principals and teachers in the state of Missouri in regard to the changes in the educator evaluation system is limited. Gilles (2017) conducted a qualitative study on teacher evaluation and its implementation in four rural Missouri and Oregon schools and found that tension existed between the formative and summative purposes of evaluation. The study identified apprehension of, and frustration with, the new system within the two Missouri schools in the study. No studies could be found that researched how the MEES has impacted the perceived trust level of teachers with their principals. The lack of knowledge of the MEES's impact on teacher-principal trust could create a barrier for collaborative relationships and instructional leadership needed for a principal to be successful and move his/her school forward. This study of teacher-principal trust as it relates to the requirements of the MEES offers school and state leadership insight on perceived critical components of the evaluation system and how positive trust relationships can be developed and maintained through the implementation of these components.

Quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control a phenomenon of interest (Gay, Mills, & Airasian, 2009).

Qualitative research is the collection and analysis of nonnumerical, descriptive, narrative, or visual data (Gay et al., 2009). Due to the nature of the study regarding overall trust and how the facets of trust are impacted by components of the MEES, it was determined that correlational, quantitative research would provide an appropriate framework for the study. The researcher also desired to garner specific insight from participants about what components of the MEES impact trust as well as what individual principals do to foster trust. In a QUAN-QUAL mixed method design, the researcher weights quantitative and qualitative data equally with the advantage of combining the strengths of each research method (Gay et al., 2009).

The purpose of this descriptive, correlational QUAN-QUAL study was to explore the perceived impact of the MEES on the level of teacher-principal trust in Missouri. The researcher examined this perceived impact using a teacher survey (see Appendix A) in regard to the MEES to ascertain how this system has influenced the trust level of teachers in regard to principals. Data was gathered and analyzed in both quantitative and qualitative questions and determined if similarities occurred in the findings. The following research questions were explored:

**Quantitative Questions.**

1. What is the impact of the Missouri Educator Evaluation System on the relationship between teachers' perception of trust related to vulnerability between the teacher and principal?
2. What is the impact of the Missouri Educator Evaluation System on the relationship between teachers' perception of trust related to the competence of the principal?

3. What is the impact of the Missouri Educator Evaluation System on the relationship between teachers' perception of trust related to benevolence by the principal to the teacher?

**Qualitative Questions.**

4. How does the Missouri Educator Evaluation System positively impact the teacher-principal trust relationship?
5. How does the Missouri Educator Evaluation System negatively impact the teacher-principal trust relationship?
6. How does the principal foster trust through the use of the Missouri Educator Evaluation System process?

This chapter will explain the selection of the sample size, the study participants, research setting, research design, development of the survey, survey administration, and the methods of data analysis.

**Participants**

**Selection/Sampling.**

In accordance with the guidelines of Southwest Baptist University regarding protection of human participants, a request was submitted to the Research Review Board (RRB) for approval survey teachers in Missouri schools. Approval was granted by the RRB on April 6, 2018 to utilize a survey to conduct this study.

There are approximately 2,300 PreK-12 school buildings in the state of Missouri according to Missouri school statistics (Missouri DESE, n.d.). A sample of teachers from these school buildings was part of the study. The sample was selected using a convenience sampling. An attempt was made to contact all school leaders across the

state of Missouri to ensure proportional sampling from the nine Regional Professional Development Center areas in the state of Missouri. Principals at each building were sent an email message (see Appendix B) requesting that the teachers in their building be allowed to participate in the study. When building principals responded that they would allow their staff to participate in the study, a second email message (see Appendix C) was sent that was to be forwarded to the teachers in order for them to participate in the study.

### **Research Setting**

The setting of this study was teachers in all building levels across the entire state of Missouri. This setting was selected to provide a comprehensive analysis of the impact of MEES on the teacher-principal trust relationship.

### **Research Design**

This study utilized a descriptive, correlational QUAN-QUAL approach and yielded descriptive and correlational statistics. A valid and reliable survey instrument as described later was developed and used to collect statistical data in regard to the impact of the MEES on teacher-principal trust. The research survey contained questions that would determine the overall level of trust that teachers have with their principals and ascertain the perceived impact the MEES has on three facets related to trust—vulnerability, benevolence, and competence. Data from these three facets were also looked at individually, and as a whole, to determine the perceived impact of the MEES on teacher-principal trust.

One means of collecting qualitative data is through a questionnaire which is “a written collection of self-report questions to be answered by a selected group of research participants” (Gay et al., 2009, p. 373). Three qualitative questions were designed to

garner more insight regarding the impact of the MEES on teacher-principal trust.

Qualitative data were collected and organized into common themes by identifying recurring patterns in the narrative data.

### **Instrumentation**

No appropriate instrument for this study was found in literature, so with input from a panel and use of a pilot study a valid and reliable survey instrument was created to measure the impact of teacher-principal trust in regard to the MEES. Research reviewed in Chapter Two provided background information about facets of trust that could be impacted by the evaluation system. This information became the basis for careful consideration of the questions that would be used to ascertain the impact of teacher-principal trust of Missouri teachers as it pertains to the new evaluation system. Instruments used by researchers who conducted similar studies regarding teacher-principal trust were also a point of reference for developing the survey.

A demographic section was created for the survey. This section included a question for each teacher to select his or her gender, number of years as a teacher, building level (preschool, elementary, middle school/junior high, or high school), gender of the primary evaluator, and the number of years working with the primary evaluator. Upon receiving Research Review Board approval, the researcher finalized development of the survey instrument. The survey questions regarding teacher-principal trust as it relates to Missouri's Educator Evaluation System were created and presented to a panel of professional educators.

### **Panel.**

A panel of professional educators was consulted to determine validity of the survey instrument. The panel consisted of an assistant superintendent, an elementary teacher, a high school teacher, a special education teacher, and one principal, all from Northeast Missouri public schools. The panel also included a professor from Hannibal-LaGrange University who formerly served as a public school teacher and administrator. The panel met with the researcher and who provided a verbal overview of the purpose of the study. In addition, an overview of the components of the evaluation system and the facets of trust were provided to the panel.

A draft of the survey instrument was presented to the panel. The first survey question regarding overall teacher trust for the principal was reviewed and deemed clear by the panel with no revisions. Each of the remaining perceptual, quantitative survey questions regarding the facets of trust were discussed to ensure they related to the designated facets of vulnerability, competence, and benevolence. These 18 questions were also reviewed for clarity of terms and phrasing. The panel assisted the researcher with clarifying terms and rephrasing for Questions 2, 6, 7, 8, 9, 11, 13, 15, and 16. One quantitative question regarding the facet of benevolence was deemed unclear and closely related to question 17, so with input from the panel, it was decided to eliminate this question. Discussion regarding the Likert scale where each question was paired with a corresponding numerical value ranging from 6 (*high level of trust*) to 1 (*high level of distrust*) or 6 (*strongly agree*) to 1 (*strongly disagree*) was also an important part of the panel discussion. The panel agreed that this was a clear scale and provided appropriate variance in response.

The panel reviewed the qualitative questions, and there was a consensus that the original questions created by the researcher lacked clarity. The panel provided necessary input for the researcher to revise the qualitative questions to improve clarity.

The researcher then made the suggested changes to the survey instrument and electronically submitted the revised instrument to the panel. The researcher then asked for any additional feedback in regard to the changes that had been made as a result of the initial panel meeting. The researcher addressed all the suggestions of the panel and composed the final survey instrument (see Appendix A) to be used for the pilot study.

### **Pilot Study.**

The pilot study took place with a group of approximately 50 teachers in the Northeast Missouri Regional Professional Development Center region in an effort to get a minimum of 30 respondents and ensure validity of the pilot. The survey instrument was sent to teachers randomly selected from schools of varying sizes and various building levels to represent a cross-section of the study's potential population. A question at the end of the survey encouraged participants in the pilot study to include comments regarding a lack of clarity for any questions in the survey. The pilot survey quantitative results were uploaded to Statistical Package for the Social Sciences (SPSS) and a Cronbach's alpha was produced and reported. Cronbach's Alpha is commonly used to determine internal consistency for the constructs of a survey (Pelham, 2013). A correlation of 0.70 or higher was deemed to have good reliability. The Cronbach's alpha correlation for this pilot survey was a .95 demonstrating the reliability of the survey. Using feedback from the final question regarding clarity of survey questions assisted the researcher in some minor revisions to the final survey. The completion of data analysis

from this pilot study group and the adjustments to the survey instrument confirmed the reliability of the survey instrument.

### **Survey Administration**

The survey was presented to the Research Review Board for approval and after this approval, the survey was sent to the school buildings across the state of Missouri in which principals had expressed willingness for their teachers to participate in the study. Utilizing the database from the state of Missouri, a request was made to the principals at these schools for permission to send the survey to their teachers. The request to each principal discussed the incentive of being included in a gift card drawing for their schools participation as well as the survey instrument for their review. Principals who agreed to allow teachers to participate in the survey were sent an email that was to be forwarded to all building teachers. The teacher email included a consent form outlining the basic purpose for the survey, instructions for participation in the study, and assurance of their anonymity in the research study. The teachers were promised anonymity, which prevented the researcher from being able to include the teachers in individual drawings. The email included the survey link which was administered electronically using QuestionPro.

### **Data Analysis**

The quantitative portion of the study was conducted to ascertain the teachers' perceptions of the impact of the Missouri Educator Evaluation System on teacher-principal trust. An initial perceptual question was designed to determine the relationship between the overall trust level of the teachers to their evaluators. This question regarding utilized a Likert scale and was formulated with six response levels. Each response choice

from the Likert scale was paired with a corresponding numerical value ranging from 6 (*high level of trust*) to 1 (*high level of distrust*). This overall trust level would be utilized to correlate to the three facets of trust surveyed in the section of the survey that followed.

The perception of the teachers on three facets of trust and how these are impacted by the evaluation system produced data and the data was examined. The survey contained five to six questions that were designed to garner data for each of the trust facets including benevolence, competence, and communication. These questions regarding teacher perceptions on trust for the principal also utilized a Likert scale with six response choices paired with a corresponding numerical value ranging from 6 (*strongly agree*) to 1 (*strongly disagree*) for each question.

Descriptive data was used to examine the overall trust level and the impact of components for the MEES on the three facets of trust. A Pearson  $r$  was used to find the correlation between the three facets of trust and the overall level of trust the surveyed teachers had for their evaluators.

The qualitative data for survey questions 19 through 21 designed to answer research questions four, five, and six were analyzed using the Bogden-Bicklen Constant Comparative Analysis (Simon, 2010). Using this research method, qualitative data was organized into recurring themes. As part of the qualitative data analysis, the researcher read all responses and noted possible themes. After listing these possible themes, the researcher returned to the data and looked specifically for phrases and keywords related to each theme. Patterns in the responses revealed that the themes initially identified were of statistical significance. The researcher made constant checks that the qualitative data selected was relevant to the research questions.

## **Summary**

The purpose of this chapter was to restate the intent of the study and research questions. This chapter described the procedures for the survey development, sample selection, description of participants, instrumentation used, and data analysis. Chapter Four will describe the results of the study through description, analysis and careful organization of the data. Levels of significance found in the data will be noted in this chapter as well. Chapter Five will describe research conclusions, implications of the data, and applications for the information learned. In addition, Chapter Five will provide ideas for future studies.

## CHAPTER FOUR

### Analysis of Data

#### Introduction

Research shows that collaborative relationships are critical components of effective schools, and those collaborative relationships need to extend to the teachers and principal (Anrig, 2014; Arneson, 2015a; Leis & Rimm-Kaufman, 2016). Trust is integral to collaborative relationships as evidenced by a study conducted by Tschannen-Moran and Hoy (2000) that indicated a link between teachers' collaboration with the principal and their trust in the principal. Trust is a key component of developing and sustaining positive relationships and interactions (Moye et al., 2005). The key to a collaborative relationship between the teacher and principal is a high level of trust and this collaborative relationship and trust level are impacted by evaluation systems (Arneson, 2015a). Arneson (2015a) found that high levels of trust are further supported by the competence, integrity, and fairness shown in the evaluation process. Recent changes have created many shifts in the MEES such as baseline and follow-up scores, more frequent observations, and the inclusion of student growth measures into teacher evaluation (Missouri DESE, 2013a). No studies could be found that researched how the MEES has impacted the perceived trust level of teachers to their principals. The purpose of this study was to understand the perceived impact of MEES on teacher-principal trust.

The researcher examined the perceived impact of the MEES on teacher-principal trust by creating and using a teacher survey. The following research questions guided this study:

### **Quantitative Questions.**

1. What is the impact of the Missouri Educator Evaluation System on the relationship between teachers' perception of trust related to vulnerability between the teacher and principal?
2. What is the impact of the Missouri Educator Evaluation System on the relationship between teachers' perception of trust related to the competence of the principal?
3. What is the impact of the Missouri Educator Evaluation System on the relationship between teachers' perception of trust related to benevolence by the principal to the teacher?

### **Qualitative Questions.**

4. How does the Missouri Educator Evaluation System positively impact the teacher-principal trust relationship?
5. How does the Missouri Educator Evaluation System negatively impact the teacher-principal trust relationship?
6. How does the principal foster trust through the Missouri Educator Evaluation System process?

The quantitative data were analyzed using descriptive statistics for the overall trust level and the vulnerability, competence, and benevolence facets of trust that were part of the study. A Pearson  $r$  was used to find the correlation between the three facets of trust and the overall level of trust the surveyed teachers had for their evaluator. This type of statistical test is used to examine if a statistical significant correlation exists between trust and the facets of trust. The  $p$  value is commonly at  $p < .05$  and represents the

probability random chance that occurred within the data. When a value is lower than .05, it is considered statistically significant and did not occur by chance (Pelham, 2013).

The qualitative data were analyzed using the Bogden-Bicklen Constant Comparative Analysis (Simon, 2010). Using this research method qualitative data were organized into recurring themes. Themes were identified after reviewing qualitative responses to Questions 19, 20, and 21.

### **Participants**

The data were collected in this descriptive, correlational QUAN-QUAL study using an electronic survey where teachers from all Missouri public schools where school leadership allowed participation in the study were invited to participate. The survey was conducted in 85 individual school buildings. Superintendents from nine additional school districts agreed to allow all district staff to participate, representing an additional 29 buildings. The survey had the potential to reach 114 school buildings and approximately 3,500 teachers. Schools from all regions across the state of Missouri agreed to participate. In addition, diversity in the type of school that participated was achieved in that there was a mix of rural, suburban, and urban schools. From the possible participants, 1,144 teachers started the survey and 765 progressed through all sections of the survey. The participation rate for those completing the entire survey was 21.8%. The completion rate for various questions throughout the survey varied, and only Question 1 required a response. Survey participants were able to abstain from answering any of the additional questions and marking the demographic information if they chose throughout the survey process. Also, some participants who started the survey but did not complete

the entire survey provided data that was beneficial to the statistical analysis for the study. These varied number of responses to each survey question will be noted on each table.

The demographic description of the survey participants is illustrated with the following tables and descriptions. Table 1 shows the level of teaching for participants in the survey. Table 2 shows the years of experience for the participants in the survey. Table 3 shows the teacher classification for participants in the survey. Table 4 shows the gender of the teachers who participated in the survey. Table 5 shows the years the survey participants have worked with their primary evaluator. Table 6 shows the gender of the primary evaluator who evaluates those that participated in the survey.

Table 1  
*Demographics of Level of Teaching*

Level of Experience	<i>N</i>	Percent
Elementary/Early Childhood	364	47.9%
Middle School	218	28.7%
High School	178	23.4%
Total	760	100%

Table 1 shows participants' responses asked their level of teaching. The total number of participants who progressed through the survey and answered this question was 760. Elementary and early childhood represented the highest number with 364 (47.9%) participants. The second highest group represented was the middle school with 218 (28.7%) participants. The smallest group was high school with 178 (23.4%) participants.

Table 2  
*Demographics of Years of Experience*

Number of Years	<i>N</i>	Percent
1-5	154	20.3%
6-10	159	20.95%
11-20	266	35.05%
21+	180	23.72%
Total	759	100%

Table 2 shows participants' years of experience as educators. The total number of participants who progressed through the survey and answered this question was 759. Teachers with 11 to 20 years of experience represented the largest group with 266 (35.05%) participants. The second largest group represented was teachers with 21+ years of experience with 180 (23.72%) participants. The third largest group represented was teachers with 6 to 10 years of experience with 159 (20.95%) participants. The smallest group represented was teachers with 1 to 5 years of experience with 154 (20.3%) participants.

Table 3  
*Demographics of Teacher Classification*

Teacher Classification	<i>N</i>	Percent
Tenured	500	66.7%
Probationary	250	33.3%
Total	750	100%

Table 3 shows the results of participants being asked their classification as a teacher. The total number of participants who progressed through the survey and answered this question was 750. Tenured teachers represented the largest group with 500 (66.7%) participants. The smallest group represented was probationary with 250 (33.3%) participants.

Table 4  
*Demographics of Gender of Teacher*

Gender	<i>N</i>	Percent
Male	132	17.6%
Female	618	82.4%
Total	750	100%

Table 4 shows gender of teachers participating in the survey. The total number of participants who progressed through the survey and answered this question was 750. Female teachers represented the largest group with 618 (82.4%) participants. The smallest group represented was male teachers with 132 (17.6%) participants.

Table 5  
*Demographics of Years Worked With Primary Evaluator*

Years	<i>N</i>	Percent
1-3	448	59.5%
4-6	161	21.38%
7-9	60	7.97%
10+	84	11.16%
Total	753	100%

Table 2 shows the results of participants being asked the years they had worked with their primary evaluator. The total number of participants who progressed through the survey and answered this question was 753. Teachers who had worked with their primary evaluator 1-3 years represented the largest group with 448 (59.5%) participants. Teachers who had worked with their primary evaluator 4-6 years represented the second largest group with 161 (21.38%) participants. Teachers who had worked with their primary evaluator 10 or more years represented the third largest group with 84 (11.16%) participants. The smallest group represented was teachers who had worked with their principal 7-9 years, with 60 (7.97%) participants.

Table 6  
*Demographics of Gender of Primary Evaluator*

Gender	<i>N</i>	Percent
Male	304	40.16%
Female	453	59.84%
Total	757	100%

Table 6 shows the gender of the primary of participants. The total number of participants who progressed through the survey and answered this question was 757. Teachers who had a female evaluator represented the largest group with 453 (59.84%) participants. Teachers who had a male evaluator represented the smallest group with 304 (40.16%) participants.

## Results of Quantitative Data

All three quantitative research questions are examined by correlating Questions 2 through 18 back to Question 1 of the survey. Therefore, analysis of Survey Question 1 in isolation will provide insight for the data analysis that will follow. For Survey Question 1, participants were given the definition of trust utilized by the researcher and then asked to rate their overall trust level with their principal using a Likert scale. Each response choice from the Likert scale was paired with a corresponding numerical value ranging from 6 (*high level of trust*) to 1 (*high level of distrust*). The descriptive statistical data for Survey Question 1 are displayed in Table 7.

Table 7

*Descriptive Statistics of the Perceptions of Teachers on the Trust Level With Their Principal Based on the Researcher's Definition of Trust in Teacher-Principal Relationship*

Question	<i>N</i>	Min	Max	Mean	Standard Deviation
1. For the purposes of this study, trust is defined in the context of the teacher-principal relationship as a teacher's willingness to be vulnerable with the principal based on the confidence that the principal is competent and shows benevolence toward the teacher. Based on this definition of teacher-principal trust, what is your level of trust with your principal?	962	1	6	4.79	1.372

Table 7 shows results from participants being asked their overall trust level with their principal. The total number of participants who started the survey and answered Question 1 was 962. Responses ranged from a 1 with a *high level of distrust* to a 6 with a *high level of trust*. The mean score of 4.79 placed the overall trust level for all

participants at a moderate level of trust with their principals. The standard deviation of 1.372 showed the variation in the trust level for all the teacher survey participants. Overall for Question 1, 780 participants (70.68%) had moderate or high levels of perceived trust with their principal. An additional 125 participants (12.99%) had a minimal level of perceived trust with their principal. The remaining 157 survey participants (16.32%) had a perceived trust level with their principal ranging from minimal distrust to a high level of distrust. It is worthy to note that the response rate for this question was high as this was the first question of the survey and the researcher set this question as a required response. This descriptive, statistical data includes all responses recorded for this question. However, correlational data that follow in Table 9, Table 11, and Table 13 include only participants that answered Survey Question 1 and the correlating questions in those tables.

### **Research Question 1: Vulnerability.**

Research Question 1 was initially analyzed by review of descriptive statistical data from Survey Questions 2 through 7 (see Appendix A). Each of these questions was determined to show a component of vulnerability and was developed utilizing the review of literature regarding trust and vulnerability. Input from the expert panel also ensured that vulnerability was a consideration in each of the survey questions for this section. The descriptive, statistical data for Survey Questions 2 through 7 are displayed in Table 8.

Table 8  
*Descriptive Statistics of the Perceptions of Teachers on the Relationship of Trust Related to Vulnerability Between the Teacher and Principal*

Question	N	Min	Max	Mean	Standard Deviation
2. I feel safe when my principal evaluates me.	886	1	6	5.07	1.281
3. I am willing to take risks during my lesson when my principal is observing me.	884	1	6	4.78	1.361
4. I openly discuss the teaching with my principal that is observed during evaluations.	885	1	6	5.02	1.332
5. I feel confident discussing the results of my students' growth on student learning objectives with my principal.	886	1	6	5.18	1.166
6. I feel confident about myself as an educator when meeting with my principal to discuss my evaluation.	886	1	6	5.07	1.196
7. I am authentic in my teaching when my principal evaluates me.	884	1	6	5.38	.963
Average of all questions related to vulnerability				5.08	

Table 8 shows data from the participants when they were asked their perceptions of how the MEES impacts vulnerability in the teacher-principal trust relationship. Their perceptions on six different questions were surveyed using a Likert six-part scale with each response choice from the Likert scale paired with a corresponding numerical value ranging from 6 (*strongly agree*) to 1 (*strongly disagree*). The overall mean for all

questions pertaining to vulnerability was 5.08. Authenticity of teaching while being evaluated had the highest mean score (Mean = 5.38) and the smallest standard deviation ( $SD = .963$ ). A feeling of confidence for teachers when discussing the results of their students' growth on student learning objectives with their principal had the second highest mean score (Mean = 5.18) and the second smallest standard deviation ( $SD = 1.166$ ). The teachers' ability to feel confident about themselves as an educator during evaluation meetings and a feeling of safety when being evaluated were even with the third highest mean score (Mean = 5.07). The teachers' ability to feel confident about themselves as educators during evaluation meetings with the principal had the third smallest standard deviation ( $SD = 1.196$ ). The teachers feeling safe when the principal evaluated them had the third greatest standard deviation ( $SD=1.281$ ). Openly discussing the teaching with the principal that was observed during evaluations had the second lowest mean score (Mean=5.02) and the second greatest standard deviation ( $SD=1.332$ ). A willingness to take risks during teaching while being evaluated had the lowest mean score (Mean=4.78) and the greatest standard deviation ( $SD=1.361$ ).

Overall for Question 2, 780 participants (88.03%) mildly to strongly agreed that they felt safe when their principal evaluated them. One hundred six participants (11.97%) mildly to strongly disagreed that they felt safe when their principal evaluated them. Overall for Question 3, 736 participants (83.25%) mildly to strongly agreed that they were willing to take risks during a lesson when the principal was observing them. One hundred forty-eight participants (16.75%) mildly to strongly disagreed that they were willing to take risks during a lesson when the principal was observing them. Overall for Question 4, 760 participants (85.88%) mildly to strongly agreed that they

openly discussed the teaching that was observed with their principal. One hundred twenty-five (14.12%) mildly to strongly disagreed that they openly discussed the teaching that was observed with their principal. Overall for Question 5, 790 participants (89.17%) mildly to strongly agreed that they felt confident discussing the results of their students' growth on student learning objectives with their principal. Ninety-six (10.83%) mildly to strongly disagreed that they felt confident discussing the results of their students' growth on student learning objectives with their principal. Overall for Question 6, 794 participants (89.62%) mildly to strongly agreed that they felt confident about themselves as educators when meeting with their principal to discuss evaluations. Ninety-two participants (10.18%) mildly to strongly disagreed that they felt confident about themselves as educators when meeting with their principal to discuss evaluations. Overall for Question 7, 834 participants (94.34%) mildly to strongly agreed that they felt authentic in their teaching when their principal observed them. Fifty participants (5.66%) mildly to strongly disagreed that they felt authentic in their teaching when their principal observed them.

Research Question 1 was examined correlating Survey Question 1 to Survey Questions 2 through 7 to determine if the MEES impacted teachers' overall perception of trust that related to the teachers' willingness to be vulnerable in the teacher-principal relationship. The correlational data are displayed in Table 9.

Table 9  
*Correlation Data of the Perceptions of Teachers on the Relationship Between Overall Trust and Vulnerability Between the Teacher and Principal*

Question	<i>N</i>	Pearson Correlation <i>r</i> to Overall Trust	Sig. (2-tailed) <i>P</i>
2. I feel safe when my principal evaluates me.	886	.712**	.000
3. I am willing to take risks during my lesson when my principal is observing me.	883	.566**	.000
4. I openly discuss the teaching with my principal that is observed during evaluations.	884	.630**	.000
5. I feel confident discussing the results of my students' growth on student learning objectives with my principal.	885	.620**	.000
6. I feel confident about myself as an educator when meeting with my principal to discuss my evaluation.	885	.553**	.000
7. I am authentic in my teaching when my principal evaluates me.	883	.425**	.000

\*\*Correlation is significant at the level 0.01 level (2-tailed).

The correlation data ranged from a positive .425 to positive .712 and showed that both variables of overall trust level and vulnerability either increased or decreased together, showing a high correlation. The highest correlation between overall trust was teachers' perception that they felt safe when their principal evaluated them with a Pearson correlation = .712. The second and third highest correlations were teachers openly discussing the teaching that was observed with their principal during evaluation meetings with a Pearson correlation = .630 and a feeling of confidence discussing the results of students' growth on student learning objectives with a Pearson correlation =

.620. The third and second lowest correlation were teachers' willingness to take risks while teaching with a Pearson correlation = .566 and feeling confident about themselves as an educator when meeting with the principal with a Pearson correlation = .553. The lowest correlation between overall trust was teachers' perception that they were authentic in their teaching when their principal evaluated them with a Pearson correlation = .425. The *p* value for each question was .000, showing the correlation coefficient was highly significant. The results of this data serve to reject the null hypothesis that the MEES has no pact on the teacher perceived trust as it relates to vulnerability. The highly significant correlation coefficient shows that a high level of trust results in a teacher's agreement that he or she has a willingness to be vulnerable. The opposite is also true from the data in that a high level of distrust results in a teacher's agreement that he or she is unwilling to be vulnerable with their principal.

### **Research Question 2: Competence.**

Research Question 2 was initially analyzed by review of descriptive statistical data from Survey Questions 8 through 13 (see Appendix A). Each of these questions was determined to show a component of competence was developed utilizing the review of literature regarding trust and competence. Input from the expert panel also ensured that principal competence was a consideration in each of the survey questions for this section. The descriptive statistical data for Survey Questions 8 through 13 are displayed in Table 10.

Table 10  
*Descriptive Statistics of the Perceptions of Teachers on the Relationship Between Trust Related to the Competence of the Principal as Perceived by the Teacher*

Question	<i>N</i>	Min	Max	Mean	Standard Deviation
8. My principal appears to have a solid understanding of the components of the teacher evaluation system (indicators, student learning objectives, feedback, summative evaluations, professional development plans, and surveys).	848	1	6	5.14	1.195
9. My principal has a solid understanding of what to look for in regard to effective instruction during observations.	845	1	6	5.03	1.277
10. My principal accurately interprets the growth of my students as part of student learning objectives.	845	1	6	4.92	1.278
11. My principal competently explains the outcome of my evaluation.	843	1	6	5.07	1.281
12. My principal does his/her job well in regard to the overall evaluation process.	839	1	6	5.00	1.346
13. My principal has a solid understanding of the indicators and rubrics used to evaluate my teaching.	843	1	6	5.12	1.219
Average of all questions related to competence of the principal				5.05	

Table 10 shows data from the participants when they were asked their perceptions of how the MEES impacts perceived competence of the principal in the teacher-principal

trust relationship. Their perceptions on six different questions were surveyed using a Likert six-part scale with each response choice from the Likert scale paired with a corresponding numerical value ranging from 6 (*strongly agree*) to 1 (*strongly disagree*). The overall mean for all questions pertaining to vulnerability was 5.05. “My principal appears to have a solid understanding of the components of the teacher evaluation system” had the highest mean score (Mean = 5.14) and the smallest standard deviation (SD=1.195). My principal has a solid understanding of the indicators and rubrics had the second highest mean score (Mean=5.12) and the second smallest standard deviation (SD=1.219). My principal competently explains the outcome of my evaluation had the third highest mean score (Mean=5.07) and the second greatest standard deviation (SD=1.281). My principal has a solid understanding of what to look for in regard to effective instruction had the fourth highest mean score (Mean=5.03) and the fourth greatest standard deviation (SD=1.277). My principal does his or her job well in regard to the overall evaluation process had a second lowest mean score (Mean = 5.00) and the greatest standard deviation (SD = 1.346). My principal accurately interprets the growth of my students as part of student learning objectives had the lowest mean score (Mean=4.92) and the third greatest standard deviation (SD=1.278).

Overall for Question 8, 758 participants (89.38%) mildly to strongly agreed that they perceived that their principal appeared to have a solid understanding of the components of the teacher evaluation system. Ninety participants (10.62%) mildly to strongly disagreed that their principal appeared to have a solid understanding of the components of the teacher evaluation system. Overall for Question 9, 735 participants (86.99%) mildly to strongly agreed that their principal had a solid understanding of what

to look for in regard to effective instruction during observations. One hundred ten participants (13.01%) mildly to strongly disagreed that their principal had a solid understanding of what to look for in regard to effective instruction during observations. Overall for Question 10, 720 participants (85.21%) mildly to strongly agreed that their principal accurately interpreted the growth of their students as part of student learning objectives. One hundred twenty-five participants (14.79%) mildly to strongly disagreed that their principal accurately interpreted the growth of their students as part of student learning objectives. Overall for Question 11, 738 participants (87.54%) mildly to strongly agreed that their principal competently explained the outcome of their evaluations. One hundred five participants (12.45%) mildly to strongly disagreed that their principal competently explained the outcome of their evaluations. Overall for Question 12, 715 participants (85.22%) mildly to strongly agreed that their principal did his or her job well in regard to the overall evaluation process. One hundred twenty-four participants (14.78%) mildly to strongly disagreed that that their principal did his or her job well in regard to the overall evaluation process. Overall for Question 13, 746 participants (88.5%) mildly to strongly agreed that their principal had a solid understanding of the indicators and rubrics used to evaluate their teaching. Ninety-seven participants (11.51%) mildly to strongly disagreed that their principal had a solid understanding of the indicators and rubrics used to evaluation their teaching.

Research Question 2 was examined by correlating Survey Question 1 to Survey Questions 8 through 13 to determine if the MEES impacted teachers' overall perception of trust as it related to the teachers' perceived competence of the principal. These correlational data are displayed in Table 11.

Table 11  
*Correlation Data of the Perceptions of Teachers on the Relationship Between Overall Trust and the Competence of the Principal*

Question	<i>N</i>	Pearson Correlation <i>r</i> to Overall Trust	Sig. (2-tailed) <i>P</i>
8. My principal appears to have a solid understanding of the components of the teacher evaluation system (indicators, student learning objectives, feedback, summative evaluations, professional development plans, and surveys).	848	.649**	.000
9. My principal has a solid understanding of what to look for in regard to effective instruction during observations.	845	.677**	.000
10. My principal accurately interprets the growth of my students as part of student learning objectives.	845	.674**	.000
11. My principal competently explains the outcome of my evaluation.	843	.649**	.000
12. My principal does his/her job well in regard to the overall evaluation process.	839	.707**	.000
13. My principal has a solid understanding of the indicators and rubrics used to evaluate my teaching.	.634	.634**	.000

\*\* Correlation is significant at the level 0.01 level (2-tailed).

The correlation data ranged from a positive .649 to positive .707 and showed that both variables of overall trust level and perceived competence of the principal either increased or decreased together, showing a high correlation. The highest correlation between overall trust was teachers' perception that the principal did his or her job well in regard to the overall evaluation process with a Pearson correlation = .707. The second and third highest correlation were the teachers' perception that their principal had a solid

understanding of what to look for in regard to effective instruction with a Pearson correlation = .677 and teachers' perception that the principal accurately interpreted growth of students as part of student learning objectives with a Pearson correlation = .674. The two questions with the second lowest Pearson correlation = .649 were teachers' perception that their principal appeared to have a solid understanding of the components of the evaluation system and that the principals competently at explained the outcome. The lowest correlation between overall trust was to teachers' perception that their principal had a solid understanding of the indicators and rubrics with a Pearson correlation = .634. The *p* value for each question was .000, showing the correlation coefficient was highly significant. The results of this data served to reject the null hypothesis that the MEES has no impact on the teacher perceived trust as it relates to the competence of the principal. The highly significant correlation coefficient shows that a high level of trust results in a teacher's agreement that he or she trusts the competence of the principal. The opposite is also true from the data in that a high level of distrust results in a teacher's agreement that he or she does not believe that his or her principal is competent.

### **Research Question 3: Benevolence.**

Research Question 3 was initially analyzed by review of descriptive, statistical data from Survey Questions 14 through 18 (see Appendix A). Each of these questions was determined to show a component of benevolence was developed utilizing the review of literature regarding trust and benevolence. Input from the expert panel also ensured that benevolence was a consideration in each of the survey questions for this section. The descriptive, statistical data for Survey Questions 14 through 18 are displayed in Table 12.

Table 12  
*Descriptive Statistics of the Perceptions of Teachers on the Relationship on Trust Related to Benevolence of the Principal*

Question	<i>N</i>	Min	Max	Mean	Standard Deviation
14. My principal clearly articulates what he/she expects from teachers as part of the evaluation system.	825	1	6	4.84	1.326
15. My principal gives feedback as part of the evaluation system that helps me strengthen my teaching.	823	1	6	4.84	1.395
16. My principal shows consideration for my perspective during evaluation meetings.	825	1	6	5.02	1.367
17. My principal uses the evaluation system to recognize my successes as a teacher.	822	1	6	4.94	1.361
18. My principal shows empathy for the challenges I face as a teacher during the evaluation process.	825	1	6	4.92	1.459
Average of all questions related to benevolence				4.91	

Table 12 shows data from the participants when they were asked their perceptions of how the MEES impacted the perceived competence of the principal in the teacher-principal trust relationship. The overall mean for all questions pertaining to perceived benevolence of the principal was 4.91. Their perceptions on five different questions were surveyed using a Likert six-part scale with each response choice from the Likert scale paired with a corresponding numerical value ranging from 6 (*strongly agree*) to 1 (*strongly disagree*). “My principal shows consideration for my perspective during the evaluation meeting” had the highest mean score (Mean = 5.02) and the third smallest

standard deviation ( $SD = 1.367$ ). “My principal uses the evaluation system to recognize my successes as a teacher” had the second highest mean score (Mean = 4.94) and the second smallest standard deviation ( $SD = 1.361$ ). “My principal shows empathy for the challenges I face as a teacher during the evaluation process” had the third highest mean score (Mean = 4.92) and the greatest standard deviation ( $SD = 1.459$ ). “My principal clearly articulates what he or she expects from teachers as part of the evaluation system and my principal gives feedback as part of the evaluation system that helps me strengthen my teaching” had the lowest mean score (Mean = 4.84). “My principal gives feedback that helps me strengthen my teaching” had the second greatest standard deviation ( $SD = 1.395$ ). “My principal clearly articulates what he or she expects from teachers as part of the evaluation system” had the smallest standard deviation ( $SD = 1.326$ ).

Overall for Question 14, 698 participants (84.6%) mildly to strongly agreed that they perceived that their principal clearly articulated what he or she expected from teachers as part of the evaluation system. One hundred twenty-seven participants (15.4%) mildly to strongly disagreed that they perceived that their principal clearly articulated what he or she expected from teachers as part of the evaluation system. Overall for Question 15, 689 participants (83.72%) mildly to strongly agreed that they perceived that their principal gave feedback as part of the evaluation system that helped them strengthen their teaching. One hundred thirty-four participants (16.28%) mildly to strongly disagreed that they perceived that their principal gave feedback as part of the evaluation system that helped them strengthen their teaching. Overall for Question 16, 706 participants (85.57%) mildly to strongly agreed that they perceived their principal showed consideration for their perspective during evaluation meetings. One hundred

nineteen participants (14.43%) mildly to strongly disagreed that they perceived their principal showed consideration for their perspective during evaluation meetings. Overall for Question 17, 701 participants (85.28%) mildly to strongly agreed that they perceived that their principal used the evaluation system to recognize their successes. One twenty-one participants (14.72%) mildly to strongly disagreed that they perceived that their principal used the evaluation system to recognize their successes. Overall for Question 18, 688 participants (83.39%) mildly to strongly they perceived that their principal showed empathy for the challenges they faced as a teacher during the evaluation process. One hundred thirty-seven participants (16.6%) mildly to strongly disagreed that they perceived that their principal showed empathy for the challenges they faced as a teacher during the evaluation process.

Research Question 3 was answered by correlating Survey Question 1 to Survey Questions 14 through 18 to determine if the MEES impacted teachers' overall perception of trust as it related to the teachers' perceived competence of the principal. These correlational data are displayed in Table 13.

Table 13

*Correlation Data of the Perceptions of Teachers on the Relationship Between Overall Trust and the Benevolence of the Principal*

Question	<i>N</i>	Pearson Correlation <i>r</i> to Overall Trust	Sig. (2-tailed) <i>P</i>
14. My principal clearly articulates what he/she expects from teachers as part of the evaluation system.	825	.653**	.000
15. My principal gives feedback as part of the evaluation system that helps me strengthen my teaching.	823	.663**	.000
16. My principal shows consideration for my perspective during evaluation meetings.	825	.715**	.000
17. My principal uses the evaluation system to recognize my successes as a teacher.	822	.646**	.000
18. My principal shows empathy for the challenges I face as a teacher during the evaluation process.	825	.702**	.000

\*\*Correlation is significant at the level 0.01 level (2-tailed).

The correlation data ranged from a positive .646 to positive .715 and showed that both variables of the overall trust level and perceived benevolence of the principal either increased or decreased together, showing a high correlation. The highest correlation between overall trust was teachers' perception that the principal showed consideration for their perspective during evaluation meetings with a Pearson correlation = .715. The second highest correlation was teachers' perception that their principal showed empathy for the challenges that teachers face during the evaluation process with a Pearson correlation = .702. The third highest correlation was teachers' perception that their principal gave feedback as part of the evaluation system that helped strengthen their

teaching with a Pearson correlation = .663. The second lowest correlation was the teachers' perception that their principal clearly articulated what he or she expected from teachers as part of the evaluation system with Pearson correlation = .653. The lowest correlation between overall trust was teachers' perception that their principal used the evaluation system to recognize their successes as a teacher with a Pearson correlation = .646. The  $p$  value for each question was .000, showing the correlation coefficient was highly significant. The results of this data serve to reject the null hypothesis that the MEES has no impact on the teacher perceived trust as it relates to the benevolence of the principal. The highly significant correlation coefficient shows that a high level of trust results in a teacher's agreement that he or she trusts the principal to be benevolent during the evaluation process. The opposite is also true from the data in that a high level of distrust results in a teacher's agreement that he or she does not believe that his or her principal is benevolent during the evaluation process.

### **Results of Qualitative Data**

The qualitative data were analyzed by the researcher using the Bogden-Bicklen Constant Comparative Analysis (Simon, 2010). The three qualitative survey questions produced a substantial amount of responses that were carefully reviewed to identify recurring themes. Themes were identified after review of the participants' narrative responses to these open-ended questions. Responses were grouped to determine the frequency of the responses correlating to the identified themes.

For Survey Question 19 regarding how the evaluation system positively impacted teacher-principal trust, 551 of the 770 survey participants who progressed through the qualitative questions provided a written response. From these 551 narrative responses

eight themes were identified. For Survey Question 20 regarding how the evaluation system negatively impacted teacher-principal trust, 478 of the 770 survey participants who progressed through the qualitative questions provided a written response. From these 478 narrative responses eight themes were identified. For Survey Question 21 regarding how the participants perceived that their principal fostered trust through the use of the evaluation process, 498 of the 770 survey participants who progressed through the qualitative questions provided a written response. From these 498 narrative responses eight themes were identified.

**Research Question 4: Positive Impact.**

Research Question 4 was examined using Survey Question 19. For Survey Question 19 participants were asked how they perceived the evaluation system positively impacted teacher-principal trust. Participants could create a list or write out a statement in regard to their perceptions. From the open-ended responses, eight themes were identified through the recurring pattern of responses. The data regarding these responses are noted in Table 14.

Table 14  
*Recurring Themes from Teachers Regarding the Positive Impacts of the MEES on Teacher-Principal Trust*

Theme	Number of Participants	Number of Times Theme Appeared in Data
Promotes Communication and Dialogue Between the Teacher and Principal	551	148
Provides Teachers Input From Principals on Ideas for Improvement and Growth	551	69
Teachers Receive Feedback From the Principal	551	49
Clear Expectations/Standards/Indicators	551	44
Frequency of Visit From the Principal, Guarantees Principal Spends Time in Classrooms	551	31
Provides an Opportunity for Positive Recognition From the Principal, Celebrate Successes	551	24
Gives the Principal an Authentic Picture of Teaching and What is Happening in the Classroom	551	23
Fosters Collaboration and Teamwork Between the Principal and Teachers	551	20

Table 14 shows eight recurring themes from the participant responses to Survey Question 19. The most significant theme noted in Table 14 is that the evaluation system promotes communication and dialogue between the teacher and principal, with 148 participants identifying this as positive impact on teacher-principal trust. Typical responses to this question included “the evaluation system provides opportunity for trust to grow due to communication,” and “it opens a line of communication on expectations

and teacher performance.” *Open, frank, candid, respectful, positive, healthy, honest, and productive* were words used to describe the communication that occurs between the teacher and principal contributing to a positive impact on trust. One participant stated that the evaluation system, “creates an opportunity for a conversation, as opposed to one-way communication.”

The second most significant theme noted in Table 14 is that the evaluation system provides input from the principal regarding ideas for how the principal can improve and grow as an educator, with 69 participants identifying this as a positive impact on teacher-principal trust. Typical responses regarding this theme included “it is constructive and enables the teacher to grow and improve,” and the principal “tells me what I did well and what to work on for next time.” Participants also remarked that the principal provides “targets,” “growth takeaways,” and “direction.” One participant stated that “the evaluation system is an opportunity to be coached to become better.”

The third most significant theme noted in Table 14 is that through the evaluation system the teacher receives feedback from the principal, with 49 participants identifying this as a positive impact on teacher-principal trust. This theme is similar to the previous theme presented. However, the researcher delineated this as different in that the participants did not comment if the feedback fostered growth as a teacher. Participants commonly referred to this as positive feedback used by the principal to confirm that the teacher was already doing a sufficient job as a teacher. Typical responses regarding this theme included “I appreciate the positive and detail of feedback,” and “there is clear and quick feedback.” Participants frequently described the feedback from the evaluation

process as “positive” and “effective.” One participant stated that “everyone enjoys hearing positive feedback that shows the principal is noticing all your hard work.”

The fourth most significant theme noted in Table 14 is that the evaluation system provides clear expectations from the principal through the use of the indicators and rubrics, with 44 participants identifying this as positive impact on teacher-principal trust. Responses regarding this theme included ideas such as “teachers know exactly what the principal is looking for during an evaluation,” and “the system makes it easy to clearly define expectations.” Participants described the expectations of the evaluation process as “clear” and “specific.” One participant stated that “the evaluation system allows the principal to have a solid set of standards to evaluate the teacher by.”

The fifth most significant theme noted in Table 14 is that the evaluation system provides a frequent number of classroom visits from the principal and guarantees the principal spends time in all classrooms, with 31 participants identifying this as positive impact on teacher-principal trust. Responses regarding this theme included statements such as “the evaluation system places the principal in the classroom,” and “the principal comes to my room regularly.” Participants described the classroom visits as “frequent,” “regular,” and “constant.”

The sixth most significant theme noted in Table 14 is that the evaluation system provides the teacher an opportunity to receive positive recognition from the principal in an effort to celebrate their success, with 25 participants identifying this as positive impact on teacher-principal trust. This theme is closely related to receiving positive feedback, which was discussed as a separate theme. The researcher noted a pattern in the responses where participants shared about celebrating their success with the principal and therefore

looked at this as a separate theme. Responses regarding this theme included statements such as the system allows the principal to “provide praise when praise is due,” and “it helps me feel successful.” One participant stated that the evaluation system provides “connection [and] when you sit ...sit face to face with someone and acknowledge concerns and celebrate success, you connect as individuals. That leads to trust.”

The seventh most significant theme noted in Table 14 is that the evaluation gives the principal an authentic picture of teaching and keeps the principal aware of what is happening in the classroom, with 23 participants identifying this as positive impact on teacher-principal trust. Typical responses regarding this theme included statements such as “a true picture of teaching-learning behavior is seen,” and “it allows the principal to be part of learning.” One participant stated that the evaluation system “gives the principal an upfront view of what is going on in the classroom.”

The eighth most significant theme noted in Table 14 is that the evaluation promotes teamwork and collaboration between the teacher and principal, with 20 participants identifying this as a positive impact on teacher-principal trust. Typical responses regarding this theme included statements such as the evaluation process provides lots of “opportunities for collaboration.” One participant stated that the evaluation system “helps the teacher feel more connected with the principal.” Another participant stated that through the evaluation process “we can work collaboratively to make goals and suggest improvement; which in turn builds a team attitude and therefore trust.”

**Research Question 5: Negative Impact.**

Research Question 5 was examined using Survey Question 20. For Survey Question 20 participants were asked how they perceived the evaluation system negatively impacted teacher-principal trust. Participants could create a list or write out a statement in regard to their perceptions. From the open-ended responses, eight themes were identified through the recurring pattern of responses. The data regarding these responses are noted in Table 15.

Table 15  
*Recurring Themes From Teachers Regarding the Negative Impacts of the MEES on Teacher-Principal Trust*

Theme	Number of Participants	Number of Times Theme Appeared in Data
The Observations Are a Snapshot and Too Brief in Duration	478	59
Rating Scores and Rankings	478	44
The System Results in the Principal Focusing on the Negative	478	41
The System Creates Nervousness and Anxiety in the Teacher	478	38
Feedback Is Inadequate	478	29
Prior Relationship Is Needed	478	25
Lack of Score Consistency Between Evaluators	478	16
Background of Principal	478	12

Table 15 shows eight recurring themes from the participant responses to Survey Question 19. Overall the themes were less pronounced than the themes identifying

positive impacts, which were listed in Table 14. The most significant positive theme was identified 148 times among participant responses and the most significant negative theme was identified 59 times.

The most significant theme noted in Table 15 is as part of the evaluation system observations are a snapshot of what truly occurs in the classroom and too brief in duration to give the principal a true idea of what occurs, with 59 participants identifying this as negative impact on teacher-principal trust. Typical responses in regard to this theme included it is a “short amount of time” and “it is a brief snapshot of my ability.” Frustration repeatedly surfaced that with such brief observations teachers are not able to incorporate all the indicators required as part of the evaluation system. Other participants commented that some subjects, lessons, and activities do not lend themselves to meeting the requirements of the evaluation system and when observed during such times it does not create a positive outlook on the teacher’s ability. One participant stated that “the evaluation system only allows the principal a small part of what happens in the classroom thus it doesn’t allow him to get a clear picture of the day to day interactions with my students.”

The second most significant theme noted in Table 15 is that the rating scores and rankings associated with the evaluation system were negative, with 44 participants identifying this as a negative impact on teacher-principal trust. Typical responses regarding this theme included “scores are not accurate.” Participants frequently complained that low scores are discouraging. Others commented that the system sets up a “numbers game” or that scores seem “random.” One participant stated,

it has been my experience that the system requires principals to rate all teachers low at the beginning of the year and continue to rate them higher in subsequent evaluations so that it appears that their ‘coaching’ has improved the teacher’s performance.

Another participant said that the “NEE evaluation system truly makes teachers feel like we are just numbers and not humans.”

The third most significant theme noted in Table 15 is that evaluation often causes the principal to focus on the negatives of what they observe, with 41 participants identifying this as a negative impact on teacher-principal trust. Typical responses regarding this theme included the evaluation system “focuses on fault and negativity,” and “it outlines the teacher’s weakness.” Participants described the evaluation system as a tool for criticism or discipline. Other participants termed the evaluation system a “gotcha” system. One participant stated that “it makes [me] feel like they are going to pick apart everything I am doing and that they will only look for negatives.”

The fourth most significant theme noted in Table 15 is that the evaluation system causes nervousness and anxiety for the teacher, with 38 participants identifying this as a negative impact on teacher-principal trust. Responses regarding this theme included ideas such as an observation “creates a lot of anxiety for teachers,” and “it makes me feel nervous.” Participants described the process of being observed or discussing the evaluation with their principal as “scary,” “stressful,” “nerve-wracking,” and “uncomfortable.” One participant stated that “being evaluated is necessary but still unnerving just knowing I’m being judged.”

The fifth most significant theme noted in Table 15 is that feedback provided from the evaluation system is inadequate, with 29 participants identifying this as a negative impact on teacher-principal trust. Participants who saw feedback as a negative aspect of the evaluation process described it as “vague,” “rushed,” “ineffective,” “not genuine,” and “not honest.” One participant stated that the “principal rarely gives me advice on how to improve.”

The sixth most significant theme noted in Table 15 is regarding the relationship that exists between the teacher and principal, with 25 participants identifying that if a healthy teacher-principal relationship does not already exist then the evaluation system will have a further negative impact on teacher-principal trust. Participants noted that at times they felt that the evaluation system was too impersonal and was about the numbers. Others commented that the evaluation system places high demands on principals, thus preventing them from adequately getting to know their teachers. One participant stated that “if relationships are not strong before evaluation, the evaluation system can be very intimidating for teachers to be open and honest with principals.”

The seventh most significant theme noted in Table 15 is that in the evaluation system there is not always a consistency in scores, with 16 participants identifying this as negative impact on teacher-principal trust. This theme included two patterns from the data. The first pattern was that individual principals are not consistent throughout the evaluation cycle. Participants noted that there was often comparison among teachers of scores and there was perceived favoritism from the scores that teachers were given from the principal. Participants also noted that it was hard to predict what scores would be as there were times they felt a lesson did not go well and they would score higher than when

they were observed during what they felt was a high-scoring lesson. One participant stated,

I think it is hard for a principal to be consistent between teachers. Especially when the principal is looking at different content areas. Also, at times I know I have personally thought I had an awesome lesson and I get lower scores than when I thought my lesson wasn't as awesome. It's hard to know exactly why sometimes a certain score is received. I don't know how consistent the evaluation system is.

The second pattern related to this theme was there was a lack of consistency between multiple evaluators. When referring back to the demographic data a greater concentration of respondents was from smaller schools or elementary schools and likely did not have multiple evaluators. Therefore, the occurrence of this pattern, though not as frequent, was deemed significant by the researcher. Responses regarding this theme included statements such as “different administrators score very differently.” One participant stated that “when you have multiple principals evaluate, their scores are vastly different from each other.”

The eighth most significant theme noted in Table 15 is teacher concern about the background of the principal, with 12 participants identifying this as a negative impact on teacher-principal trust. Participants commented that principals often evaluate teachers in areas in which they do not have expertise. Other participants noted that the principals evaluating them spent a limited amount of time as teachers, thus limiting their expertise for the evaluation process. One participant stated that “our principal has never taught elementary students so it is hard to accept advice and negative comments from someone

who has never done my job.” Another participant stated that “most of the administrators have far less classroom experience than the teachers they are evaluating, thus it is difficult to find the evaluation credible.”

**Research Question 6: How Your Principal Fosters Trust.**

Research Question 6 was examined using Survey Question 21. For Survey Question 21 participants were asked how their principal fostered trust through the use of the evaluation process. Participants could create a list or write out a statement in regard to their perceptions of how trust was fostered by the principal. From the open-ended responses, seven themes were identified through the recurring pattern of responses. The data regarding these responses are noted in Table 16.

Table 16  
*Recurring Themes From Teachers Regarding How Their Principal Fostered Trust Using the Evaluation Process*

Theme	Number of Participants	Number or Times Theme Appeared in Data
There is Open Discussion With the Principal Garnering Input From the Teacher	498	110
Praise and Positive Recognition Is Provided by the Principal	498	86
Specific Feedback Is Provided	498	85
Clear Explanation of the Evaluation Process by the Principal to the Teacher	498	57
Honesty From the Principal	498	47
Confidentiality, Privacy of Meetings	498	22
Frequency of Classroom Visits by the Principal	498	17

Table 16 shows seven recurring themes from the participant responses to Survey Question 21. The four highest recurring themes have the commonality of involving some form of communication from the principal or communication between the teacher and principal. Responses that occurred frequently from participants included that trust is fostered by the principal being honest, providing clear expectations, and praising the efforts of the teacher.

The most significant theme noted in Table 16 is that trust is fostered by the principal's willingness to promote an open discussion with the teacher and garner input from the teacher, with 110 participants identifying this theme in their responses. Typical responses in regard to this theme included the principal is "open to hearing teacher input" and the "principal welcomes feedback and conversation after every evaluation." In regard to this theme participants frequently discussed how principals foster trust by being open toward the teachers, asking questions, seeking teacher input, and listening to the teachers. One participant noted how his or her principal fostered trust through a "willingness to hear about what went on the days leading up to the lesson and the follow-up." Another participant stated that the principal "always asks for input and considers what I have to say if I disagree on something from the evaluation."

The second most significant theme noted in Table 16 is that trust is fostered by the principal's willingness to provide praise and positive recognition as part of the evaluation process, with 86 participants identifying this theme in their responses. Typical responses in regard to this theme included the principal "keeps it positive and encourages you with feedback" and the "principal highlights strengths and notes positive things." In regard to this theme participants frequently discussed how principals foster trust by

giving praise, including positives throughout the evaluation report, and complimenting the teacher. Numerous participants noted that trust is fostered by the principal leaving positive notes on their desks after an evaluation. One participant stated that trust is fostered because his or her principal “always finds a way to compliment something and it always comes across as sincere.” Another participant stated that the principal “is wonderful to use [the evaluation system] as a tool to build us up.”

The third most significant theme noted in Table 16 is that trust is fostered by the principal providing specific feedback to teachers, with 85 participants identifying this theme in their responses. This theme is similar to the previous two themes but the researcher differentiated this theme from the previous two in that the participants noted that feedback from the principal came in the form of written or verbal feedback. The participants did not state that the feedback was necessarily in the form of praise or that it was a result of the feedback the principal asked for teacher input. Typical responses in regard to this theme included the principal “states clearly what is observed” and the principal provides “feedback for professional growth.” In regard to this theme participants frequently discussed how feedback from the principal fostered trust by being constructive, immediate, prompt, and effective. One participant stated that trust was fostered because his or her principal “offers suggestions [and] ideas to improve the teaching process based on the evaluation criteria.”

The fourth most significant theme noted in Table 16 is that trust is fostered by the principal clearly explaining the evaluation system to teachers, with 57 participants identifying this theme in their responses. Typical responses in regard to this theme included the “principal explains what will be evaluated and the reason for the scores” and

the principal “taking time to fully go over the process helps with the explanation.”

Participants commented that trust is fostered when the principal provides clear explanation of what is expected during evaluations and concise explanations about what was observed when meeting with the teacher during follow-up evaluation meetings.

Participants noted that this clarity regarding the evaluation is further developed with professional development activities provided by the principal. One participant stated that the principal “takes[s] me step by step through each part of the rubric and explain[s] what they saw and they needed to see.”

The fifth most significant theme noted in Table 16 is that trust is fostered by honesty from the principal, with 47 participants identifying this theme in their responses. Typical responses in regard to this theme included the “principal fosters trust by always being open and honest.” Numerous participants stated that trust is fostered when the principal is “open and honest,” which created a recurring pattern that these two facets of trust are linked. Other terms related to the honesty of the principal were that the principal was “up front,” “genuine,” and “truthful.” One participant stated that the principal “is always honest but never intimidating. [The principal] realizes that not every lesson is going to go as planned and gives solid feedback.”

The sixth most significant theme noted in Table 16 is that teachers appreciate the principal maintaining confidentiality of the evaluation results and ensuring evaluation meetings are private, with 22 participants identifying this as a way the principal fosters trust through the use of the evaluation system. Typical responses in regard to this theme included the teachers appreciate when they know that “what we discuss remains

confidential” and that “our meetings are private.” One participant stated that “my evaluation is never spoken of in front of peers, so it is confidential.”

The seventh most significant theme noted in Table 16 is that the frequency of visits by the principal fosters trust, with 17 participants identifying this theme in their responses. Participants noted that principals who are in their classrooms on a nearly daily basis help foster trust. One participant stated that the principal “visits the classroom at other times so it is natural when she is in here.” Another participant commented that the principal “does many drop-in visits where he isn’t evaluating.”

### **Summary**

The purpose of this descriptive, correlational QUAN-QUAL study was to explore the perceived impact of the MEES on the level of teacher-principal trust in Missouri schools. The researcher examined this perceived impact using a teacher survey in regard to the MEES to study how this system has influenced the trust level of teachers in regard to their principals. The data were collected for the study using a survey that was electronically delivered through QuestionPro. Principals from nearly all Missouri public schools were invited to participate and when permission was granted by the principal the survey was sent to the teachers. The survey potentially reached 114 individual schools and approximately 3,500 teachers. One thousand, one hundred forty-four teachers participated in the study with 765 completing the survey. In Chapter Four, the researcher analyzed data gathered from these participants in regard the quantitative and qualitative research questions.

The quantitative data were analyzed and presented using descriptive statistics for the overall trust level and the vulnerability, competence, and benevolence facets of trust

that were part of the study. A Pearson  $r$  was used and a correlation table was used to show the correlation between the three facets of trust surveyed and the overall level of trust the teachers surveyed had for their evaluator.

The qualitative data were analyzed using the Bogden-Bricklen Constant Comparative Analysis. The researcher reviewed the written responses from the study participants to find patterns and organize the narrative data into themes. Tables were used to represent the recurring themes found by the researcher, which noted the number of times the theme was found in the open-ended responses.

Chapter Five will provide a summary of this project, discussion of the research questions, the findings of the data, the professional implications of the findings, and the significance of these findings for current practice. Recommendations will also be provided for future studies related to this study.

## CHAPTER FIVE

### Conclusions and Implications

#### Introduction

The MEES includes nine professional standards for educators with 36 quality indicators organized within these standards. The MEES is based on the “beliefs that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and use multiple, balanced measurements that are fair and ethical” (Missouri DESE, 2013b, p. 4). The system promotes growth in practice that occurs when administrators and teachers identify indicators, establish a baseline of performance, identify new strategies, utilize feedback to improve practice, follow up with adjustments to performance, and reflect and plan for future improvement.

Research shows that collaborative relationships are critical components, and these collaborative relationships need to extend to the teachers and principal (Anrig, 2014; Arneson, 2015a; Leis & Rimm-Kaufman, 2016). Trust is integral to collaborative relationships between teachers and principals as evidenced by a study conducted by Tschannen-Moran and Hoy (2000) that indicated a link between teachers’ collaboration with the principal and their trust in the principal. Trust is a key component of developing and sustaining positive relationships and interactions (Moye et al., 2005). The key to collaborative relationships between the teacher and principal is a high level of trust and this collaborative relationship and trust level are impacted by evaluation systems (Arneson, 2015a). The purpose of this study was to understand the perceived impact of MEES on the teacher-principal trust.

## Summary of Methods

The survey was conducted in 114 individual school buildings across the state of Missouri representing all regions. Teacher population in these 114 schools totaled approximately 3,500. Teachers from rural, suburban, and urban schools participated in the study. The participation rate was 21.8% using the approximation of 3,500 teachers that the researcher believed the survey reached. Among the teacher population, 1,144 potential participants started the survey with a completion rate of 66.87% for the 765 participants who completed the entire survey.

A valid and reliable survey instrument (see Appendix C) was created to measure the impact of teacher-principal trust in regard to the MEES. Research reviewed in Chapter Two provided background information about facets of trust that could be impacted by the evaluation system, and this information became the basis for careful consideration of the survey questions. The survey contained one survey question regarding the overall trust level and 17 questions about the MEES and its impact on three facets of trust. The questions were paired with a corresponding numerical value ranging from 6 (*high level of trust*) to 1 (*high level of distrust*) or 6 (*strongly agree*) to 1 (*strongly disagree*) creating a Likert scale for each quantitative question. The survey also contained three questions that provided participants an opportunity for open-ended narrative response.

A panel was consulted to determine the validity of the survey instrument. The panel provided feedback about the survey instrument and revisions were made based on input from the panel. Pilot testing was conducted with 43 out of approximately 50 invited teachers completing the survey and participating in the pilot study. Results from

the pilot study were uploaded to SPSS and data analysis using Cronbach's alpha confirmed reliability of the survey instrument.

Quantitative and qualitative data were collected over a 20-day period with the survey (see Appendix A) administered electronically using QuestionPro. The data collected were analyzed using SPSS. Descriptive and correlational statistics were generated from the quantitative data collected. Qualitative data were analyzed by the researcher using the Bogden-Bicklen Constant Comparative Analysis (Simon, 2010). The researcher reviewed the written responses from the data collected to find patterns and organize the narrative responses into themes.

### **Conclusions**

Based on the results of this study and its survey of teachers, there appears to be a moderate to high level of overall trust with their principals. Within the definition of trust for this study were the facets of vulnerability, competence, and benevolence in the teacher-principal relationship. Among the participants who responded to Question 1 of the survey, 805 responded that they had some degree of trust for their principal. This indicated to the researcher that teachers operate under the direction of principals with a level of trust. This trust is beneficial to the principal and the school as a whole. Hoy and Tschannen-Moran (1999) indicate that trust in a school is pervasive and when teachers trust their principal, they are more likely to trust each other, the students, and parents. Arneson (2015a) stated that the trust that is part of the evaluation process is a significant factor in the teacher-principal relationship.

### **Vulnerability as Part of MEES Conclusions.**

Teachers indicated an overall agreement that they were willing to be vulnerable as part of the MEES. The mean score for all questions pertaining to vulnerability during the evaluation process was 5.08. The highest level of agreement among teachers was that they were authentic with their teaching during evaluations and had a high degree of confidence when discussing the results of their student growth. The lowest level of agreement among teachers was that they were willing to take risks during evaluations and openly discuss the teaching with their principal. An additional point in the data that was encouraging was the mean score of 5.07 for teachers feeling safe when being evaluated by their principal. This indicated to the researcher that teachers were willing to be vulnerable throughout the evaluation process. This vulnerability was evidenced through open conversations, authentic teaching, risk taking, and teacher confidence in their teaching. Researchers on trust has recognized that risk creates an opportunity for trust and one's willingness to take a risk in a new situation demonstrates vulnerability (Tschannen-Moran & Hoy, 2000). Researchers have also indicated that vulnerability is the interdependence between two people (Tschannen-Moran & Hoy, 2000; Sutherland & Yoshida, 2015).

### **Research Question 1 Conclusions: Overall Trust and Vulnerability.**

The first research question was as follows: What is the impact of the Missouri Educator Evaluation System on the relationship between teachers' perception of trust related to vulnerability between the teacher and principal? To determine if a correlation existed teachers were asked to rate their overall trust level with their principal on Survey Question 1 and then this rating was correlated to their responses on Survey Questions 2

through 7. The Pearson correlation was significant for all questions with  $p$  value for each question being .000, showing the correlation coefficient was highly significant for all questions. When the data were analyzed in greater detail the researcher could identify that when a participant responded with a high level of trust on Question 1, then typically the responses to Questions 2 through 7 showed agreement. The reverse was also true, that when a participant scored a level of distrust on Question 1, then typically their responses to Questions 2 through 7 showed disagreement. The high correlation between overall trust and vulnerability with the principal indicated to the researcher that when the teacher trusts the principal then the teacher is willing to be vulnerable during the evaluation process.

Qualitative data collected also served to indicate that a correlation exists between overall trust and vulnerability. Themes such as the MEES positively impacts teacher-principal trust by providing an opportunity for the principal collaborate with the teacher, frequently visit the classroom, and get an authentic picture of the classroom indicate that trust correlates to vulnerability during the evaluation process. These findings served to reject the null hypothesis that the MEES has no impact on the teacher perceived trust as it relates to vulnerability.

### **Competence as Part of MEES Conclusions.**

Teachers indicated an overall agreement that they felt that their principal was competent in regard to components of MEES. All questions regarding competence were rated at a mean score at above 5.0 with the exception of one question. The overall mean score for all questions pertaining to the principal's competence was 5.05. The two questions with which teachers had the highest agreement with pertained to the principal

having a solid understanding of all components of the teacher evaluation system and having a solid understanding of the indicators and rubrics. The question that had the lowest rating of agreement was that the principal accurately interprets the growth of students as part of student learning objectives. These findings indicated to the researcher that teachers do feel the MEES has provided principals a solid system to utilize for evaluation and those principals overall are competent regarding the system. Furthermore, findings indicate that in the opinion of teachers principals are not accurately interpreting the system in a consistent manner. Research indicates that competence is an important facet of trust and demonstrates that a person has the knowledge, level of skill, and track record to achieve results (Arneson, 2015a; Bryk et al., 2010; Hoy & Tschannen-Moran, 1999).

### **Research Question 2 Conclusions: Overall Trust and Competence.**

The second research question was as follows: What is the impact of the Missouri Educator Evaluation System on the relationship between teachers' perception of trust related to the competence of the principal? To determine if a correlation existed teachers were asked to rate their overall trust level with their principal on Survey Question 1 and then this rating was correlated to their responses on Survey Questions 8 through 13. The Pearson's correlation was significant for all questions ( $p = .000$ ), thus the teachers' overall trust level was strongly related to their view of the competence of the principal. When the data were analyzed in greater detail the researcher could identify that when a participant responded with a level of trust on Question 1, typically the responses to Questions 8 through 13 showed agreement. The reverse was also true that when a participant scored a level of distrust on Question 1, then their responses to Questions 8

through 13 would typically show disagreement. The high correlation between overall trust and competence that the principal is perceived to show during the evaluation process indicates to the researcher that when the teacher trusts the principal then the teacher believes the principal is competent about their responsibilities and understanding in regard to the MEES.

Qualitative data collected also served to indicate that a correlation exists between overall trust and principal competence. In themes such as the MEES provides the evaluator with clear standards for evaluation, input from principals supports teacher growth, and the principal clearly explains the evaluation process, teachers indicated that trust correlates to perceived principal competence during the evaluation process. These findings served to reject the null hypothesis that the MEES has no impact on the teacher perceived trust as it relates to competence.

#### **Benevolence as Part of MEES Conclusions.**

Teachers indicated an overall moderate agreement that they felt that their principal was benevolent during the MEES process. All questions regarding benevolence were rated below a mean score of 5.0 with the exception of one question. The two lowest mean scoring questions were that the principal clearly articulates what is expected as part of the evaluation system and the principal gives feedback that helps me strengthen my teaching with a score of 4.84. The question that scored the highest was that the principal shows consideration for the perspective of the teacher during evaluation meetings, with a score of 5.02. This moderate level of agreement indicates to the researcher that benevolence is a facet of trust that principals are not as conscientious in fostering throughout the evaluation process. Research shows benevolence involves good will,

being sensitive, regard for another, and acting in the best interest of others (Leis & Rimm-Kaufman, 2016; S. M. R. Covey & Merrill, 2006; Tschannen-Moran & Hoy, 2000). This study indicates that this is the weakest of the three studied facets for Missouri principals when using the MEES.

### **Research Question 3 Conclusions: Overall Trust and Benevolence.**

The third research question was as follows: What is the impact of the Missouri Educator Evaluation System on the relationship between teachers' perception of trust related to benevolence by the principal to the teacher? To determine if a correlation existed teachers were asked to rate their overall trust level with their principal on Survey Question 1 and then this rating was correlated to their responses on Survey Questions 14 through 18. The Pearson correlation was significant for all questions with a  $p$  value for each question being .000, showing the correlation coefficient was highly significant for all questions. When the data were analyzed in greater detail the researcher could identify that when a participant responded with a level of trust on Question 1, then typically the responses to Questions 14 through 18 showed agreement. The reverse was also true, that when a participant scored a level of distrust on Question 1, then typically their responses to Questions 14 through 18 showed disagreement. The high correlation between overall trust and benevolence that the principal is perceived to show during the evaluation process demonstrated to the researcher that when the teacher trusts the principal then the teacher believes the principal is benevolent in their actions during the evaluation process.

Qualitative data collected also indicated that a correlation exists between overall trust and benevolence of the principal. Themes such as the MEES provides an opportunity for positive recognition from the principal, fosters collaboration, provides

confidentiality, and demonstrates the honesty of the principal indicated that trust correlates to perceived principal benevolence during the evaluation process. These findings served to reject the null hypothesis that the MEES has no impact on the teachers' perceived trust as it relates to benevolence.

#### **Research Question 4 Conclusions: Positive Impacts of the MEES on Trust.**

The fourth research question was as follows: How does the Missouri Educator Evaluation System positively impact the teacher-principal trust relationship? To determine possible positive impacts of the MEES, teachers were asked to write a narrative response to Survey Question 19. Participants noted that dialogue with the principal, growth input from the principal, and feedback are positive impacts of the evaluation process on trust. These themes indicated to the researcher that teachers value the communication that is fostered with the principal throughout the evaluation process. Research shows that open communication from principals about the system throughout the process fosters trust (Arneson, 2015a; Scarr, 2011). Participants also noted that clear standards and frequent visits are positive impacts of the evaluation system. These themes indicated to the researcher that teachers appreciated the structure of the evaluation system. Research shows that teachers need clear information regarding the system and appreciate training provided for them to feel confident with the evaluation system (Arneson, 2015a; Calahan, 2013). Participants also noted that as part of the evaluation process the principal gives the teacher recognition. This theme indicated to the researcher that teachers appreciate hearing about the successes that the principal observes throughout the evaluation process. Participants also noted that through use of the evaluation system the principal gets an authentic picture of what is happening in the

classroom. This theme indicated to the researcher that teachers value the opportunity to showcase what is occurring in their classrooms and desire for their principal to remain knowledgeable about the role the teacher plays in their classroom.

**Research Question 5 Conclusions: Negative Impacts of the MEES on Trust.**

The fifth research question was as follows: How does the Missouri Educator Evaluation System negatively impact the teacher-principal trust relationship? To determine possible negative impacts of the MEES, teachers were asked to write a narrative response to Survey Question 20. Participants noted that the rating scores and brevity of time for evaluations negatively impacts trust during the evaluation process. These themes indicated to the researcher that teachers have frustration with some components and requirements of the evaluation system. This frustration likely impedes trust. Participants also noted that feedback from evaluations is inadequate or negative. These themes indicated to the researcher that teachers appreciate feedback but want detailed information and for the principal to not solely focus on negative aspects of their teaching. This negative feedback likely impedes trust. Participants also noted that the principal not having a previous relationship with the teacher before using the evaluation process negatively impacts trust in the teacher-principal relationship. This theme indicated to the researcher that teachers appreciate getting to know their principal and connecting on a personal level. Through this relationship building, trust is fostered that can carry over to the evaluation process. Participants also noted that utilizing the evaluation system creates nervousness and anxiety for the teacher. This theme demonstrates to the researcher that teachers often times bring uneasiness to the evaluation process that the principal should have an awareness of. Participants also noted that the

lack of consistency between evaluators and the background of the principal can negatively impact their trust for the principal during the evaluation process. These themes indicated to the researcher that teachers desire consistency from their evaluators and a principal with solid educational background in order to trust the principal's use of the evaluation process.

#### **Research Question 6 Conclusions: Fostering Trust With the MEES.**

The sixth research question was as follows: How does the principal foster trust through the use of the Missouri Educator Evaluation System process? To determine possible ways that the principal fosters trust during the evaluation process, teachers were asked to write a narrative response to Survey Question 21. Participants noted that the open discussions, praise, specific feedback, and clear explanation of the system foster trust during the evaluation process. These themes demonstrated to the researcher that teachers want frequent, clear, and open communication with their principal. Furthermore, teachers desire to be positively recognized and their expertise as teachers valued during evaluation discussions. Participants also noted that honesty, confidentiality, and private meetings foster trust during the evaluation process. These themes indicated to the researcher that teachers want to know the truthful opinions of the principal and want results and conversations regarding evaluations to be held in confidence with the principal. Participants also noted that frequent visits from the principal helps foster trust during the evaluation process. This theme indicated to the researcher that teachers welcome the opportunity for the principal to view what is happening in their classroom at all times including evaluative and nonevaluative opportunities.

## **Professional Implications**

The findings of this study indicate principals can utilize the overall perceived trust teachers possess for their principal that was evidenced from this study to benefit their schools. The MEES is comprehensive and involves a great deal of teacher-principal interaction and this interaction can serve to foster trust. Principals also need to develop personal relationships with teachers by ensuring that a relationship is developed outside of the evaluation process and making the evaluation process collaborative in nature. The trust that is present in the teacher-principal relationship can serve to make the MEES effective. When teachers have trust they can accept feedback and view the evaluation process as an opportunity to promote professional growth.

Principals must be cognizant of the vulnerability that is prevalent in the evaluation system. The willingness of teachers to be vulnerable with their principal during the evaluation process can be an asset to assist principals as they encourage their teachers to take risks, be authentic, and feel confident in their ability to meet the needs of their learners. Principals need to communicate to teachers that they recognize that teachers will face many challenges, and all that is expected from the teacher is solid teaching, periodic risk taking, and self-reflection in an effort to constantly improve. The principal also needs to show their vulnerability during the process by working with the teacher as a collaborative team and admitting areas of the process that they are seeking to learn and grow in themselves.

Teachers perceive that principals have a level of understanding for the MEES and are overall doing their job well in regard to the evaluation process. This perceived competence can assist principals as they provide feedback about what is observed and

encourage teachers with ideas for growth as teachers. Teachers may lack clarity of what the principal expects of them regarding the evaluation process. The principal can alleviate this by providing necessary information and training to the teachers about the evaluation system. Teachers desire feedback that will help them grow and in order for the principal to show competence in this area they must continue to learn and grow as professionals. The principal must be able to share best practices with teachers and how these practices can be effectively implemented. This professional growth for the principal is achieved through action research, continual training, and networking. In addition the principal maintains competence by being visible in the classroom in an effort to maintain knowledge of current instructional practices and awareness of the challenges faced by teachers.

Teachers desire benevolence as part of their relationship with their principal. The results of this study would indicate teachers want their principal to show consideration for their perspective and be empathetic to the challenges they face. Teachers also want recognition for their successes as a teacher. This was the facet from the study that teachers perceived to be the lowest facet of trust with their principals. Principals must show their teachers that they are empathetic regarding the many challenges of the teacher. Principals need to be intentional in benevolent actions that foster trust with their teachers. Principals can offer praise, celebrate teacher success, ensure input is garnered from teachers, and keep the process confidential. This can be achieved through positive notes to teachers and open conversations. Principals also need to clearly inform teachers of what they expect from their teachers throughout the process. This can be achieved

through reviewing indicators, discussing what is looked for during observations, and modeling the expectations.

Negative impacts of the MEES were noted in the study that have professional implications regarding principal-trust relationship. Many participants felt that observations were too brief and prevented the principal from fully understanding what occurred in their classrooms. Principals can address this by finding opportunities for longer classroom observations and insuring that they find times to conduct observations that teachers feel are effective depictions of quality teaching. The rating scores were another area of concern and this barrier to trust can be overcome by the principal offering reassurance to the teacher that the goal is to grow as a teacher. Principals can also reassure teachers that perfection is not realistic in the process and help the teachers focus on successes and the averages of their scores. Principals need to ensure that throughout the process they do not focus too much on the negatives. Teachers want feedback that will help them grow but making this feedback constructive and balancing it with praise for what the teacher is already doing will help overcome the negative thoughts teachers bring to the evaluation process. Teachers also need reassurance that the process is a collaborative effort designed to help them grow as a teacher in an effort to overcome the anxiety the process can cause. Principals can make the process less threatening by entering the classroom with a pleasant disposition, positively interacting with the class when appropriate, quickly following up with the teacher, and making the evaluation meetings a comfortable situation for the teacher.

## **Recommendations for Future Research**

The researcher recommends additional study on teacher-principal trust as impacted by the evaluation system. Research regarding trust can help teachers and principals identify ways to improve their relationships. The researcher recommends that perceptions of Missouri principals be studied to determine whether these perceptions align with teacher perceptions. Study of principal perceptions would generate additional ideas that principals could incorporate into the process to extend effectiveness of the evaluation system.

The researcher also recommends that study of the different systems and how each system is being used fosters a research focus. Though not a significant theme, a few participants noted negative thoughts regarding the Network of Educator Effectiveness evaluation system. Research to determine if district models, state models, or the Network of Educator Effectiveness model impact trust differently could guide the use of these systems throughout the state.

The researcher also recommends studying scores and how these correlate with teacher-principal trust. In this type of study evaluation scores from districts could be collected and compared with results from the survey instrument. This study could help increase awareness of how significant the impact of scoring teachers throughout the process is on the teacher-principal trust relationship.

Through open-ended responses other facets of trust surfaced such as honesty, fairness, openness, and reliability. The researcher recommends a study that would identify how these facets of trust are impacted by the teacher evaluation system. This

study could help principals find ways to increase trust through greater awareness of these additional facets of trust.

Communication was a strong theme that emerged from the qualitative data. The researcher recommends a study that focuses on communication throughout the evaluation process and how communication impacts teacher-principal trust.

The researcher also recommends a qualitative study on the impact of teacher principal trust by the MEES. In this qualitative study the researcher would conduct interviews and observations of the evaluation process between selected principals and their teachers. This type of study would give a more in-depth look at how the evaluation process impacts trust. The researcher could dig deeper through interview questions and get more specific ideas on how the principal and teacher perceive trust is fostered.

### **Summary**

The purpose of this study was to explore the perceived impact of the MEES on the level of teacher-principal trust in Missouri schools. The design of this study was a descriptive, correlational QUAN-QUAL research model. The researcher examined this perceived impact using a teacher survey developed by the researcher with assistance from advisors from the field of education. The survey provided numerical and narrative data to guide the researcher in the study of the quantitative and qualitative research questions. This chapter described researcher conclusions, implications of the data, applications for the information learned, and ideas for future studies.

As stated in the opening it is imperative for educators to “know thy impact” (Hattie, 2012 p. 192). This is achieved through teachers and school leaders evaluating their impact on learning in the educational institutions in which they serve (Hattie, 2012).

Teacher evaluation and the principal's role are critical in assisting teachers in knowing their impact. John Hattie's (2012) work is referenced throughout the MEES with formative evaluation, feedback, and relationships being important instructional practices that link to evaluation.

Collaborative relationships are critical components of effective schools, and these collaborative relationships need to extend to the teachers and principal (Anrig, 2014; Arneson, 2015a; Leis & Rimm-Kaufman, 2016). Trust is integral to these collaborative relationships between teachers and principals (Moye et al., 2005; Tschannen-Moran & Hoy, 2000) The key to collaborative relationships between the teacher and principal is a high level of trust and this collaborative relationship and trust level are impacted by evaluation systems (Arneson, 2015a).

In the results of this study, teachers did perceive a correlation exists between trust and the MEES. The study shows that trust is both positively and negatively impacted by the evaluation process. However, many aspects of the study show that the ultimate impact on trust is the relationship fostered by the principal both inside and outside of the context of the MEES. The principal has a great responsibility to foster trusting relationships with teachers. The MEES is a tool that can be used in this process of developing trust. Ultimately, the trust building happens by the relationship forged by the principal. The principal can work diligently to promote positive teacher and principal trust relationships that will facilitate an environment where teachers will feel successful and know their impact on the lives of their students.

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## Appendix A

### Survey

#### Impact of Evaluation on Teacher-Principal Trust Impact Perceptual Survey

- 1-High Level of Distrust
- 2-Moderate Level of Distrust
- 3-Minimal Level of Distrust
- 4-Minimal Level of Trust
- 5-Moderate Level of Trust
- 6-High Level of Trust

1	2	3	4	5	6	<p>For the purposes of this study, trust is defined in the context of the teacher-principal relationship as a teacher’s willingness to be vulnerable with the principal based on the confidence that the principal is competent and shows benevolence toward the teacher.</p> <p>1. Based on this definition of teacher-principal trust, what is your level of trust with your principal?</p>
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- 1-Strongly Disagree
- 2-Disagree
- 3-Mildly Disagree
- 4-Mildly Agree
- 5-Agree
- 6-Strongly Agree

#### Vulnerability Questions

1	2	3	4	5	6	2. I feel safe when my principal evaluates me.
1	2	3	4	5	6	3. I am willing to take risks during my lesson when my principal is observing me.
1	2	3	4	5	6	4. I openly discuss the teaching that my principal observes during evaluations.
1	2	3	4	5	6	5. I feel confident discussing the results of my students’ growth on student learning objectives with my principal.
1	2	3	4	5	6	6. I feel confident about myself as an educator when meeting with my principal to discuss my evaluations.
1	2	3	4	5	6	7. I am authentic in my teaching when my principal evaluates me.

Competence Questions

1	2	3	4	5	6	8. My principal appears to have a solid understanding of the components of the teacher evaluation system (indicators, student learning objectives, feedback, summative evaluations, professional development plans, and surveys).
1	2	3	4	5	6	9. My principal has a solid understanding of what to look for in regard to effective instruction during observations.
1	2	3	4	5	6	10. My principal accurately interprets the growth of my students as part of student learning objectives.
1	2	3	4	5	6	11. My principal competently explains the outcome of my evaluation.
1	2	3	4	5	6	12. My principal does his/her job well in regard to the overall evaluation process.
1	2	3	4	5	6	13. My principal has a solid understanding of the indicators and rubrics used to evaluate my teaching.

Benevolence Questions

1	2	3	4	5	6	14. My principal clearly articulates what he/she expects from teachers as part of the evaluation system.
1	2	3	4	5	6	15. My principal gives feedback as part of the evaluation system that helps me strengthen my teaching.
1	2	3	4	5	6	16. My principal shows consideration for my perspective during evaluation meetings.
1	2	3	4	5	6	17. My principal uses the evaluation system to recognize my successes as a teacher.
1	2	3	4	5	6	18. My principal shows empathy for the challenges I face as a teacher throughout the evaluation process.

Qualitative Research Questions:



## **Appendix B**

### **Message to Principal Requesting Teacher Participation**

Dear Principal,

I am a Doctoral Student attending Southwest Baptist University in Bolivar, Missouri, and I am participating in the Doctor of Education in Educational Leadership program. I am completing my doctoral dissertation on the teacher perceptions of the impact of the Missouri Educator Evaluation System on teacher-principal trust. The study will focus on how the current evaluation system is impacting teachers in their trust relationships with their principals. Results will help principals recognize how the evaluation system is perceived in Missouri and how it positively or negatively impacts trust. This information will help guide the use of the evaluation system to facilitate trusting relationships with their teachers.

In order to gain information to assist in this study, please forward this survey to your teachers. The will only take approximately 10 minutes to complete. The survey is anonymous and no identifying information is gathered. The survey contains 27 questions and is separated into six categories. The categories include overall trust level, vulnerability, competence, benevolence, and demographic information, and qualitative questions to allow the participants open-ended response on what positively or negatively impacts teacher-principal trust. The survey is attached for your review.

Thank you in advance for your help with this study. As an appreciation for your help with this study, your school will be entered in a drawing for two \$100 Visa gift cards that will be sent to the two schools selected after completion of the survey administration period.

Please feel free to contact me if you have further questions by email or by phone at 573-308-0437. I will be happy to provide you with the results of the survey and my findings if requested.

Kyle Gibbs

Doctoral Student at Southwest Baptist University, Bolivar, Missouri

## **Appendix C**

### **Teacher Informed Consent to Participate in Study**

**By clicking, survey link you are giving consent to participate in this research project and understand the following:**

#### **Project Background**

This project involves gathering data through the QuestionPro online survey that follows, and will analyze the teacher perceptions on the impact of the Missouri Educator Evaluation System on teacher-principal trust. The data may be published. Participants must be of at least 18 years of age to participate and must currently be a teacher in a Missouri public school.

#### **Purpose**

The purpose of this study is to identify the teacher perceptions on the impact of the Missouri Educator Evaluation System on teacher-principal trust in an effort to help inform effective practice for principals when using the teacher evaluation system.

#### **Voluntary**

The survey is entirely voluntary. You may refuse to answer any question or choose to withdraw from the study at any time, without any penalty or loss of benefits to which you are otherwise entitled.

#### **Procedures**

This invitation to participate was be sent to all elementary principals serving a Missouri public school. When consent was granted the principals were then asked to forward the letter and survey to teachers in their buildings.

**Duration of Involvement**

Participation in this study should only take approximately 15 minutes or less. Teachers will only take the survey one time. Following the survey, your participation will be complete once you have completed the survey and submitted it. No further involvement is necessary. Participants may request to receive a copy of the findings from the researcher when the research is complete.

**Confidentiality**

Your confidentiality will be maintained in that a participant's name will not appear on the survey or in the published study itself. Teachers who participate will not have any identifying information collected through Question Pro when they agree to participate in the study. Question Pro is a secure, password protected system that will keep the data from this study safe and confidential. The data will only be reported in cumulative form. Anonymity for teachers can be guaranteed with no link to individual principals. Confidentiality will be ensured for all participants.

**Risks**

This project does not pose any risks.

**Benefits**

The research will benefit administrators in learning the potential impacts on teacher-principal trust by the Missouri Educator Evaluation System. This information can assist principals in their efforts to implement this system in a meaningful way that will result in growth of teachers and promote success of their schools.

Thank you for your assistance. Your time and effort are greatly appreciated. If you have

questions regarding this study, please contact me at (573)-308-0437, or  
s299379@sbuniv.edu.

The SBU Research Review Board has reviewed this study. If you have questions regarding your rights as a participant in research, please feel free to contact the Research Review Board Chair, Martaun Stockstill at (417) 328-2089, or RRB@sbuniv.edu. Thank you in advance for your assistance with this research project.

Sincerely,

Kyle Gibbs, Doctoral Candidate

Southwest Baptist University