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Exploring the Relationship between the Ventures for Excellence Teacher Style Profile  
Data and Teacher Performance

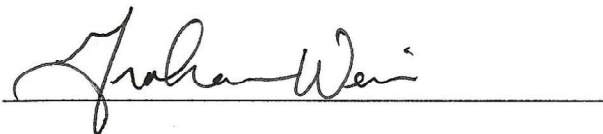
by  
Barry Nelson

A Dissertation submitted to the Education Faculty of Lindenwood University  
in partial fulfillment of the requirements for the  
degree of  
Doctor of Education  
School of Education

Exploring the Relationship between the Ventures for Excellence Teacher Style Profile  
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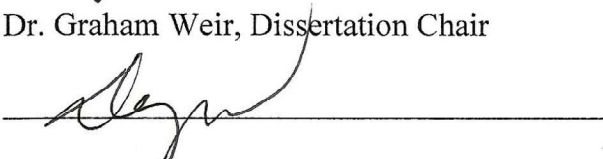
This dissertation has been approved in partial fulfillment of the requirements for the  
degree of  
Doctor of Education  
at Lindenwood University by the School of Education



Dr. Graham Weir, Dissertation Chair

10/25/13

Date



Dr. Deb Ayres, Committee Member

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Date



Dr. Sherrie Wisdom, Committee Member

10/25/13

Date

## Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

Full Legal Name: Barry Roger Nelson

Signature: Barry Nelson Date: 10/25/13

## **Acknowledgements**

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The completion of this terminal degree and dissertation would not have been possible without the love and support of my family. To my wife, Kristi Nelson: I would not have been able to complete this dissertation without the daily sacrifices you made that provided me time to research and write. Your love and support means everything to me. To my children: Helen and Reagan, you inspire me each day and your love helped see me through. To my father, Dr. Roger Nelson: Thanks for your ongoing guidance and encouragement throughout my career as an educator. To my brother Mark Nelson: Thanks for being a phone call away as I spent many a weekend researching and writing.

In closing, this dissertation is dedicated to my mother, Martha Hallar Nelson, for supporting me throughout the dissertation research and writing process. Your expertise in the field of education and research was invaluable and helped make this degree possible.

## **Abstract**

The purpose of this study was to determine if a commercial teacher selection tool, the Ventures for Excellence Teacher StyleProfile, had a statistically significant relationship with teacher evaluation and performance feedback data gathered during a teacher's first year of teaching in the Midwest School District. A review of the literature confirmed the importance of teacher selection. School improvement initiatives have verified the need to improve the process of teacher selection as a critical variable in the improvement of instruction and student performance. These initiatives have fostered the exploration of utilizing commercial assessment tools to objectify and improve the hiring process.

The online Teacher StyleProfile yields a teacher-centered score and a student-centered score. The researcher anticipated that prospective teachers with a higher student-centered score would receive superior evaluations and performance feedback. The 60 hypotheses in this study tested the relationship of the teacher-centered score and the student-centered score in relation to evaluation and performance feedback data collected during a teacher's first year teaching in the Midwest School District. The site of the study was a school district located in the Midwest that serves approximately 5,800 students. A random sample of 45 elementary and 45 secondary teachers were selected from a population of 64 elementary and 72 secondary teachers employed between FY'08 and FY'13. The study was quantitative utilizing the Pearson product-moment correlation coefficient.

An analysis of the 60 hypotheses revealed one medium statistically significant correlation between the student-centered score of the Teacher StyleProfile and the classroom management portion of the teacher evaluation at the secondary level.

An important finding of the study related to the teacher evaluation data revealed that the principals in the Midwest School District frequently rated teachers highly inferring little differentiation in performance. The literature indicated that this is a common occurrence with teacher evaluations. These findings merit further study along with a continued focus on applying quantitative measures to the evaluation of teacher selection tools and evaluation processes.

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## Chapter One: Introduction

A review of educational research literature confirms that highly effective teachers are one of the most substantial components that influence student learning and achievement. Research by Rivkin, Hanushek, and Kain (2005) showed that educator quality affects student achievement. When school districts are not attaining high student achievement, it is important to evaluate and examine the hiring process. Additional research from The Teaching Commission (2004) regarding the impact of teachers on student achievement found “All good schools have one thing in common: good teachers. Top-quality teaching fosters high student achievement—and high achievers can harness their talents and energies to become successful, contributing citizens” (p. 12). Additional literature over the years has confirmed this premise. O’Laughlin (1999) noted, “Nothing contributes more to the quality of education our children receive than the quality of the teachers working in their schools. The process of recruiting and hiring high-quality teachers is therefore critical” (p. 25). The importance of hiring the best candidates was reiterated by Nicholson and McInerney (1988) when they stated, “A hiring mistake is really two mistakes: the wrong one was hired and the right one wasn’t” (p. 89). Sanders and Rivers (1996) found that pupils assigned to effective instructors on a yearly basis have a significant benefit in terms of attaining greater levels of learning and achievement. In addition, the No Child Left Behind (NCLB) requirements are reinforced by research that indicated that a substantial measure of the difference between higher and lower student achievement is related to the quality of the instructor (Stronge, 2002). The NCLB requirements stipulated that for a teacher to be considered highly qualified, his or her

credentials must include a bachelors' degree, state licensure or certification, and demonstration of subject matter competence (U.S. Department of Education, 2013a).

On the contrary, ineffective educators influence student learning and achievement in a significantly negative way. Mendro (1998) noted that ineffective educators have a lasting impact on student learning and achievement that can take up to three years to fully address. Hanushek (1992) asserted that the disparity between a highly effective and less effective educator could be a full school year of learning. Sanders and Rivers (1996) pointed out that a high quality educator receiving students from a lower quality educator can accelerate an improvement in learning for his/her students throughout the school term. Sanders and Rivers went on to point out that the lingering impact of relatively ineffective educators from previous school terms can be measured in future student achievement results. Fortunately, it appears that students can recapture lost learning due to an ineffective educator when they are assigned to an effective educator in future school years. Pillsbury (2005) stated, "A great curriculum in the hands of a poor or mediocre teacher is nothing more than a poor or mediocre curriculum" (p. 36).

Based on the research findings that teachers are an important component impacting student learning and achievement, it is essential that practitioners identify and select high quality teachers from the vast pool of candidates that apply for open positions. Peterson (2002) asserted that the excellence of newly hired educators impacts community outlook, school morale, students, as well as the load on the veteran educators. Identifying the characteristics of successful teachers can help schools screen teacher applicants in an effort to identify those who are best suited to teach (Gimbert & Chesley, 2009). Heller (2004) also stated that the most successful way to transform schools is through the staff

selection process. Webb and Norton (1999) affirmed that, “The selection process represents one of the quickest ways to initiate change and improvement in schools” (p. 301). Emley and Ebmeier (1997) stated, “Errors made in the selection process have direct impact on the school and have far-reaching consequences for students, administrators, other teachers, and the functioning of the school as a whole” (p. 39). Pillsbury (2005) claimed that the staff selection choice has a larger impact on students than any other administrative action. Rutledge, Douglas, Thompson, and Ingle (2008) discussed the fact that choosing classroom teachers with the correct fundamental capabilities is so critical, that administrators must use selection practices that are exceedingly reliable.

With teacher effectiveness being so important to student learning and performance, it is essential that school hiring professionals be apprised of the characteristics of highly effective candidates. Unfortunately, many school professionals that work with staff selection are not well versed regarding research on the traits and characteristics of effective candidates. Rynes, Brown, and Colbert (2002) stated that 72% of the human resource managers surveyed as part of a study mistakenly believed that conscientiousness is a better predictor of worker performance than intellect. Contrary to these impressions, their research indicated that overall mental aptitude is the greatest predictor of likely job performance. This finding is supported by research conducted by Schmidt (1993) that found that measures of ability, achievement, and knowledge are among the most valid and useful predictors of occupation performance. Another finding in the study conducted by Rynes et al. (2002) was that the bulk of individuals that responded to the survey assumed that organizations that screen for

candidate values have better employee performance than organizations that screened for intellect. Once again, this practice was not reinforced by the data in the study. While conscientiousness may not be a superior predictor of worker performance than intellect, this quality should be considered according to Organ (1988). Organ reported that conscientious employees allow an organization to use financial resources more efficiently. For example, when other employees are absent, conscientious employees will pitch in and help get the work done and therefore not require organizational resources to be spent on substitute employees. Essentially, organizations with conscientious employees gain additional work capacity without increasing the number of employees and the associated costs, but should not place a great deal of emphasis on that or candidate values alone.

Further complicating the process of identifying and selecting the best teaching candidates are research studies that indicate that college students majoring in education may not be among the most capable students at the university which limits the pool of quality candidates and makes the identification and selection of teachers more challenging. Research conducted by Hanushek and Pace (1995) disclosed that a significant number of university students choosing teaching majors are frequently drawn from the lower portion of the aptitude dissemination. Scholastic Aptitude Test (SAT) and other data inferred that high school seniors who want to become teachers are among the least qualified of all possible university students (Haycock, 1998).

The Educational Testing Service (2004) proposed the following regarding the factors that contribute to teacher quality:

There are certain things we know about teacher quality. A correlation exists between a teacher's verbal ability and student achievement. Teachers who have majored in the subject they teach are better teachers of that subject than those who have not. Pedagogy, particularly content-based pedagogy, has a positive impact on student achievement, and teachers with considerable experience are likely to make a greater contribution to student learning than teachers with few years of teaching experience. (p. 3)

The identification of meaningful traits and use of data to guide the teacher selection process will help with improved decision making particularly when dealing with a theoretically limited pool of potential candidates.

### **Background of the Study**

Identifying the qualities of effective teachers and determining if teaching candidates possess these qualities should inform the hiring process. Research has identified various types of commonalities among teachers that have a positive influence on student achievement. With limited monetary and time resources, the utilization of valid measurable information as part of the application process is essential. Researchers have endeavored to identify measureable candidate qualities and criteria that can be evaluated and considered during the application process. Clotfelter, Ladd, and Vigdor (2007) determined that an educator's experience, assessment results, and license had a positive impact on student learning. Goldhaber (2007) discovered a positive correlation among some educator licensure assessments and student success. Ferguson and Ladd (1996) discovered that educator ACT performance was a bigger influence on student success than student poverty level, the size of the class, and teaching experience



combined. A research synthesis by Wayne and Youngs (2003) demonstrated a weak relationship between the rankings of educator undergraduate programs and student learning. This study also found that students benefitted from educators with higher verbal scores, and that mathematics degrees and coursework contributed to improved student achievement in math. A study by Strauss and Sawyer (1986) discovered that the average performance of the students taking standardized assessments in a school district increased with the average performance of the educators in the school district on the National Teacher Exam. Empirical research reviewed by Rice (2003) examined the teacher qualities of experience, preparation programs, degrees, educator certification, educator coursework, and the assessment performance of the educator. Rice found that teacher experience could make a difference in educator effectiveness predominantly in the first few years of teaching. Additional findings include evidence that graduate degrees in math and science are prone to contribute to increased student learning in high school mathematics as well as in science and that teacher certification can augment student achievement in high school mathematics. Rice also noted that teacher coursework appears to have influence on improved student learning across all grade levels. Rice concluded that subject specific coursework has the greatest impact at the secondary level and examinations that assess educator literacy or verbal aptitude are also linked to higher student achievement.

Research conducted by Schussler, Bercaw, and Stooksberry (2008) examined the intellectual, cultural, and moral dispositions of pre-service teachers to study how they drew from these three areas as they investigated a case study involving a hypothetical teaching situation. Additional research of this type could prove valuable to practitioners

trying to better understand the dispositions of candidates that will be most successful in helping students learn. Pre-employment tools that will help school districts uncover and evaluate the dispositions of candidates may lead to better staff selection decision making.

In an effort to identify candidates that will be most successful, some school districts are utilizing commercial selection tools to learn more about teaching candidates beyond what can be learned from a standard resume and application materials. Research by Emley and Ebmeier (1997) provided useful information for practitioners attempting to identify the most qualified candidates during the prescreening process:

This finding suggests prescreening applicants based on surveys, inventories, and other self-reported instruments might hold more promise than is widely believed and practiced. It could reduce the overall time required for interviews or add confirmative information to the data gathered during the interview process. In the later sense, pre-interview questionnaire data could be viewed as value-added information that could increase the predictive validity of the selection process. (p. 53)

Many prescreening instruments attempt to measure value-added components during the teacher application process. Research regarding the usefulness and effectiveness of commercially available selection tools is valuable to practitioners making staff selection decisions in the ongoing effort to select quality teachers.

### **Purpose of the Dissertation**

The purpose of this study was to determine (a) if the Ventures for Excellence Teacher StyleProfile student-centered and/or teacher-centered score of teachers employed in the Midwest School District had a statistically significant relationship with formative

and summative evaluation ratings during a teacher's first year teaching in the Midwest School District and (b) if the Ventures for Excellence Teacher StyleProfile student-centered and/or teacher-centered score of teachers employed in the Midwest School District had a statistically significant relationship with the Midwest School District Probationary Teacher Feedback Scale ratings during a teacher's first year teaching in the Midwest School District. The Midwest School District is the fictitious name for the school district where the study took place.

### **Rationale for the Study**

Midwest School District used multiple sources of evidence as part of the teacher application process to identify and select quality-teaching candidates with the goal of positively influencing student achievement. All teaching candidates in the Midwest School District are required to complete a 32-question web-based Teacher StyleProfile assessment as part of their application. The Teacher StyleProfile assessment measures various qualities to determine the candidate's student-centered and teacher-centered profile score and is marketed as a tool to help school districts select effective teachers.

HUMANeX Ventures (2013a) markets the StyleProfile as an exceptionally successful tool developed to identify persons who demonstrate the life themes of quality. A study to determine if a teacher's scoring profile on this employment screening tool has a statistically significant relationship with their formative and/or summative teacher evaluation ratings would be of substantial interest to the Midwest School District and to other school districts utilizing the Teacher StyleProfile assessment or to those considering the use of this tool or other commercial teacher selection tools. Additional research on commercial educator selection tools is warranted based on the increasing use of schools

using online screening instruments (Metzger & Wu, 2008). Ebmeier, Dillon, and Ng (2013) noted that “all of the commercially produced instruments will assist school districts in selecting quality teachers primarily because they are all structured instruments, which far exceed non-structured or question only instruments common in many school districts” (p. 7).

Due to the significant financial commitment that school districts make to purchase and use this and similar types of tools as components of the staff selection process, it is important to research the tools’ relevance to variables that districts use to assess teacher quality such as teacher evaluations and the performance ratings assigned by principals. The consequence of selecting the highest quality teachers cannot be overstated. The data provided by this and other similar types of staff selection tools are utilized to identify the most promising candidates. Inevitably, some candidates are excluded from the hiring process based on the data provided by staff selection instruments.

Decisions regarding which candidates move forward in the selection process to a face-to-face screening interview are often made utilizing the data gathered by the Teacher StyleProfile assessment as well as other various application components. The goal of the teacher selection process is to identify and select candidates who have the qualities and skills that will improve student achievement. As previously stated, the process of hiring highly effective teachers is one of the most significant means over which school districts have control to improve student achievement. It is important for school districts currently utilizing the Teacher StyleProfile assessment data or considering the use of these data as part of their teacher selection process, to have access to researched-based information regarding if there is a statistically significant relationship or correlation between the

Teacher StyleProfile scores and teacher performance as measured by evaluation and administrator feedback data.

Few commercial tools for screening personnel have been peer reviewed in journals or by independent reviewers. Evaluations that have taken place are mostly in the form of dissertations and frequently offer incomplete support of the claims made by commercial companies (Ebmeier et al., 2013). Rutledge et al. (2008) discussed the importance of choosing classroom teachers with the essential competencies so crucial that administrators must utilize reliable selection practices. Research regarding a tool marketed to assist school districts with screening candidates that have the qualities of highly effective teachers is relevant to practitioners and will provide guidance to the Midwest School District regarding future teacher selection processes targeted at employing quality teachers.

### **Hypotheses A1-A6**

#### **Teacher StyleProfile Scores and Summary of Overall Evaluation Ratings**

- A1. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by a summary of the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level in the Midwest School District.
- A2. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by a summary of the formative and summative

evaluation ratings during a teacher's first year of teaching at the elementary school level in the Midwest School District.

- A3. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by a summary of the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level in the Midwest School District.
- A4. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by a summary of the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level in the Midwest School District.
- A5. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by a summary of the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels in the Midwest School District.
- A6. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by a summary of the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels in the Midwest School District.

**Hypotheses B1-B6**

**Teacher StyleProfile Scores and Summary of Instructional Process**

**Evaluation Ratings**

- B1. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the instructional process portion of the teacher evaluation in the Midwest School District.
- B2. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the instructional process portion of the teacher evaluation in the Midwest School District.
- B3. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the instructional process portion of the teacher evaluation in the Midwest School District.
- B4. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall

performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the instructional process portion of the teacher evaluation in the Midwest School District.

B5. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels on the instructional process portion of the teacher evaluation in the Midwest School District.

B6. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels on the instructional process portion of the teacher evaluation in the Midwest School District.

**Hypotheses C1-C6**

**Teacher StyleProfile Scores and Summary of Classroom Management Evaluation Ratings**

C1. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the



classroom management portion of the teacher evaluation in the Midwest School District.

C2. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the classroom management portion of the teacher evaluation in the Midwest School District.

C3. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the classroom management portion of the teacher evaluation in the Midwest School District.

C4. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the classroom management portion of the teacher evaluation in the Midwest School District.

C5. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings

during a teacher's first year of teaching at the elementary and secondary school levels on the classroom management portion of the teacher evaluation in the Midwest School District.

- C6. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels on the classroom management portion of the teacher evaluation in the Midwest School District.

**Hypotheses D1-D6**

**Teacher StyleProfile Scores and Summary of Interpersonal Relationships Evaluation Ratings**

- D1. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the interpersonal relationships portion of the teacher evaluation in the Midwest School District.
- D2. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the

interpersonal relationships portion of the teacher evaluation in the Midwest School District.

- D3. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the interpersonal relationships portion of the teacher evaluation in the Midwest School District.
- D4. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the interpersonal relationships portion of the teacher evaluation in the Midwest School District.
- D5. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels on the interpersonal relationships portion of the teacher evaluation in the Midwest School District.
- D6. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings

during a teacher's first year of teaching at the elementary and secondary school levels on the interpersonal relationships portion of the teacher evaluation in the Midwest School District.

### **Hypotheses E1-E6**

#### **Teacher StyleProfile Scores and Summary of Professional Responsibilities Evaluation Ratings**

- E1. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the professional responsibilities portion of the teacher evaluation in the Midwest School District.
- E2. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the professional responsibilities portion of the teacher evaluation in the Midwest School District.
- E3. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the

professional responsibilities portion of the teacher evaluation in the Midwest School District.

- E4. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the professional responsibilities portion of the teacher evaluation in the Midwest School District.
- E5. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels on the professional responsibilities portion of the teacher evaluation in the Midwest School District.
- E6. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels on the professional responsibilities portion of the teacher evaluation in the Midwest School District.

**Hypotheses F1-F6****Teacher StyleProfile Scores and Summary of the Principal's Assessment of the Teacher on all Portions of the Probationary Feedback Scale**

- F1. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and a summary of the principal's assessment during a teacher's first year of teaching at the elementary school level on all portions of the Midwest School District Probationary Teacher Feedback Scale.
- F2. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and a summary of the principal's assessment during a teacher's first year of teaching at the elementary school level on all portions of the Midwest School District Probationary Teacher Feedback Scale.
- F3. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and a summary of the principal's assessment during a teacher's first year of teaching at the secondary school level on all portions of the Midwest School District Probationary Teacher Feedback Scale.
- F4. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and a summary of the principal's assessment during a teacher's first year of teaching at the secondary school level on all portions of the Midwest School District Probationary Teacher Feedback Scale.

- F5. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and a summary of the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on all portions of the Midwest School District Probationary Teacher Feedback Scale.
- F6. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and a summary of the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on all portions of the Midwest School District Probationary Teacher Feedback Scale.

**Hypotheses G1-G6**

**Teacher StyleProfile Scores and Summary of the Principal's Assessment of the Teacher on the Purpose Portion of the Probationary Feedback Scale**

- G1. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the elementary school level on the purpose portion of the Midwest School District Probationary Teacher Feedback Scale.
- G2. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary school level on the purpose portion of the Midwest School District Probationary Teacher Feedback Scale.

- G3. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the secondary school level on the purpose portion of the Midwest School District Probationary Teacher Feedback Scale.
- G4. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the secondary school level on the purpose portion of the Midwest School District Probationary Teacher Feedback Scale.
- G5. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the purpose portion of the Midwest School District Probationary Teacher Feedback Scale.
- G6. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the purpose portion of the Midwest School District Probationary Teacher Feedback Scale.



**Hypotheses H1-H6****Teacher StyleProfile Scores and Summary of the Principal's Assessment of the Teacher on the Human Interaction Portion of the Probationary Feedback Scale**

- H1. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the elementary school level on the human interaction portion of the Midwest School District Probationary Teacher Feedback Scale.
- H2. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary school level on the human interaction portion of the Midwest School District Probationary Teacher Feedback Scale.
- H3. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the secondary school level on the human interaction portion of the Midwest School District Probationary Teacher Feedback Scale.
- H4. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the secondary school level

on the human interaction portion of the Midwest School District Probationary Teacher Feedback Scale.

- H5. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the human interaction portion of the Midwest School District Probationary Teacher Feedback Scale.
- H6. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the human interaction portion of the Midwest School District Probationary Teacher Feedback Scale.

### **Hypotheses I1-I6**

#### **Teacher StyleProfile Scores and Summary of the Principal's Assessment of the Teacher on the Teaching/Learning Portion of the Probationary Feedback Scale**

- I1. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the elementary school level on the teaching/learning portion of the Midwest School District Probationary Teacher Feedback Scale.
- I2. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's

assessment during a teacher's first year of teaching at the elementary school level on the teaching/learning portion of the Midwest School District Probationary Teacher Feedback Scale.

- I3. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the secondary school level on the teaching/learning portion of the Midwest School District Probationary Teacher Feedback Scale.
- I4. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the secondary school level on the teaching/learning portion of the Midwest School District Probationary Teacher Feedback Scale.
- I5. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the teaching/learning portion of the Midwest School District Probationary Teacher Feedback Scale.
- I6. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the teaching/learning portion Midwest School District Probationary Teacher Feedback Scale.

**Hypotheses J1- J6****Teacher StyleProfile Scores and Summary of the Principal's Assessment of the Teacher on the Overall Teaching Effectiveness Portion of the Probationary Feedback Scale**

- J1. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the elementary school level on the overall teaching effectiveness portion Midwest School District Probationary Teacher Feedback Scale.
- J2. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary school level on the overall teaching effectiveness portion Midwest School District Probationary Teacher Feedback Scale.
- J3. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the secondary school level on the overall teaching effectiveness portion Midwest School District Probationary Teacher Feedback Scale.
- J4. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the secondary school level

on the overall teaching effectiveness portion Midwest School District Probationary Teacher Feedback Scale.

- J5. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the overall teaching effectiveness portion Midwest School District Probationary Teacher Feedback Scale.
- J6. In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the overall teaching effectiveness portion Midwest School District Probationary Teacher Feedback Scale.

### **Limitations of the Study**

Limitations that may impact the application of research findings to a larger populace of educators include the unique individual qualities of the educators that tend to work at the elementary and secondary level. These characteristics may impact the StyleProfile student-centered and teacher-centered score of these teachers. All of the subjects included in the study were hired for teaching roles in the Midwest School District. This restricts the quantity of subjects incorporated in the study sample and limits the application of the research findings.

**History threat.** A life event or occurrence between the time a teaching candidate took the StyleProfile, and when they were evaluated by their principal utilizing the Midwest School District Formative Teacher Evaluation, Midwest School District

Summative Teacher Evaluation, and Midwest School District Probationary Teacher Feedback Scale could be a factor impacting the principals' scoring of the teacher.

**Selection threat.** A selection threat exists due to the numerous job responsibilities of the populace studied. The study population differs with respect to background, education, age, and gender. The factors that qualify a teacher for a particular position differ by grade level and subject area.

**Testing threat.** A testing threat exists due to (a) potential discrepancy regarding administrator evaluation of teacher performance using the Midwest School District Formative Teacher Evaluation and Midwest School District Summative Teacher Evaluation and (b) potential discrepancy regarding administrator evaluation of educator performance utilizing the Midwest School District Probationary Teacher Feedback Scale.

**Location threat.** Due to the Teacher StyleProfile assessment being completed by candidates online and offsite, a candidate could receive assistance answering the questions or have another person complete the assessment for them.

### **Definition of Terms**

**Ventures for Excellence Teacher StyleProfile.** Commercial tool developed to help with educator selection where the applicant completes a 32-question online assessment. Each applicant receives a student centered and a teacher-centered score. Themes evaluated by this tool to determine a candidate's score includes the following category sub scores: (a) purpose, (b) communicative, (c) personable, (d) compassionate, (e) motivating, (f) objective, (g) generator of alternatives, (h) learner outcomes, (i) self-supporting, (j) directing, (k) referring, (l) student conforming, and (m) school conforming (HUMANeX Ventures For Excellence, 2013).

**Midwest School District Formative Teacher Evaluation.** Ongoing development process designed to promote communication and professional growth. All probationary teachers receive a minimum of two formative teacher evaluations on an annual basis (see Appendix B).

**Midwest School District Summative Teacher Evaluation.** A review and synthesis of formative data pertaining to the performance of the teacher. All probationary teachers receive a summative teacher evaluation on an annual basis (see Appendix C).

**Midwest School District Probationary Teacher Feedback Scale.** Internal survey administered by the Midwest School District Human Resources Center where principals annually assess probationary staff in one of four quartiles with respect to the following: (a) purpose, (b) human interaction, (c) teaching/learning, and (d) overall teaching effectiveness (see Appendix D).

## **Conclusions**

The probability of identifying highly effective teaching candidates increases with the use of research and data to inform the selection process. Uncovering traits of teachers that are not easily measured utilizing a standard resume and application information may help school districts gain additional information and improve the selection process. Some of the teacher traits that research has identified as supporting improved student achievement are not easily measured and evaluated. For example, a meta-analysis conducted by Cornelius-White (2007) of research on teacher-student relationships discovered that teachers' warmth, empathy, and non-directivity is correlated to higher levels of student involvement, enthusiasm, and achievement. Identifying these types of characteristics supports the use of additional tools to enhance the teacher selection

process. Ebmeier et al. (2013) stated that “all of the commercially produced instruments will assist school districts in selecting quality teachers primarily because they are all structured instruments, which far exceed non-structured or question only instruments common in many school districts” (p. 7).

The basis for this study is to improve understanding of how the student-centered and/or teacher-centered scores purportedly measured by the Teacher StyleProfile relate to how teachers perform based on evaluations and feedback from their administrator. If educator performance as assessed by teacher evaluation data can be significantly correlated with a candidate’s Teacher StyleProfile data, the instrument’s value in informing selection of quality candidates could be confirmed as a tool to enhance the selection of quality teachers and thereby ultimately help improve student learning and achievement.



## **Chapter Two: The Literature Review**

### **Teacher Quality and Student Achievement**

The impact that teacher quality has on student achievement was captured when President Barack Obama stated, “From the moment students enter a school, the most important factor in their success is not the color of their skin or the income of their parents, it's the person standing at the front of the classroom” (The White House Office of the Press Secretary, 2009). Studies have continued to demonstrate the significant impact that educator quality has on student learning and success (Rivkin et al., 2005). A review of the literature confirmed these concepts.

According to O'Laughlin (1999), “Nothing contributes more to the quality of education our children receive than the quality of the teachers working in their schools. The process of recruiting and hiring high-quality teachers is therefore critical” (p. 25). Research by Sanders and Rivers (1996) found that pupils assigned to effective educators on an annual basis have a tremendous benefit in terms of reaching greater achievement levels. Wright, Horn, and Sanders (1997) reported the following regarding the significance of teacher effectiveness:

The results of this study well document that the most important factor affecting student learning is the teacher. In addition, the results show wide variation in effectiveness among teachers. The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor. Effective teachers appear to be effective with students of all achievement levels, regardless of the level of heterogeneity in their

classrooms. (p. 63)

Harris and Herrington (2006) indicated that there is increasing research showing that pupil performance is impacted by the characteristics and performance of teachers and administrators. In addition, the NCLB legislation is reinforced by research stating that the difference between high and low pupil achievement is directly connected to educator quality (Stronge, 2002). The profound impact of teacher quality on the lifetime earnings of students was captured by Chetty, Friedman, and Rockoff (2013) when they suggested that parents “should be willing to pay roughly 25% of their child’s income at age 28 to switch their child from a below-average (25th percentile) to an above-average (75th percentile) teacher” (p. 1).

On the other hand, the impact that ineffective educators have on student learning is notable. A study by Hanushek (1992) found that variance between a highly effective and less effective educator can be a full level of learning in one school term. The negative impact on student learning is further reinforced by research conducted by Mendro (1998) which indicated that ineffective educators significantly impact pupil learning and that it can take up to three years to recapture the learning that was lost with an ineffective educator. Sanders and Rivers (1996) summarized the influence that ineffective and effective educators have on student achievement:

An effective teacher receiving students from a relatively ineffective teacher can facilitate excellent academic gain for his/her students during the school year. Yet these analyses suggest that the residual effects of relatively ineffective teachers from prior years can be measured in subsequent student achievement scores. (p. 4)

Borman and Kimball (2005) established that “The difference between ‘bad’ and ‘good’ teaching is generally equivalent to about one fifth of a standard deviation difference in achievement” (p. 16).

### **Identification of Quality Teachers**

The relationship between teacher quality and student success indicates that the identification and selection of quality educators is essential to ensure student achievement and is, therefore, a vital function for school districts while offering various challenges.

Marzano (2003) contended that “the teacher is probably the single most important factor affecting student achievement—at least the single most important factor that we can do much about” (p. 1). The key role that administrators play in the selection of staff is emphasized by research conducted by Emley and Ebmeier (1997) which found that the hiring of educational staff is one of the crucial decisions made by the school district officials responsible for hiring educators. Other studies point to the lack of consistency related to how teacher education programs prepare educators adding to the challenge of identifying candidates that have the best chance of being successful in the classroom.

Levine (2006) asserted, “At the moment, teacher education is the Dodge City of the education world. Like the fabled Wild West town, it is unruly and disordered” (p. 109).

Over the years, administrators and researchers have endeavored to identify the qualities of highly effective educators during the staff selection progression. Teaching candidates typically apply via a web or paper-based application and upload or submit all of the materials that are requested as part of the application. Typically, materials such as recommendation letters, copies of performance on licensure assessments, transcripts, etc. are requested to assist with the appraisal of the candidate. However, the identification of

effective teachers based on application materials alone may be inadequate. Goe (2007) examined the importance of ensuring that paper-based data utilized in the decision making process such as licensure assessments is measuring what is most important:

Given the research analyzed through this framework, it seems apparent that defining teacher quality solely through paper qualifications is not sufficient for ascertaining teacher quality. Because the means are at hand to evaluate teachers' characteristics, practices, and effectiveness, reliance on paper qualifications as proxies for teacher quality is simply not sufficient for valid determinations of high-and low-quality teachers. This is not to say that paper qualifications - such as scores on a test of content knowledge - are useless. However, scores on tests cannot always predict which teachers will be most successful in the classroom. The challenge, therefore, is insuring that licensure tests and other paper qualifications are in fact measuring what is most important: what the best teachers know and do that results in greater student learning in the classroom. (p. 46)

Identifying the specific characteristics of successful educators can help schools screen teacher candidates to identify applicants that are best matched to teach (Gimbert & Chesley, 2009). Teachers and schools are an important factor for student success and minor achievement gains with younger pupils are related to specific educator and school characteristics according to research by Rivkin et al. (2005). Identifying these characteristics can be complicated, but research has identified some commonalities among educators that have a favorable influence on student achievement.

On the other hand, teacher licensure assessments and certifications have shown to be indicators of teacher quality. An educator's experience, examination performance, and licensure had positive consequences on pupil learning based on research by Clotfelter et al. (2007). Sunderman and Kim (2005) determined that schools would improve student achievement if they focus on recruiting, selecting, and retaining educators that have attained full certification. Goldhaber (2007) found a positive relationship among some educator licensure assessments and student achievement. A study by Darling-Hammond, Holtzman, Gatlin, and Heilig (2005) identified the importance that educator certification plays in the achievement of students:

We found that, relative to teachers with standard certification, uncertified teachers and those in most other non-standard certification categories generally had negative effects on student achievement, after controlling for student characteristics and prior achievement, as well as teacher experience and degrees. (p.16)

Further supporting the importance of teacher certification is research by Goldhaber and Brewer (2000) that stated, "In mathematics, we find teachers who have a standard certification have a statistically significant positive impact on student scores relative to teachers who either hold private school certification or are not certified in their subject area" (p. 129). Additionally, research by Darling-Hammond (2000) discovered "quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status" (p.1). Sparks (2004) reported that fully certified educators had slightly more impact on student achievement in

math and reading than less-than-fully certified teachers. Conversely, Goldhaber and Brewer (2000) found no indication that educators with standard certification outperform educators with emergency teaching qualifications. In fact, Goldhaber and Brewer did not identify a solid relationship between state certification guidelines and student performance. Other researchers have reported different outcomes related to various types of certification. Research on the validity of licensure and certification as indicators of teacher quality has revealed mixed results.

Additional research has underscored the importance of subject matter knowledge as well as other indicators of general knowledge such as coursework, academic performance, and performance on standardized tests. The importance of mathematical knowledge was discussed in a study by Hill, Rowan, and Ball (2005), who discovered that educators' understanding of mathematics was linked to student learning improvements in first and third grade. Additionally, Ferguson and Ladd (1996) found that teacher ACT scores were a bigger influence on student achievement than student poverty level, the quantity of students in the class, and teaching experience combined.

The impact that higher learning institutions have on graduating teachers that positively impact student learning was discussed in a research synthesis by Wayne and Youngs (2003). This study found a weak connection between the rankings of educator undergraduate programs and student learning. Ferguson and Womack (1993) found educational coursework to be a greater forecaster of teacher effectiveness than grade point average or educator examination performance. Monk (1994) found subject area training was positively associated with student success in math and science. Wayne and Youngs (2003) also reported that students benefitted from educators with higher verbal

scores. Additionally, mathematics degrees and math coursework contributed to improved student achievement in math. A study by Strauss and Sawyer (1986) found evidence that average school district performance on standardized assessments increased with the average performance scores on the National Teacher Exam by the educators employed in the school district. Greenwald, Hedges, and Laine (1996) proposed that the intellectual capability of teachers might be more significant than teacher training. Ebmeier (2009) stated that school districts should pay attention to indicators of basic intelligence such as grades, test scores, Praxis results, ACT results, SAT results, etc. and that these indicators of past performance are indicators of future performance. Empirical research examined by Rice (2003) focused on the teacher characteristics of experience, training programs, degrees, educator certification, educator classes, and the educators' own examination scores. Rice found that teacher experience could make a difference in teacher effectiveness predominantly in the first few years of teaching. Graduate degrees in mathematics and science are prone to contribute to increased student learning in high school mathematics and science. Additionally, teacher certification could augment student success in high school mathematics. Rice (2003) also stated that teacher coursework seems to have an affirmative influence on student education at all grade levels and content specific coursework matters the most at the secondary level. Rice also found that examinations that evaluate teacher literacy or verbal ability are connected to increased student achievement.

Inversely, research conducted by Jacob and Lefgren (2006) did not identify any statistically significant relationship among student achievement and the years a teacher had taught. Haycock and Hanushek (2010) identified "the only attribute of teacher

effectiveness that stands out is being a rookie teacher” (p. 48). Additionally, Haycock & Hanushek stated “Teachers in their first three years do a less satisfactory job than they will with more experience” (p. 48). Furthermore, researchers have not found advanced degrees an accurate predictor of educator effectiveness (Gordon, Kane, & Staiger, 2006). Research by Ehrenberg and Brewer (1995) found that the verbal aptitude scores of educators had a consequence on student assessment scores. Hanushek (1989) stated, “Perhaps the closest thing to a consistent conclusion across the studies is the finding that teachers who perform well on verbal ability tests do better in the classroom, but even there the evidence is not very strong” (p. 48).

McEwan (2002) identified 10 characteristics of highly effective educators. The traits are subdivided into the categories of: (a) personal traits that signify character, (b) instructional traits that get results, and (c) intellectual qualities that exhibit knowledge, curiosity, and reflection. The traits classified in the category of personal traits signifying character include: (a1) mission-driven and passionate, (a2) positive and real, and (a3) teacher-leader. The traits categorized under the heading of instructional traits that get results include: (b1) with-it-ness, (b2) style, (b3) motivational knowledge, and (b4) instructional effectiveness. The traits organized in the category of intellectual qualities that exhibit knowledge, curiosity, and reflection include: (c1) book learning, (c2) street smarts, and (c3) a mental life. Morgan and Associates (2010) identified the dimensions of high performing teachers as consisting of “beneficial relationships, fairness, communication, empathy, student learning, feedback, learning environment, relevant learning, motivation, school-community partnerships, and worldly connections” (pp. 1-2).



Research conducted by Bohn, Roehrig, and Pressley (2004) found that effective primary teachers spend more class time teaching students and that they utilize more diverse instructional strategies than less effective teachers. The researchers also established that effective teachers frequently utilized positive motivational strategies and implemented highly effective classroom management strategies. Christenbury (2010) described effective teaching as adjustable, contextual, based on students' academic interest, self-directed, and courageous.

The prerequisites of effective teachers were identified by Stronge (2002) as consisting of: (a) verbal aptitude, (b) education coursework, (c) educator certification, (d) subject knowledge, and (e) teaching experience. Research by Gordon et al. (2006) found the following regarding teacher effectiveness as it is related to certification:

According to recent evidence, certification of teachers bears little relationship to teacher effectiveness (measured by impacts on student achievement). There are effective certified teachers and there are ineffective certified teachers; similarly, there are effective uncertified teachers and ineffective uncertified teachers. The differences between the stronger teachers and the weaker teachers only become clear once teachers have been in the classroom for a couple of years. (p. 5)

While some researchers indicated that certification status is not useful in predicting educator influence on student performance, teacher rankings during the first two years on the job provided direction regarding a teacher's impact on the achievement of their students during their third year. Research by Gordon et al. (2006) stated the following:

The average student assigned to a teacher who was in the bottom quartile during his or her first two years lost an average 5 percentile points relative to students with similar baseline scores and demographics. In contrast, the average student assigned to a top-quartile teacher gained 5 percentile points relative to students with similar baseline scores and demographics.

Therefore, the average difference between being assigned a top-quartile or a bottom-quartile teacher is 10 percentile points. (p. 8)

Rowan, Correnti, and Miller (2002) found that the teachers to which students were assigned had a significant impact on student achievement:

In elementary schools, Prospects data suggest that after controlling for student background and prior achievement, the classrooms to which students are assigned account for somewhere between 4-18% of the variance in students' cumulative achievement status in a given year, which translates into a d-type effect size of 0.21 to 0.42. (p. 9)

With respect to teacher effectiveness as it is related to experience, Gordon et al. (2006) stated the following:

In other words, as teachers gain experience on the job, their effectiveness does not seem to converge. This has potentially important implications. For example, suppose that some teachers started out effective and remained so and other teachers started out ineffective, but got better. We would expect the distribution of teacher impacts to become narrower with each year of experience. This does not happen. In other work, we have shown that the reverse is true: those who start out effective in their first years of teaching

tend to get better faster than those who start out ineffective (Kane and Staiger 2005; Kane, Rockoff and Staiger, 2005). In other words, the teachers who start out more effective seem to improve at a slightly faster rate than those who start out less effective. (p. 27-28)

Research conducted by Marzano (2003) found that “students in classes of teachers classified as the most effective could be expected to gain about 52 percentile points in their achievement over a year’s time” (p. 2). Kane, McCaffrey, Miller, and Staiger (2013) stated that “teachers identified as more effective produced greater student achievement growth than other teachers in the same school, grade, and subject” (p. 2).

Some researchers contend that the identification and measurement of traits that make teachers more or less effective is not a consistent forecaster of performance.

Ferguson (1998) asserts that

social scientists are unable to identify and measure most of the characteristics that make one teacher more effective than another. No one characteristic is a reliable predictor of a teacher’s performance. Nor are most teachers uniformly good or bad in every subject or with all types of students. (p. 351)

### **Pedagogy that Influences Student Achievement**

Classroom instructional practices have an influence on student learning that is at least as significant as that of a student’s background (Wenglinsky, 2002). Research conducted by Bain, Lintz, and Word (1989) found that effective educators do the following: (a) have high expectancies for student achievement, (b) provide clear and focused teaching, (c) carefully examine the development of student learning, (d) reteach using other tactics when students do not comprehend, (e) use motivators and rewards to

inspire learning, (f) are proficient in their classroom procedures, (g) identify and implement high expectancies for student behavior, and (h) maintain exceptional personal relations with pupils. A meta-analysis conducted by Cornelius-White (2007) of research on teacher-student relationships discovered that teachers' warmth, empathy, and non-directivity correlated to increased levels of student participation, motivation, and success. Variables impacting qualities of effective educators identified by Stronge (2002) include: (a) the educator as a person, (b) classroom management and organization, (c) planning for teaching, (d) implementing instruction, and (e) checking pupil growth and potential. According to this author, the specific traits of the teacher as a person include: (a1) caring, equality and regard, (a2) relations with students, (a3) passion and inspiration, (a4) attitude toward instruction, and (a5) thoughtful practice. Traits under the heading of classroom management and organization include: (b1) classroom management, (b2) important elements of organization, and (b3) disciplining students. The qualities of effectively preparing for instruction are: (c1) importance of teaching, (c2) time allocation, (c3) teacher expectation, and (c4) planning for instruction. Descriptors of effectively implementing instruction encompass: (d1) teaching strategies, (d2) content and expectations, (d3) difficulty and questioning, and (d4) the student. Key features of checking student improvement and potential are: (e1) the use of homework, (e2) checking student development, and (e3) reacting to student needs and capabilities. Ten model standards for novice teachers were identified by the Interstate Teacher Assessment and Support Consortium (2011) as follows: “(1) learner development, (2) learning differences, (3) learning environments, (4) content knowledge, (5) application of

content, (6) assessment, (7) planning for instruction, (8) instructional strategies, (9) professional learning and ethical practice, and (10) leadership and collaboration” (p.1).

Additional research regarding teacher effectiveness stated, “Effective teachers have excellent classroom management skills and provide scaffold, balanced literacy instruction, often in small groups, characterized by explicit instruction in skills and strategies as well as frequent opportunities for students to read, write, and talk about text” (Taylor, Pressley, & Pearson, 2000, p. 12). Marzano (2003) quantified that effective teachers perform many functions that can be organized into three categories: (a) making judicious selections regarding the most operative instructional tactics, (b) planning the classroom curriculum to enable learning, and (c) appropriate utilization of classroom management strategies. Ferguson (2010) identifies teaching quality as consisting of the following behaviors: care, control, clarify, challenge, captivate, confer, and consolidate. Stronge and Tucker (2000) identified the following seven strategies that teachers can utilize to enhance student achievement: “appropriate expectations and a sense of efficacy, classroom management and organization, opportunity to learn, curriculum pacing, active teaching, teaching to mastery, and a supportive learning environment” (p. 7). Educational Testing Service (2004) identified the following types of skills and knowledge for all teachers: (a) fundamental academic reading, writing, and mathematics, (b) detailed understanding of subject area content, (c) general and content exclusive understanding of areas like child development, classroom organization, inspiring students to learn, understanding and utilizing test results, individualizing teaching, aligning content to state standards, developing teaching materials, and working with students with disabilities and from other cultures, and (d) aptitude and skill to utilize knowledge to

involve students in learning and content mastery. It is important to note that the Educational Testing Service is in the business of developing, marketing, and selling teacher competency assessments to states as part of the teacher certification process.

### **Impact of Teacher Recruitment, Interviewing, and Selection**

Teacher recruitment, interviewing, and selection are essential functions in all school districts. School districts are people intensive organizations due to the focus on teacher-to-student ratios and the variety of subjects offered. Due to the large number of teaching staff in school districts, the majority of district revenue is allocated toward personnel salaries since a high budget priority is placed on staffing. Therefore, making outstanding hiring decisions is an essential component of school district planning.

Peterson (2002) asserted that the quality of new hires influences public opinion, school morale, students, as well as the encumbrance on veteran educators. Sanders (2000) stated, “If anyone is serious about improving the academic achievement levels for all students, then this improvement will be obtained only by reducing the likelihood that students will be assigned to relatively ineffective teachers” (p. 335). The importance of choosing the uppermost quality educators should not be underestimated.

When school districts are not obtaining high student achievement, it is important to look at how the staff selection process takes place. Heller (2004) stated that the most effective strategy to transform schools is through the staff selection and employment process. The Teaching Commission (2004) reported the following regarding effective schools: “All good schools have one thing in common: good teachers. Top-quality teaching fosters high student achievement—and high achievers can harness their talents and energies to become successful, contributing citizens” (p. 12).

Emley and Ebmeier (1997) stated, “Errors made in the selection process have direct impact on the school and have far-reaching consequences for students, administrators, other teachers, and the functioning of the school as a whole” (p. 39). According to Castetter (1986), the most well-planned teacher selection procedures are subject to errors. For example, the information acquired about a candidate might be incorrect, deficient, or ambiguous. Additionally the individuals involved with reviewing candidate credentials may disagree in their assessment of the information they have for a candidate. Haberman (1995) contended that staff selection is more important than training. Pillsbury (2005) stated, “A great curriculum in the hands of a poor or mediocre teacher is nothing more than a poor or mediocre curriculum” (p. 36). Additionally, Pillsbury articulated that the employment choice has a bigger impact on students than any other administrative action. The selection of capable educators is critical to the quality of instruction provided to students and more weight should be placed on refining the method of recognizing and choosing quality educators (Danielson, 1996). Rutledge et al. (2008) discussed the importance of choosing classroom teachers with the essential competencies and stated that while making these critical decisions, administrators must utilize selection practices that are reliable. Research by Emley and Ebmeier found that principals were effective in distinguishing between effective and ineffective educators based on the educator’s efficacy, work commitment, work fulfillment, morale, and general ability to be an effective teacher by reviewing video interviews of the educators.

The importance of making effective staff selection is particularly critical for districts with limited financial resources. In addition to compromising the quality of

student performance, poor hiring decisions are costly. McKenna (2004) pointed out the ramifications the hiring process has as it is related to employee turnover:

A Harvard business school study determined that more than 75% of turnover could be traced back to poor hiring practices. The leading contributor to turnover is often not what happens after the employee is hired, but rather the process leading up to it. (p. 16)

The cost of turnover includes time invested in recruiting as well as the time resources utilized when screening and interviewing new applicants. Once a new employee is identified and hired, there are added financial costs as well and time resources consumed to train the new employee (Deems, 1994). The financial investment that school districts make in teachers is effectively captured by Hindman and Stronge (2009) when they outlined how the selection of a teacher can be a two million dollar decision:

If we assume a teacher earns, on average, \$51,000 annually, plus approximately 33% in benefits, then a teacher's typical annual cost (not including professional development and other support expenses) is approximately \$67,000. And if we further assume that the teacher will remain in the teaching field for a 30-year career, then the total expenditure of taxpayer dollars (or tuition or other funding sources and private school settings) is slightly more than \$2 million.

Unfortunately, too often we make this \$2 million decision over and over with teachers based on a paucity of evidence. (p. 1)

“The wrong hiring decisions can result in a drain on the school resources when intensive support is placed around the new hire in an effort to encourage improvement and insulate



students from the impact of an ineffective teacher” (Hindman & Stronge, 2009, p. 7). Furthermore, when staff selection decisions do not work out, school districts may be faced with costly litigation. Bridges (1992) assessed that the expense to school districts is between \$50,000 and \$100,000 to discharge an educator. To reduce the chances of making an ineffective hiring decision, Peterson (2002) recommended that interviewers receive a minimum of 20 hours of interview training. Training on structured interviews improves the reliability and validity of the employment choice. Training administrators on effective interviewing procedures could result in improved decision-making, provide more effective teachers for students, reduce the nonrenewal of teacher contracts, and decrease the resources utilized on teacher identification and selection (Hindman & Stronge, 2009). Ebmeier (2009) reported that training regarding the use of a selection instrument is important and will increase the quality of the selection process 20 to 25%.

### **Teacher Recruitment**

School districts need to utilize multiple strategies as part of their approach to teacher recruitment by casting a broad net to identify candidates. According to Clement (2001), recruitment strategies include attending educator job fairs, connecting with universities, recruiting internally, school districts developing their own teachers, and embracing recruitment strategies from the business world. With respect to each of the recruitment approaches, Clement outlined several useful recommendations such as attending job fairs and having a booth that promotes the school district that can be setup at each recruitment event. At these events, school districts should consider utilizing the local Chamber of Commerce as well as real estate agents to help sell the community to prospective candidates. These community associations can meet with or share

publications with prospective hires that promote the community. Clement also discussed the benefits of hosting a school or district sponsored recruitment event.

Clement (2001) also discoursed about the benefits of collaborating with university career centers and colleges of education to help school districts identify potential teachers. Career centers publish job postings for their students on an ongoing basis and districts can list open positions with the university career centers in their state and with neighboring states. Additionally, accommodating practicum students, placing student teachers, and having district employees serve as guest speakers at local universities enhance potential teacher recruitment prospects.

Clement (2001) detailed how working with school district paraprofessionals and substitute teachers on completing their general education requirements at a local community college is a practical strategy. By completing these preparatory programs, these candidates will be in a better position to enter into a university teacher education program. In addition, a school district's connection and relationship with local universities and community colleges may help facilitate innovative structures and programs.

In an effort to adopt recruitment strategies from the business world, Clement (2001) identified the importance of highlighting the advantages of the teaching profession that includes holiday breaks, the length of the summer, and earlier retirement to encourage more people to enter the field of teaching. For prospective candidates that have children, the advantage of being on a similar schedule as their children can be a plus. Research by Taylor and Collins (2000) reported on the following candidate recruitment factors: (a) an organization's candidate recruitment sources have an impact

on the types of interested candidates, (b) recruitment materials have an favorable influence on candidates if they include detailed information about position and employer characteristics, (c) organizational image sways candidates' early responses to companies, (d) applicants' with a larger quantity of position options are more focused on and more influenced by early recruitment, (e) recruiter demographics have minor influence on candidates' interest in the organization, (f) selection tools and the predictors utilized during candidate recruitment impact the candidates' thoughts and opinion of the organization, (g) accurate position overviews reduce employee turnover, (h) accurate job previews impact on turnover are greater for intellectual, dedicated, and veteran candidates, (i) applicants' recruitment experiences and interactions with recruiters provides information about concealed or omitted position and organization information, (j) recruiter friendliness has an affirmative impact on applicants' conclusions regarding if they will accept a position, (k) employees become more committed to organizations who provide accurate information regarding open positions that allow them to make choices based on complete information, and (l) applicants' viewpoints about their being a "good fit" among their principles, interests, and personality impact their decisions regarding an open position. Ebmeier (2009) recommended establishing recruitment systems where employees can recruit and recommend future employees for the school district. He also stated that aggressive advertising, elaborate brochures, widespread recruitment trips, and costly internet advertising may not be as cost effective as utilizing current employees.

Research conducted by Gilliland and Cherry (2000) related to applicant perceptions indicated the following: (a) candidates have a more positive outlook towards hiring sequences when they are provided with clarification regarding how the instruments

are related to work performance, (b) candidates desire selection procedures that they feel are linked with the position, (c) processes that are viewed as reliably managed are viewed as being objective, (d) candidates are negative regarding companies when they believe they were not treated with honesty or when they think recruiters are deceptive, (e) candidates desire practices that allow for reciprocal communication, (f) letters of refusal without sufficient explanation are seen as more unhelpful than letters where an explanation is stated, and (g) not receiving well-timed feedback contributes to opinions of inequity.

### **Selection Practices and Systems**

Peterson (2002) noted that to be successful in hiring highly effective teachers, a district must have agreement regarding the significance of teacher selection and all district stakeholders must be committed to the process. While developing a teacher selection system, it is essential to recognize effective strategies and methods. “Teacher-selection practice at many schools and districts suffers from poorly conceived recruitment systems, limited applicant pools, and poor training on the part of recruiters” (Peterson, 2002, p. 1). Some of the most common teacher hiring mistakes were identified by Peterson (2002) as the following: (a) not having enough time allotted to recruitment, (b) having a small pool of candidates, (c) lack of instruction for the individuals making the selection, (d) limited recruitment sources, (e) not utilizing unbiased evidence regarding applicant quality, (f) placing too much weight on interviews, (g) selection based on appearance, (h) disregarding applicant’s potential growth, (i) selection standards not connected to the position, (j) overlooking applicants’ impact on student education, (k) not checking candidate materials for truthfulness, (l) insufficient follow-up on

references, (m) the use of prohibited or unfair questions, etc. With respect to the use of employee references, Ebmeier (2009) noted that reference checks are of low predictive validity and most school districts do not have reference checking scripts that are differentiated based on employee classification. Additionally, Ebmeier advocated that background investigations are beneficial but miss a substantial amount of information regarding the candidate.

Given the importance of the selection process and the importance of avoiding potential pitfalls, several models or strategies have been developed and efforts have been made to learn the qualities of effective processes. Liu and Johnson (2006) discussed three types of candidate hiring processes frequently utilized in schools. The three hiring processes examined consist of systems that are significantly decentralized, significantly centralized, and somewhat centralized/somewhat decentralized. A significantly decentralized progression consists of the candidates being hired directly by the local schools. In a significantly centralized method, the school district manages the screening, selection, and assignment progression. A somewhat centralized/somewhat decentralized procedure consists of the district screening the candidates with the definitive selection process taking place at the school level. Smith and Knab (1996) identified the components of an efficient, reliable, and valid teacher selection system as the following: (a) identification of attitudes, behaviors, and talents that describe the type of educators most sought after in schools, (b) screening for these particular qualities throughout the information gathering and candidate appraisal period, (c) validating the selection procedure to verify that it forecasts quality classroom professional practices, (d) ensuring that the staff selection methods are in agreement with employment laws, (e) reducing

needless paperwork so top applicants have assurance in the system used to recruit them, (f) automating recruitment processes whenever achievable to diminish time spent on clerical related requirements, (g) utilizing more labor-intensive evaluation approaches and techniques for only the most promising applicants, (h) providing swift, available, and truthful information to applicants throughout the phases of the selection procedure, and (i) providing the individuals making the staff selection conclusions accurate and well-timed information about the progression and outcomes.

Peterson (2002) proposed three different structures to assist the superintendent with educator selection. The first structure suggested was the educator selection task force. This group is comprised of administrators, teachers, parents, students, and members of the public. The work of this group is to recommend hiring policy to the superintendent. The second structure identified by Peterson (2002) was the educator selection team. This committee should consist of eight to 12 members with an even number of administrators and teachers. The committee should also include office staff, parents, students, and public participants. The work of this committee is to identify the top applicants by systematically decreasing the number of candidates for each position and eventually choosing the new employee. The teacher selection committee reports to the teacher selection task force. The third structure discussed by Peterson (2002) was the educator candidate screening team. This group screens candidates for appropriateness and prepares candidate materials. This group consists of an administrator, a teacher, and office staff. Participants of this group should be chosen by and report to the hiring task force.

According to Peterson (2002), the guiding philosophies of a teacher selection system should include the following: (a) adherence to personnel associated legal requirements, (b) identification of the top applicants that meet the needs of the district, (c) making selection decisions based upon impartial evidence, (d) avoiding preconceptions, (e) encouraging equality of opportunity, (f) basing choices on expectations from the national professional standards that are subject to evaluation, (g) authentication, (h) refining, and (i) revising. Ebmeier (2009) noted that when making decisions regarding applicants, the use of individual pieces of information should be avoided and that aggregate information collected from multiple sources produces the best overall evaluation of candidates. Additionally, the practice of determining cut-off scores based on the outcomes of individual candidate evaluation tools should be avoided.

### **Interviewing and Selection**

The importance of teacher interviewing and selection is effectively articulated by Hindman and Stronge (2009) when they described how selecting the most effective educators impacts subsequent decisions:

Getting teacher selection choice right makes virtually all subsequent decisions related to the teacher easy. Hire a good teacher and likely every school improvement endeavor, including student learning initiatives, instructional delivery, curriculum articulation, interactions with parents, and a host of other efforts will be more successful. (p. 1)

Selection effectiveness is described by Gilliland and Cherry (2000) as the capability of the staff selection progression to predict the performance of the employee with respect to the job. Nearly all school districts utilize an interview as part of the

selection process. Over 85% of school administrators believe the interview sequence is a fundamental component that should be utilized when selecting educators (Vornberg & Liles, 1983). Emley and Ebmeier (1997) stated that the use of interviews with any hiring procedure is one of the most realistic approaches to gather data concerning teacher applicants. The authors went on to say that the interview is the most applicable approach of observing applicant characteristics such as composure, enunciation, wording, posture, facial expressions, fashion, hygiene, and gestures. Emley and Ebmeier indicated that the preceding qualities of the candidate are important predictors of their ability to connect with students. A study by Rutledge et al. (2008) regarding the hiring of teachers found that it is not unlike the hiring in other professions that require a higher level of employment difficulty. They go on to say that district administrators use many of the same strategies utilized by other organizations including resumes, university records, references, experience, certification standing, personality assessments, and interviews. Developing an interview that asks questions focused towards a candidate's experience with similar types of school and student demographic populations may help define if the applicant has the needed experience to be successful.

Clement (2001) specified that the interview serves two purposes. The first purpose is to conclude if the applicant is able to do the job and be successful. The second is to sell the teaching position to the applicant. Clement (2001) detailed the sequence of an effective interview plan as containing introductory or opener questions followed by questions regarding curriculum, preparation, classroom organization and management, homework and grading practices, meeting the needs of students, interaction with stakeholders, and professional development. Schumacher, Grigsby, and Vesey (2011)



found that research-based interview questions focused on classroom management, planning for instruction, executing instruction, and monitoring pupil progress could predict high quality teaching and improve student performance.

Harris and Edger (1999) have determined that the participation of many individuals improves the selection procedure and that hiring choices ought to be based on applicant achievements instead of perceived attitude or prospective potential. In addition, according to these authors, structured interviews are typically more dependable than unstructured ones. Ryan and Tippins (2004) corroborated that structured interviews have better predictive validity regarding position performance than unstructured interviews and the individuals assisting with the selection process should concentrate on and evaluate the verbal ability of applicants in addition to candidate experience. A meta-analysis of 47 interview associated studies discovered that unstructured interviews were more effective in acquiring personality related information about candidates, and structured interviews were more effective in projecting future work performance (Huffcutt, Roth, Conway, & Stone, 2001). Research conducted by McDaniel, Whetzel, Schmidt, and Maurer (1994) indicated that structured interviews could have validity scores two times those of unstructured interviews. Ebmeier (2009) proposed that interviewer expertise, experience, and proficiency are not as significant when structured interviews are utilized to evaluate candidates for teaching positions. Scriven (1990) articulated that interviews reveal an applicant's ability to work under stress, their mastery of language, understanding of current topics, awareness of the hiring school district and some intellectual abilities. Green (1996) wrote that behavior based interviewing is “the most objective, systematic, consistent, and unbiased method available for filling jobs with

the best people” (p. 49). Campion, Pursell, and Brown (1988) proposed that the interview allows for the evaluation of thinking, job knowledge, as well as motivation.

Klimoski (1993) stated that the interview appears to be a flexible measurement method.

Research by Deems (1994) established that behavior-based interviewing is a more dependable forecaster of an applicant’s aptitude than an interview concentrated on character qualities. Deems stated the following regarding behavior-based interviewing:

The single best predictor of a candidate’s future job performance is his or her past job behavior. How do we know this to be true? Because it’s been proven in thousands of actual job situations for more than two decades. Interviews that probe for past job behavior have been found to be more reliable than ones that focus on personality traits, such as “I’m dependable,” or “ I’m hard-working,” or even “You can count on me.” And hiring decisions based on actual behavior are far more accurate than those based on gut feelings. (Deems, 1994, p. 9)

Ebmeier et al. (2013) supported the theory that a candidate’s past conduct and experiences are a forecaster of future performance in their research that stated:

The best single predictor of future job performance is past job performance. Thus, on the job observation, simulations, and apprentice programs are the best way to predict how an employee will do in a new, but similar, position. Having a prospective teacher demonstrate his or her skills in a classroom situation with children through substitute teaching or guest lecturing will provide vastly better information about the skills and abilities of the candidate than any employment selection instrument. (p. 6)

Interview related research conducted by Huffcutt et al. (2001) found that experience-centered questions were greater predictors of future employee work performance than situational based questions. To increase reliability and validity, it is important that employers train interviewers and utilize standard procedures throughout the interview process (Williamson, Campion, Roehling, Malos, & Campion, 1994). It is critical that interviewing vulnerabilities be avoided. Some of the susceptibilities identified by Scriven (1990) included: (a) learning more about the interviewers than the candidate, (b) overestimating a top performer rather than a continuous overachiever, and (c) lending too much influence to skills and abilities separate from classroom instruction. A candidate that makes a positive impression during an interview does not mean they will be a successful teacher. Interviews can exaggerate personal qualities that do not directly connect to the classroom, but interviews used in the late phases of hiring can be successful in excluding some candidates (Messmer, 1998). Selection can be swayed by the individual characteristics of the educator applicant such as presentation panache, age, appearance, connection with the questioner, and gender (Pingitore, Dugoni, Tindale, & Spring, 1994). Gifford, Fan Ng, and Wilkinson (1985) found candidates who smiled, regularly gestured, and frequently talked were perceived by members of the interview team to be highly motivated.

The individuals conducting applicant interviews need to be cautious regarding how the interview is structured. Niece (1983) discovered that the typical interview was less than 60 minutes and the interviewer spoke 80% of the time. Additionally, it is important to use objective measurements to help evaluate candidates due to selection decisions potentially being influenced by the personal characteristics of the candidates.

Research by Finkelstein, Frautschy Demuth, and Sweeney (2007) stated “Weight, applicant race, job qualifications, and job type each had a modest but significant impact on ratings of hireability, performance capacity, adaptability, and interpersonal skills, in varying combinations” (p. 203). A study conducted by Niece discovered that favored treatment was provided to candidates that were married, had expertise in multiple curriculum areas, those that were just starting out in their career, as well as to candidates that were physically attractive. Bredeson (1985) contended that psychological influences enter into the evaluation process of candidates. The author stated that interference theory expresses that various characteristics of candidates are inferred based on inadequate information, conduct, or an order of events comparable to those experienced in a prior setting by the individual or individuals involved with the selection process. Additionally, interviewers typically make inferences about many other traits not included with the candidate’s data. Bredeson went on to state that rating theory consists of the performance of the individual being evaluated as well as the evaluator’s observation and memory of the candidate’s performance. Both interference theory and rating theory may influence the outcome of the candidate evaluation process. Research by Baker and Morris (1990) found that applicants skillful at emulating and corresponding to the recognized job qualities as well as applicants who have learned to communicate the right types of information are often provided additional consideration. Research by Dipboye and Gaugler (1993) found that what the questioner recognizes could be a result of the interview design and the questioner's personality as opposed to the candidate's qualities and qualifications.

Murnane and Steele (2007) captured the essence of hiring challenges at the local level when they stated, “Historically, the demand for teachers has been driven by local preferences, and hiring decisions have not always been based on estimates of teachers’ instructional effectiveness” (p. 23). Further complicating the process of recognizing and choosing the best teaching applicants is what to do when the best candidate rejects an offer for a position. Murphy (1986) found that when the top candidate for a position turns down the offer for the position, the overall effectiveness of the selection process is diminished. Moreover, research indicates that college students majoring in education may not be among the most capable students at the university. Research conducted by Hanushek and Pace (1995) indicated that a significant number of university students choosing teaching majors frequently come from the lesser end of the aptitude distribution at the university. Scholastic Aptitude Test (SAT) and other data imply that high school seniors who seek to become educators are among the least skilled of all potential university students (Haycock, 1998). Issues further complicating the process of identifying the most highly qualified candidates are identified in research by Hoxby and Leigh (2005) that quantified that the income dissemination for public school educators has constricted so considerably, that candidates with the highest aptitude can anticipate that they will earn no more income than candidates with the lowest aptitude. The authors claim that this accounts for more than three-fourths of the decrease in educator quality. Gordon et al. (2006) provided a useful analogy by comparing where an employee might start out in the corporate world versus where an employee begins in teaching:

An employee hired in the mail room in a modern corporation can remain in the mail room or be promoted. The same is true for employees hired to be

stock analysts, accountants, or salespeople. It is typically assumed that as they gain skills and experience, employees will move on to more responsible tasks. When they meet expectations, they are promoted; when they fall below expectations, they remain at the entry level. Firing may be rare, but it is not at all rare for employees to be passed over for promotion. For teachers, there is no equivalent to the mail room. A low-performing teacher has as much responsibility for a class of students as a high-performing teacher. (If a high-performing teacher has leverage to influence classroom assignments, the low-performing teacher may actually get larger class sizes or the students with the poorest prior performance.) When a low-performing teacher is retained, his or her students pay the price. All else equal, particularly given the difficulty in identifying effective teachers based on paper qualifications, one might even expect to see higher discharge rates in schools than in other industries. At present, they seem to be considerably lower. (p. 26)

Research by Murnane and Steele (2007) found that other industrialized nations face obstacles finding high quality teachers. Just like in the United States, other countries determine teacher compensation based on education credentials and experience. These countries screen candidates during the hiring process but do an equally poor job evaluating teachers for effectiveness after they have been placed in schools. Murnane and Steele went on to say that in other industrialized nations, it is often times more challenging to enter the teaching profession than in United States of America due to more rigorous academic background requirements. Additionally, the authors stated that even if schools make instructional efficiency of uppermost significance during the hiring

process, they might still find it challenging to choose teachers that will be highly successful. The information available and utilized during the hiring process may not be an accurate predictor of the teacher's ability to increase the skills of their students.

### **Evaluating Applicant Characteristics**

Another key employee characteristic important to understand prior to entering into the hiring process is the concept of pro-social organizational behavior. Brief and Motowidlo (1986) described pro-social organizational behavior as conduct that is performed by a member of the team, focused towards an individual, group, or organization within which the employee interacts while conducting their role. This behavior is completed with the goal of promoting the wellbeing of the individual, group, or organization. Organ (1988) stated that the absence of complaints and grievances as well as the concept of touching base with the supervisor, showing courtesy, and working with other staff members regarding their workload as pro-social behavior. Borman and Motowidlo (1993) stated that pro-social organizational behavior focuses more on the prevention of issues versus alleviating existing issues.

Evaluating positive applicant characteristics can be complex. A characteristic that interviewers seek in candidates is high performance. Campbell, McCloy, Oppler, and Sager (1993) defined performance as "goal-relevant actions that are under the control of the individual, regardless of whether they are cognitive, motor, psychomotor, or interpersonal" (p. 40). The authors identified the specific components of performance as follows: (a) job-specific task expertise, (b) non-job-specific task expertise, (c) written and oral communication task expertise, (d) showing effort, (e) upholding individual discipline, (f) facilitating peer and team performance, (g) supervision/leadership, and (h)

management/administration. Interviewers frequently discuss the importance of identifying self-motivated candidates. Campbell et al. (1993) identified motivation as a significant factor impacting performance. The authors defined motivation as the result of the decision to utilize effort, the decision regarding the level of effort to use, and the decision to continue in the outlay of effort. In attempting to understand how motivation impacts performance based on candidate predispositions, Campbell et al. stated

motivation is always a determinant of performance, and a relevant question for virtually any personnel selection problem is how much of the variance in choice behavior can be accounted for by stable predispositions measurable at the time of hire and how much is a function of the motivating properties of the situation or the interaction. (p. 45)

Rowan, Chiang, & Miller (1997) discovered that “teachers’ ability and motivation combine in additive (rather than multiplicative) fashion to affect students’ achievement” (p. 274). Murnane and Steele (2007) suggested that academically gifted educators are more successful at increasing student achievement than educators with less academic ability. Another characteristic important to understand when entering into the selection process is the idea of organizational citizenship. Organizational citizenship “involves such activities as making suggestions to supervisors to improve the organization’s functioning, helping co-workers with a heavy workload, speaking positively about the organization to outsiders, arriving early to work, and the like” (Borman & Motowidlo, 1993, p. 76). Smith, Organ, and Near (1983) developed a 16-item questionnaire that can be utilized to evaluate the performance of an individual in this area. Borman and Motowidlo (1993) stated the following with respect to organizational citizenship:



Factor analysis of correlations between the items have and generally yielded two factors: (1) altruism – spontaneous pro-social gestures towards others in the organization, such as orienting new people and helping co-workers or supervisors with their work, and (2) conscientiousness – generalized compliance with organizational rules and procedures, such as being on time to work and not spending time on personal phone calls. The first factor can be characterized as citizenship behavior towards individuals, the second as citizenship behavior in relation to the organization. (p. 76)

Another employment criteria that needs to be understood prior to entering into the hiring process is the concept of employee reliability. Hogan and Hogan (1989) described employee reliability as job behaviors related to organizational effectiveness. Borman and Motowidlo (1993) identified the types of behaviors exhibited by employees that have poor reliability as consisting of: ignoring company rules, challenging social expectations, circumventing commitments, and exhibiting insubordination. Identifying employees that are highly reliable and that exhibit traits that will translate into high performance is a challenging task. Research has shown that some “common sense” criteria may not be useful when determining the characteristics of high performance. Rynes et al. (2002) reported that 72% of the human resource administrators that were surveyed as part of a study believed that conscientiousness is a superior forecaster of employee performance than intellect, while in reality, intellectual aptitude is the best forecaster of likely performance according to their research findings. Conversely, a study by Barrick and Mount (1991) examined the “Big Five” personality dimensions (extraversion, emotional stability, agreeableness, conscientiousness, and openness to experience) to the position

performance standards of position competence, training competence, and personnel statistics. The results of this study showed that the personality trait of conscientiousness was connected positively with job performance in the professions reviewed. A connection was also found between extraversion and job performance in occupations involving collaboration. Additionally Rynes et al. (2002) found that another common practice of human resource professionals not supported by research was the fact that the preponderance of individuals responding thought that companies that evaluate for applicant values have greater employee performance than companies that evaluate for intelligence.

Schussler et al. (2008) examined the intellectual, cultural, and moral dispositions of pre-service teachers to study how they drew from these three areas as they examined a study involving a proposed teaching situation. This type of research could prove valuable to practitioners trying to determine the dispositions of candidates that will be most successful in helping students achieve. Ebmeier (2009) stated that the administration of assessments that evaluate honesty and integrity are easily administered, inexpensive, and appear to add some predictive power regarding employee behavior. Identification of tools that will help school districts uncover and evaluate the dispositions of candidates may lead to better staff selection decision making. Rowan (1994) compared teaching to other professions and found that by level of occupation complication, teaching has characteristics with professional and nonprofessional vocations. With respect to the complexity of the teaching profession, Rowan (1994) stated, "Teaching children and adolescents is complex work, and successful performance of this work requires high levels of general educational development and specific vocational preparation" (p. 13).

### **Utilization of Commercial Selection Tools**

In an effort to identify candidates that will be most successful, some school districts utilize commercial selection screening and interview instruments. Improved understanding regarding what selection tools measure allows administrators to know how to utilize these tools. Klimoski (1993) asserted that practitioners have increased accountability to explain the basis behind personnel selection practices and conclusions. Klimoski pointed out the following regarding the use of candidate assessment tools:

The term predictor construct has come to mean some aspect of a person which, if assessed, has relevance to predicting (or understanding) future behavior or performance. Thus, although the phrase implies an attribute of a device or measure (an interview or a test), it usually reduces to a factor thought to be useful for distinguishing among individuals; in other words a trait. (p. 101)

Klimoski (1993) discussed the measurement of characteristics that reflect traits of individuals that are evident in various types of work-related situations. As stated by Higgs, Papper, and Carr (2000) “Nearly all organizations use some initial screening process before beginning their more formal selection of assessment procedures” (p. 82). Ebmeier et al. (2013) stated that “all of the commercially produced instruments will assist school districts in selecting quality teachers primarily because they are all structured instruments, which far exceed non-structured or question only instruments common in many school districts” (p. 7.). Research by Emley and Ebmeier (1997) provided useful knowledge for practitioners attempting to identify the most qualified applicants during the screening process:

This finding suggests prescreening applicants based on surveys, inventories, and other self-reported instruments might hold more promise than is widely believed and practiced. It could reduce the overall time required for interviews or add confirmative information to the data gathered during the interview process. In the later sense, preinterview questionnaire data could be viewed as value-added information that could increase the predictive validity of the selection process. (p. 53)

Many of these instruments attempt to measure value-added components during the teacher application process. Peterson (2002) provided insight on the use of such instruments:

Other districts use a standard battery of questions, either in interviews or on a survey, that are scored to yield applicant diagnosis according to different categories (e.g., “Personal Motivation,” “Child-Centeredness,” or “Preference for Collaboration”). Answers to these questions will often suggest candidate personality types. There is no research to suggest that any single personality type is best for teachers, but district personnel often prefer to work with people who think or act like they do. However, this attitude may be the opposite of what we need for a variety of student styles or preferences. It is up to each district whether to use personality profiles. (p. 75-76)

A variety of pre-employment screening tools for teacher selection have been developed by companies. HUMANeX Ventures provides commercial staff selection products that include online candidate screening tools as well as structured interview frameworks. A predictive validity study conducted by HUMANeX Ventures (2009)

utilizing teacher effectiveness ratings and HUMANeX Ventures structured interview scores, found a statistically significant correlation between teacher effectiveness scores and the HUMANeX Ventures structured interview scores. The online tool that is the focus of this research study is the HUMANeX Ventures StyleProfile. This tool is designed to help school districts with the identification of teaching candidates. Ventures for Excellence described the StyleProfile as the following:

In order to help companies select “one more like their best”, Ventures for excellence developed a highly effective instrument to identify individuals who exemplify the “life themes” of excellence demonstrated by industry professionals. This web-based tool is comprised of 32 questions posing real-life situations that are designed to uncover each applicant’s innate talents, qualities and individual work style. The purpose of this tool is to predict those with a higher probability of success in the structured interview phase of the selection process. After the completion of the online survey, the StyleProfile™ generates a graphical display that immediately provides clients with feedback to gauge each applicant’s potential success. Ventures for Excellence offers the StyleProfile™ in an array of industry-specific roles, ranging from “Teacher” to “Houseparent.” (HUMANeX Ventures, 2013b)

Ventures for Excellence (2013b) asserted that the results of the StyleProfile assessment can be applied along with other evidence regarding the candidate to assist with the decision making process related to if the candidate should move forward in the selection process. Candidates that are successful on the StyleProfile should be considered for a more formal structured interview to better understand their attitudes and

behaviors. The Gallup Organization sells an online pre-employment screening tool called the TeacherInsight. TeacherInsight is marketed as a strategy to identify a candidate's teaching potential. The Gallup Organization (2007) TeacherInsight Frequently Asked Questions handout describes the assessment as a computerized web based interview utilized by school districts to assist with identification of the best possible teachers. The Gallup Organization (2007) states the following:

The TeacherInsight is fair because all applicants are asked exactly the same questions and they are evaluated exactly the same way. The questions have been thoroughly researched and tested to be sure they identify potentially superior teachers. The TeacherInsight interview development study, completed in January 2002, demonstrated content, construct, and criterion-related validity as well as fairness across Equal Employment Opportunity Commission (EEOC) classifications of race, gender, and age. Subsequent analysis of candidate scores indicates similar results and interview fairness across groups. TeacherInsight does not replace personal interviews, but by efficiently identifying the best potential teachers, district representatives are able to spend more time with these promising candidates and conduct more productive personal interviews. (p. 1)

The Gallup Organization (2007) provided the following information with regard to the types of questions a candidate will encounter on the TeacherInsight:

There are two types of questions. First are multiple choice questions where you'll have 50 seconds to choose the response that BEST describes you from four possible responses. Second are Likert questions where you'll have 20 seconds to read a statement and rate your level of agreement with the statement. You'll

select from five possible responses: “Strongly Disagree,” “Disagree,” “Neutral,” “Agree,” and “Strongly Agree.” Be sure to read the scale carefully on the Likert questions so you mark the response you intend. (p. 1)

The Illinois State University Career Center (2013) identified 12 themes around which the TeacherInsight interview is constructed. The themes identified include: (a) mission, (b) focus, (c) empathy, (d) rapport drive, (e) individualization, (f) listening, (g) investment, (h) input drive, (i) activation, (j) innovation, (k) perfection drive, and (l) objectivity.

Aspex Solutions (2013) markets two online teacher candidate-screening solutions called TeacherFit and JobFit. Information on the AppliTrack web page regarding the characteristics evaluated by TeacherFit include: (a) fairness and respect, (b) concern for student learning, (c) adaptability, (d) communication and persuasion, (e) planning and organizing, and (f) cultural competence. Characteristics evaluated by JobFit include: (a) cultural competence, (b) ease of supervision, (c) flexibility/openness to change, (d) interpersonal skills, (e) reliability, and (f) stability/stress tolerance. Information on the Aspex Solutions (2013) web page regarding validation of their selection tools includes the following statement:

"Validation" can take a number of forms, but the strongest form involves developing multiple sets of data that, together, provide a pattern of consistent support for the use of a test. AppliTrack Selection Educational Systems utilizes proprietary job analytic techniques to supply one part of that pattern. Its reliance on the use of proven testing approaches provides a second source of support. (“AppliTrack Selection Validation Process”, p. 1)

The American Association of School Personnel Administrators (2013) sells a computer-based interview tool developed by professor Dr. Howard Ebmeier from the University of Kansas based on a review of research on educator effectiveness, consultation with practitioners, and an examination of national commission reports. The system uses a computer application to track responses and poses possible questions constructed on response patterns. The questions asked are clustered into the following four themes: (a) working with others, (b) knowledge of content, (c) knowledge of teaching, and (d) knowledge of students.

The Star Teacher Interview Pre-Screener is a commercial selection tool developed by The Haberman Educational Foundation (2013). This tool is designed to evaluate various candidate dimensions. These candidate dimensions are identified by the Haberman Educational Foundation as consisting of the following: (a) persistence, (b) organization and planning, (c) values students learning, (d) theory to practice, (e) at-risk students, (f) approach to students, (g) survive in bureaucracy, (h) explains teacher success, (i) explains student success, and (j) fallibility. Research related to the Haberman Star Teacher Evaluation PreScreener by Rockoff, Jacob, Kane, and Staiger (2008) found “a statistically significant but modest relationships between student achievement and several non-traditional predictors of teacher effectiveness, including performance on the Haberman selection instrument” (p. 2).

Morgan and Associates (2013) provides teacher recruitment and selection services that are targeted to help schools identify teachers that are caring, demonstrate belief that all students can learn, implement teaching strategies that focus on learning, etc. Morgan



and Associates markets an online candidate-screening tool as well as a structured interviewing tool and protocols.

Ebmeier et al. (2013) stated that the best commercial tools could merely forecast educator quality about 25% of the time. Gimbert and Chesley (2009) suggested that an interview system or assessment is only as reliable and valid as the items comprising it. School districts should cautiously evaluate if a commercially designed selection tool is more reliable or valid than other predictors of job performance. Due to the variety of commercial selection tools available to practitioners, Gimbert and Chesley advocated that school districts should conduct studies using different selection procedures and teacher evaluation tools to gain additional understanding.

### **Teacher Selection in the Midwest School District**

Teacher selection in the Midwest School District is based on multiple data points that are collected throughout the application process. Candidates that are interested in applying for positions do so electronically. All candidates are required to upload a resume, copies of university transcripts, Praxis score reports, as well as a minimum of three letters of recommendation. Teaching candidates are identified for district level video recorded screener interviews based on the following criteria: (a) area(s) of certification, (b) relevant work experience, (c) HUMANeX Ventures StyleProfile scores (2013), (d) Morgan and Associates (2013) online screener scores, (e) undergraduate as well as graduate university scholarship/achievement, (f) Praxis score performance in relevant subject area(s), (g) significance of the recommendation letters, and (h) answers to questions asked on the application.

Teachers that are selected from the applicant pool are invited to participate in a structured videotaped interview developed by Morgan and Associates (2013) that is designed to identify the best candidates. After an appropriate number of candidates have been identified, principals are provided with the list of candidates. Principals make the decision regarding which candidates will be invited to participate in building level interviews.

Building level interviews are typically conducted with principals, department leaders, grade level teams, and with other staff members included as necessary. Each building level process includes an interview with additional interview components differing from school to school. Components of building level interviews may include one or more written performance events as well as the teaching of a practice lesson. Once the building level interview process is complete, principals make a candidate recommendation to the superintendent of schools. The recommended candidate interviews with the superintendent. The final step consists of the superintendent making a recommendation to the Midwest School District Board of Education (Midwest School District).

### **Teacher Evaluation**

Standards based teacher evaluation systems were intended to evaluate teaching practice utilizing a set of standards and performance rubrics in an effort to improve instruction (Borman & Kimball, 2005). Danielson (2007) identified the following four teaching domains: (a) planning and preparation, (b) the classroom environment, (c) instruction, and (d) professional responsibilities. These four domains, or a variation of these domains are frequently utilized as the foundation of standards-based teacher

evaluation systems across the United States of America. Researchers have revealed positive relationships between educator evaluations and pupil achievement. Heneman, Milanowski, Kimball, and Odden (2006) found positive relationships with educator appraisal scores and increases in student achievement. Holtzapple (2003) determined that educators who received low marks on the instructional portion of the educator evaluation system had pupils with lower achievement scores than anticipated based on preceding achievement. Teachers with advanced or distinguished ratings had students with greater than expected achievement. Students of teachers that were rated as proficient had average achievement. Borman and Kimball (2005) proposed that teachers who score well on the evaluation system might be better at reducing achievement gaps between students with diverse social backgrounds and dissimilar achievement levels. Jacob and Lefgren (2005) compared principals' assessments of teachers with paper qualifications and discovered that the principals' evaluations of teacher effectiveness were significantly better at predicting student achievement than educator experience or schooling. In another research study, Jacob and Lefgren (2006) stated the following regarding the skill of principals to recognize teachers that have the greatest impact on student achievement:

In fact, principals are quite good at identifying those teachers who produce the largest and smallest standardized achievement gains in their schools (the top and bottom 10-20 percent). They are less able to distinguish among teachers in the middle of this distribution (the middle 60-80 percent), suggesting that merit-pay programs that reward or sanction teachers should be based on evaluations by principals and should be focused on the highest- and lowest performing teachers.

(p. 60)

Milanowski (2004) analyzed the connection between educator evaluation scores and pupil learning. He found minor to modest positive correlations for most grade levels in each subject that was evaluated. Additionally Milanowski correlated the variance between projected and actual student achievement in science, math, and reading for students in grades third through eighth with educator evaluation scores. The researcher found minor to modest positive correlations indicating that scores from a detailed teacher evaluation system can be associated to student learning. Jacob (2012) identified the importance of linking student achievement data to individual educators as a value-added component when evaluating teacher effectiveness. The MET Project (2012) identified the following six requirements for quality classroom observations: (a) use of an observation instrument that sets clear expectations, (b) requiring observers to validate accuracy before scoring teachers, (c) use of multiple observations, (d) track system reliability, (e) combine observations with student achievement improvements, and (f) confirm that educators with high observation scores also have high student achievement.

The role that teacher evaluations play in accurately representing what takes place in a classroom have been questioned by some researchers. Based on an examination of the literature, Peterson (2002) stated that standard educator evaluation practices do not improve educators or truthfully characterize what takes place in classrooms. Further questioning the validity of teacher evaluations is research by (Glazerman et al., 2010) that stated that the “majority of school districts presently employ teacher evaluation systems that result in all teachers receiving the same (top) rating” (p. 1). The need for improved teacher evaluation systems is recognized by the National Education Association in policy that stated that the National Education Association supports high quality evaluation

systems that provide the tools teachers need to adapt instruction, improve practice and increase pupil achievement (National Education Association, 2013).

### **Summary**

The literature confirms that teacher quality has a significant impact on student achievement and that the hiring process plays a crucial role in attaining quality teachers. Studies spanning several years have continued to support these findings.

Rivken et al. (2005) confirmed that it was evident that teachers had a significant impact on student learning and achievement. Students assigned to quality teachers each year were afforded an advantage in terms of reaching higher levels of achievement and learning. Therefore, school administrators had an important responsibility in identifying and selecting high quality teachers. Marzano (2003) stated that teachers were the most important factor influencing student achievement that could be adjusted or changed. This finding was supported by research conducted by Emley and Ebmeier (1997) who found that the selection of teachers was one of the most critical decisions made by administrators responsible for hiring teachers.

Peterson (2002) noted that to be successful in hiring highly effective teachers, a district must have agreement regarding the significance of teacher selection and district stakeholders must be committed to the process. Administrators that are responsible for identifying and selecting teachers should consider measurable criteria as part of the decision making process. Gimbert & Chesley (2009) contended that identifying the characteristics of effective teachers could assist schools in screening teacher applicants to identify candidates that are best matched to teach. More specifically, Ebmeier (2009)

found that indicators of basic intelligence such as grades, test scores, Praxis results, ACT results, SAT results, etc. could be signs of future performance.

Various research based interviewing and selection strategies have been identified and developed to assist administrators with the identification of effective teachers. The use of commercially produced tools to assist with selecting quality teachers was supported by research conducted by Ebmeier et al. (2013) who stated “all of the commercially produced instruments will assist school districts in selecting quality teachers primarily because they are all structured instruments, which far exceed non-structured or question only instruments common in many school districts” (p. 7.). Examples of commercially developed tools marketed to assist in the selection process include the HUMANeX Ventures StyleProfile, Gallup Organization’s TeacherInsight, Aspex Solutions TeacherFit and JobFit, The Haberman Educational Foundation Star Teacher Interview Pre-Screener, etc.

Once a teacher is hired and has had the opportunity to influence student achievement, performance should be evaluated utilizing research based evaluation methods. Research by Borman and Kimball (2005) advocated that teachers who score well on the evaluation system might be better at reducing achievement gaps between students with diverse social backgrounds and dissimilar achievement levels. The educator evaluation outcomes should inform the teacher selection process. When an educator received lower evaluation scores, it warranted reflection on the factors that were considered and possibly overlooked during the selection process.

In conclusion, the literature has continued to confirm the impact of teacher quality on student achievement. In addition, the overall goal of promoting student achievement is

impacted positively or negatively by the effectiveness of the hiring process and continued examination of the hiring process in relation to teacher evaluation data and student performance.

### **Chapter Three: Methodology**

Hiring highly effective educators has been shown to be one of the most important things that can be done to improve student learning. As O'Laughlin (1999) stated, "Nothing contributes more to the quality of education our children receive than the quality of the teachers working in their schools. The process of recruiting and hiring high-quality teachers is therefore critical" (p. 25). According to Heller (2004), the most effective strategy to change schools is through the staff selection process.

The purpose of this study was to determine (a) if the Ventures for Excellence Teacher StyleProfile student-centered and/or teacher-centered score of teachers employed in the Midwest School District had a statistically significant relationship with formative and summative evaluation ratings during a teacher's first year teaching in the Midwest School District and (b) if the Ventures for Excellence Teacher StyleProfile student-centered and/or teacher-centered score of teachers employed in the Midwest School District had a statistically significant relationship with the Midwest School District Probationary Teacher Feedback Scale ratings during a teacher's first year teaching in the Midwest School District. The Midwest School District granted permission for this study.

#### **Research Design**

The study was quantitative utilizing the Pearson product-moment correlation coefficient. "The Pearson product-moment correlation coefficient (or Pearson correlation coefficient, for short) is a measure of the strength of a linear association between two variables and is denoted by  $r$ " (Laerd Statistics, 2013, "What does this test do?" para. 1). Laerd Statistics (2013) explains how a Pearson product-moment correlation functions:



Basically, a Pearson product-moment correlation attempts to draw a line of best fit through the data of two variables, and the Pearson correlation coefficient,  $r$ , indicates how far away all these data points are to this line of best fit (how well the data points fit this new model/line of best fit). (“What values can the Pearson correlation coefficient take?” para. 2)

This study utilized the Pearson product-moment methodology to measure the association of the variables and draw conclusions that can provide information to school districts regarding how the pre-employment screening tool that was examined in this study relates to post employment teacher evaluation data from the Midwest School District. The study provides additional research and effectiveness evidence regarding the use of a commercial teacher selection tool as part of the hiring process as related to teacher evaluation data.

### **Null Hypotheses A1-A6**

#### **Teacher StyleProfile Scores and Summary of Overall Evaluation Ratings**

- A1. In Midwest School District, there is no relationship between a teacher’s Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by a summary of the formative and summative evaluation ratings during a teacher’s first year of teaching at the elementary school level in the Midwest School District.
- A2. In Midwest School District, there is no relationship between a teacher’s Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by a summary of the formative and summative

evaluation ratings during a teacher's first year of teaching at the elementary school level in the Midwest School District.

- A3. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by a summary of the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level in the Midwest School District.
- A4. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by a summary of the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level in the Midwest School District.
- A5. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by a summary of the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels in the Midwest School District.
- A6. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by a summary of the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels in the Midwest School District.

**Null Hypotheses B1-B6****Teacher StyleProfile Scores and Summary of Instructional Process****Evaluation Ratings**

- B1. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the instructional process portion of the teacher evaluation in the Midwest School District.
- B2. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the instructional process portion of the teacher evaluation in the Midwest School District.
- B3. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the instructional process portion of the teacher evaluation in the Midwest School District.
- B4. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall

performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the instructional process portion of the teacher evaluation in the Midwest School District.

- B5. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels on the instructional process portion of the teacher evaluation in the Midwest School District.
- B6. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels on the instructional process portion of the teacher evaluation in the Midwest School District.

### **Null Hypotheses C1-C6**

#### **Teacher StyleProfile Scores and Summary of Classroom Management Evaluation Ratings**

- C1. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the

classroom management portion of the teacher evaluation in the Midwest School District.

- C2. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the classroom management portion of the teacher evaluation in the Midwest School District.
- C3. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the classroom management portion of the teacher evaluation in the Midwest School District.
- C4. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the classroom management portion of the teacher evaluation in the Midwest School District.
- C5. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings

during a teacher's first year of teaching at the elementary and secondary school levels on the classroom management portion of the teacher evaluation in the Midwest School District.

- C6. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels on the classroom management portion of the teacher evaluation in the Midwest School District.

#### **Null Hypotheses D1-D6**

##### **Teacher StyleProfile Scores and Summary of Interpersonal Relationships Evaluation Ratings**

- D1. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the interpersonal relationships portion of the teacher evaluation in the Midwest School District.
- D2. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the

interpersonal relationships portion of the teacher evaluation in the Midwest School District.

- D3. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the interpersonal relationships portion of the teacher evaluation in the Midwest School District.
- D4. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the interpersonal relationships portion of the teacher evaluation in the Midwest School District.
- D5. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels on the interpersonal relationships portion of the teacher evaluation in the Midwest School District.
- D6. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings

during a teacher's first year of teaching at the elementary and secondary school levels on the interpersonal relationships portion of the teacher evaluation in the Midwest School District.

### **Null Hypotheses E1-E6**

#### **Teacher StyleProfile Scores and Summary of Professional Responsibilities Evaluation Ratings**

- E1. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the professional responsibilities portion of the teacher evaluation in the Midwest School District.
- E2. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the professional responsibilities portion of the teacher evaluation in the Midwest School District.
- E3. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the



professional responsibilities portion of the teacher evaluation in the Midwest School District.

- E4. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the professional responsibilities portion of the teacher evaluation in the Midwest School District.
- E5. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels on the professional responsibilities portion of the teacher evaluation in the Midwest School District.
- E6. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels on the professional responsibilities portion of the teacher evaluation in the Midwest School District.

#### **Null Hypotheses F1-F6**

**Teacher StyleProfile Scores and Summary of the Principal's Assessment of the Teacher on all Portions of the Probationary Feedback Scale**

- F1. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and a summary of the principal's assessment during a teacher's first year of teaching at the elementary school level on all portions of the Midwest School District Probationary Teacher Feedback Scale.
- F2. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and a summary of the principal's assessment during a teacher's first year of teaching at the elementary school level on all portions of the Midwest School District Probationary Teacher Feedback Scale.
- F3. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and a summary of the principal's assessment during a teacher's first year of teaching at the secondary school level on all portions of the Midwest School District Probationary Teacher Feedback Scale.
- F4. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and a summary of the principal's assessment during a teacher's first year of teaching at the secondary school level on all portions of the Midwest School District Probationary Teacher Feedback Scale.
- F5. In Midwest School District, there is no relationship between teachers' Ventures for Excellence Teacher StyleProfile student-centered score and a summary of the principal's assessment during a teacher's first year of teaching at the elementary

and secondary school levels on all portions of the Midwest School District Probationary Teacher Feedback Scale.

- F6. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and a summary of the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on all portions of the Midwest School District Probationary Teacher Feedback Scale.

**Null Hypotheses G1-G6**

**Teacher StyleProfile Scores and Summary of the Principal's Assessment of the Teacher on the Purpose Portion of the Probationary Feedback Scale**

- G1. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the elementary school level on the purpose portion of the Midwest School District Probationary Teacher Feedback Scale.
- G2. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary school level on the purpose portion of the Midwest School District Probationary Teacher Feedback Scale.
- G3. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the secondary school level

on the purpose portion of the Midwest School District Probationary Teacher Feedback Scale.

- G4. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the secondary school level on the purpose portion of the Midwest School District Probationary Teacher Feedback Scale.
- G5. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the purpose portion of the Midwest School District Probationary Teacher Feedback Scale.
- G6. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the purpose portion of the Midwest School District Probationary Teacher Feedback Scale.

**Null Hypotheses H1-H6**

**Teacher StyleProfile Scores and Summary of the Principal's Assessment of the Teacher on the Human Interaction Portion of the Probationary Feedback Scale**

- H1. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's

assessment during a teacher's first year of teaching at the elementary school level on the human interaction portion of the Midwest School District Probationary Teacher Feedback Scale.

- H2. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary school level on the human interaction portion of the Midwest School District Probationary Teacher Feedback Scale.
- H3. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the secondary school level on the human interaction portion of the Midwest School District Probationary Teacher Feedback Scale.
- H4. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the secondary school level on the human interaction portion of the Midwest School District Probationary Teacher Feedback Scale.
- H5. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the human interaction portion of the Midwest School District Probationary Teacher Feedback Scale.

- H6. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the human interaction portion of the Midwest School District Probationary Teacher Feedback Scale.

### **Null Hypotheses I1-I6**

#### **Teacher StyleProfile Scores and Summary of the Principal's Assessment of the Teacher on the Teaching/Learning Portion of the Probationary Feedback Scale**

- I1. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the elementary school level on the teaching/learning portion of the Midwest School District Probationary Teacher Feedback Scale.
- I2. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary school level on the teaching/learning portion of the Midwest School District Probationary Teacher Feedback Scale.
- I3. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the secondary school level

on the teaching/learning portion of the Midwest School District Probationary Teacher Feedback Scale.

- I4. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the secondary school level on the teaching/learning portion of the Midwest School District Probationary Teacher Feedback Scale.
- I5. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the teaching/learning portion of the Midwest School District Probationary Teacher Feedback Scale.
- I6. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the teaching/learning portion of the Midwest School District Probationary Teacher Feedback Scale.

**Null Hypotheses J1-J6**

**Teacher StyleProfile Scores and Summary of the Principal's Assessment of the Teacher on the Overall Teaching Effectiveness Portion of the Probationary Feedback Scale**

- J1. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's

assessment during a teacher's first year of teaching at the elementary school level on the overall teaching effectiveness portion of the Midwest School District Probationary Teacher Feedback Scale.

- J2. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary school level on the overall teaching effectiveness portion of the Midwest School District Probationary Teacher Feedback Scale.
- J3. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the secondary school level on the overall teaching effectiveness portion of the Midwest School District Probationary Teacher Feedback Scale.
- J4. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the secondary school level on the overall teaching effectiveness portion of the Midwest School District Probationary Teacher Feedback Scale.
- J5. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the overall teaching effectiveness portion of the Midwest School District Probationary Teacher Feedback Scale.



J6. In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the overall teaching effectiveness portion of the Midwest School District Probationary Teacher Feedback Scale.

### **The Research Site**

The study took place at a pre-kindergarten through 12th grade metropolitan school district of approximately 5,800 students located in the Midwest. The school district is comprised of six elementary schools, two middle schools, and one high school. The school district has an average student to classroom teacher ratio of 15 to 1 and an average student to administrator ratio of 170 to 1. The average years of experience for teachers in the school district is 14.1 years of experience with 68.6% of the teachers having a master's degree or higher.

### **Participants and Sampling Procedure**

The study population was identified from a populace of 171 teachers employed by the school district during the 2008-09, 2009-10, 2010-11, 2011-12, and 2012-13 school years. Out of this populace, 35 educators were eliminated for various reasons (e.g., early childhood teacher, counselor, technology specialist, instructional specialist, incomplete evaluations, missing evaluations, missing Teacher StyleProfile, missing Midwest School District Probationary Teacher Feedback Scale). The remaining populace consisted of 64 elementary teachers and 72 secondary teachers. A random sample of 45 elementary and 45 secondary teachers were selected for the study. A Pearson product-moment

correlation coefficient was calculated to measure of the strength of a linear association between the two variables for each of the sixty hypotheses.

### **Instrumentation**

Three sets of data were utilized in the study. The first set of data included a 32question Teacher StyleProfile online assessment that is completed as part of the employment application process. This assessment provides a student centered percentage and a teacher centered percentage that is derived from a combination of the following sub score themes: (a) purpose, (b) communicative, (c) personable, (d) compassionate, (e) motivating, (f) objective, (g) generator of alternatives, (h) learner outcomes, (i) self-supporting, (j) directing, (k) referring, (l) student conforming, and (m) school conforming (HUMANeX Ventures For Excellence, 2013). Due to the Ventures for Excellence Teacher StyleProfile Builder being a proprietary product, psychometric information regarding the algorithm used to calculate the student centered and teacher-centered percentages is not made available by HUMANeX Ventures.

The second set of data utilized in the study was the teacher evaluation data that is collected as per Midwest School District Policy GCN-R. This policy states that all probationary teachers receive a minimum of two formative and one summative evaluation. If a teacher had more than two formative evaluations, only the first two formative evaluations were included in the study data. Additional formative evaluations beyond the first two were not included in the study data. The formative and summative evaluations appraise teacher performance in the areas of instructional process (seven subcategories), classroom management (three subcategories), interpersonal relationships (two subcategories), and professional responsibilities (four subcategories). For each

subcategory item, the teacher was rated as meets expectations, needs improvement, or requires performance improvement plan. A rating of meets expectations was calculated as three points, a rating of needs improvement was calculated as two points, and a rating of requires performance improvement plan was calculated as one point. The total points for all three evaluations were calculated to produce evaluation-scoring totals for each subcategory (Table 1).

Table 1

*Midwest School District Formative and Summative Evaluation Criteria Scoring Summary*

Hypothesis	Formative and Summative Evaluation Criteria Tested	Number of Categories	Total Points Possible
A1-A6	Summary of all Evaluation Subcategories	16	144
B1-B6	Summary of Instructional Process Subcategories	7	63
C1-C6	Summary of Classroom Management Subcategories	3	27
D1-D6	Summary of Interpersonal Relationships Subcategories	2	18
E1-E6	Summary of Professional Responsibilities Subcategories	4	36

The third set of data utilized in the study was the Midwest School District Probationary Teacher Feedback Scale. This scale required administrators to place teachers in one of four quartiles in the areas of purpose, human interaction, teaching/learning, and overall teaching effectiveness. One point was calculated for a placement in the fourth quartile, two points were calculated for placement in the third quartile, three points were calculated for placement in the second quartile, and four points were calculated for placement in the first quartile. On the Midwest School District Probationary Teacher Feedback Scale, the first quartile is considered the highest quartile and the fourth quartile is considered the lowest quartile. This feedback scale was

completed by the building administration towards the conclusion of each school year for all probationary staff (Table 2).

Table 2

*Midwest School District Probationary Teacher Feedback Scale Scoring Summary*

Hypothesis	Probationary Teacher Feedback Scale Criteria Tested	Number of Categories	Total Points Possible
F1-F6	Summary of all Teacher Feedback Subcategories	4	16
G1-G2	Summary of Purpose Category	1	4
H1-H2	Summary of Human Interaction Category	1	4
I1-I6	Summary of Teaching/Learning Category	1	4
J1-J6	Summary of Overall Teaching Effectiveness Category	1	4

**External Validity**

The results of this research study could be thoughtfully generalized based on this random sample of 45 elementary and 45 secondary teachers in the Midwest School District. Administrators were annually trained on the use of the formative and summative teacher evaluation tools and were provided instructions on how to complete the Midwest School District Probationary Teacher Feedback Scale. The StyleProfile assessment is scored electronically by HUMANeX Ventures based on how the candidate responded to the 32 survey questions (HUMANeX Ventures For Excellence, 2013). Responses to these questions generated a student-centered and teacher-centered score.

**Summary**

This study was quantitative utilizing the Pearson product-moment correlation coefficient to test each hypothesis to measure the strength of the possible linear association between the two variables contained in each hypothesis. The first research

question examined whether or not the Ventures for Excellence Teacher StyleProfile student-centered and/or teacher-centered score of teachers employed in the Midwest School District had a statistically significant relationship with their formative and summative evaluation ratings during their first year teaching in the Midwest School District. There were 30 hypotheses tested that related to the first research question. These hypotheses were organized in sets of six. The hypotheses related to the first research question included: A1-A6, B1-B6, C1-C6, D1-D6, and E1-E6. The second research question was to determine if the Ventures for Excellence Teacher StyleProfile student and/or teacher-centered score of teachers employed in the Midwest School District had a statistically significant relationship with their rating on the Midwest School District Probationary Teacher Feedback Scale during their first year teaching in the Midwest School District. There were 30 hypotheses tested that related to the second research question. These hypotheses were organized in sets of six. The hypotheses related to the second research question included: F1-F6, G1-G6, H1-H6, I1-I6, and J1-J6.

The study took place at a pre-kindergarten through 12th grade metropolitan school district of approximately 5,800 students located in the Midwest. Three sets of data were utilized in the study. The first set of data included a 32-question Teacher StyleProfile online assessment that was completed as part of the employment application process. The second set of data was collected from the teacher evaluation that was collected as per Midwest School District Policy. The third set of data was collected from the Midwest School District Probationary Teacher Feedback Scale. The results of this research study could be thoughtfully generalized based on this random sample of 45 elementary and 45 secondary teachers in the Midwest School District.

## **Chapter Four: Results**

The purpose of this study was to determine if the scores from the Ventures for Excellence Teacher StyleProfile online pre-employment screening tool had a statistically significant relationship with teacher evaluation ratings and/or with the Midwest School District Probationary Teacher Feedback Scale ratings during a teacher's first year teaching in the Midwest School District.

### **Description of the Population**

The study population was identified from a populace of 171 teachers employed by the school district during the 2008-09, 2009-10, 2010-11, 2011-12, and 2012-13 school years. Out of this populace, 35 educators were eliminated for various reasons (e.g., early childhood teacher, counselor, technology specialist, instructional specialist, incomplete evaluations, missing evaluations, missing StyleProfile). The remaining populace consisted of 64 elementary teachers and 72 secondary teachers. A random sample of 45 elementary and 45 secondary teachers were selected for the study.

### **Results and Data Analysis**

The first research question was (a) if the Ventures for Excellence Teacher StyleProfile student-centered and/or teacher-centered score of teachers employed in the Midwest School District had a statistically significant relationship with their formative and summative evaluation ratings during their first year teaching in the Midwest School District. There were 30 hypotheses tested that related to the first research question.

The second research question (b) was to determine if the Ventures for Excellence Teacher StyleProfile student and/or teacher-centered score of teachers employed in the Midwest School District had a statistically significant relationship with their rating on the

Midwest School District Probationary Teacher Feedback Scale during their first year teaching in the Midwest School District. There were 30 hypotheses tested that related to the second research question.

A Pearson product-moment correlation coefficient was utilized to test each hypothesis to measure the strength of the linear association between the two variables contained in each hypothesis. The following sections summarize the results of these tests:

### **Hypotheses A1-A6 Testing and Analysis**

#### **Teacher StyleProfile Scores and Summary of Overall Evaluation Ratings**

The first set of hypotheses (A1-A6) examined the linear association between the Ventures for Excellence Teacher StyleProfile scores and overall performance as measured by the evaluation ratings during a teacher's first year of teaching in the Midwest School District.

The first null hypothesis (A1) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by a summary of the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a small negative non-significant correlation coefficient of -0.131 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the elementary school

level, no significant relationship exists between the StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings.

The second null hypothesis (A2) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by a summary of the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.042 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the elementary school level, no significant relationship exists between the StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings.

The third null hypothesis (A3) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by a summary of the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a positive non-significant correlation coefficient of .007 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the secondary school level, no



significant relationship exists between the StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings.

The fourth null hypothesis (A4) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by a summary of the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a small negative non-significant correlation coefficient of -0.180 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the secondary school level, no significant relationship exists between the StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings.

The fifth null hypothesis (A5) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by a summary of the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.059 with a critical value of 0.195. The researcher failed to reject the null hypothesis. These results suggest that at the elementary and secondary school levels, no significant relationship exists between the StyleProfile student-centered

score and overall performance as measured by the formative and summative evaluation ratings.

The sixth null hypothesis (A6) was:

In Midwest School District, there is no relationship between a teacher’s Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by a summary of the formative and summative evaluation ratings during a teacher’s first year of teaching at the elementary and secondary school levels in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a small negative non-significant correlation coefficient of -0.106 with a critical value of 0.195. The researcher failed to reject the null hypothesis. These results suggest that at the elementary and secondary school levels, no significant relationship exists between the StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings. No statistically significant correlation coefficients were found for hypotheses A1-A6 (Table 3).

Table 3

*Pearson Product-Moment Correlation Coefficient Statistics for Hypotheses A1-A6*

Hypothesis	Correlation Coefficient	Critical Value	Significant?
A1 (SC)	-0.131	0.288	No
A2 (TC)	-0.042	0.288	No
A3 (SC)	0.007	0.288	No
A4 (TC)	-0.180	0.288	No
A5 (SC)	-0.059	0.195	No
A6 (TC)	-0.106	0.195	No

## **Hypotheses B1-B6 Testing and Analysis**

### **Teacher StyleProfile Scores and Summary of Instructional Process**

#### **Evaluation Ratings**

The second set of hypotheses (B1-B6) examined the linear association between the Ventures for Excellence Teacher StyleProfile scores and overall performance as measured by the instructional process portion of the teacher evaluation during a teacher's first year of teaching in the Midwest School District.

The first null hypothesis (B1) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the instructional process portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a small negative non-significant correlation coefficient of -0.119 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the elementary school level, no significant relationship exists between the StyleProfile student-centered score and overall performance as measured by the instructional process evaluation ratings.

The second null hypothesis (B2) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall

performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the instructional process portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a positive non-significant correlation coefficient of 0.008 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the elementary school level, no significant relationship exists between the StyleProfile teacher-centered score and overall performance as measured by the instructional process evaluation ratings.

The third null hypothesis (B3) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the instructional process portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a positive non-significant correlation coefficient of 0.022 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the secondary school level, no significant relationship exists between the StyleProfile student-centered score and overall performance as measured by the instructional process evaluation ratings.

The fourth null hypothesis (B4) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the instructional process portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a small negative non-significant correlation coefficient of -0.168 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the secondary school level, no significant relationship exists between the StyleProfile teacher-centered score and overall performance as measured by the instructional process evaluation ratings.

The fifth null hypothesis (B5) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels on the instructional process portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.056 with a critical value of 0.195. The researcher failed to reject the null hypothesis. These results suggest that at the elementary and secondary school levels, no significant relationship exists between the StyleProfile student-centered

score and overall performance as measured by the instructional process evaluation ratings.

The sixth null hypothesis (B6) was:

In Midwest School District, there is no relationship between a teacher’s Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher’s first year of teaching at the elementary and secondary school levels on the instructional process portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.063 with a critical value of 0.195. The researcher failed to reject the null hypothesis. These results suggest that at the elementary and secondary school levels, no significant relationship exists between the StyleProfile teacher-centered score and overall performance as measured by the instructional process evaluation ratings. No statistically significant correlation coefficients were found for hypotheses B1-B6 (Table 4).

Table 4

*Pearson Product-Moment Correlation Coefficient Statistics for Hypotheses B1-B6*

Hypothesis	Correlation Coefficient	Critical Value	Significant?
B1 (SC)	-0.119	0.288	No
B2 (TC)	0.008	0.288	No
B3 (SC)	0.022	0.288	No
B4 (TC)	-0.168	0.288	No
B5 (SC)	-0.056	0.195	No
B6 (TC)	-0.063	0.195	No

## **Hypotheses C1-C6 Testing and Analysis**

### **Teacher StyleProfile Scores and Summary of Classroom Management**

#### **Evaluation Ratings**

The third set of hypotheses (C1-C6) examined the linear association between the Ventures for Excellence Teacher StyleProfile scores and overall performance as measured by the classroom management portion of the teacher evaluation during a teacher's first year of teaching in the Midwest School District.

The first null hypothesis (C1) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the classroom management portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.095 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the elementary school level, no significant relationship exists between the StyleProfile student-centered score and overall performance as measured by the classroom management evaluation ratings.

The second null hypothesis (C2) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings

during a teacher's first year of teaching at the elementary school level on the classroom management portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a small negative non-significant correlation coefficient of -0.138 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the elementary school level, no significant relationship exists between the StyleProfile teacher-centered score and overall performance as measured by the classroom management evaluation ratings.

The third null hypothesis (C3) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the classroom management portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a medium positive significant correlation coefficient of 0.302 with a critical value of 0.288. The researcher rejected the null hypothesis and accepted the alternative hypothesis that

In Midwest School District there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during their first year of teaching at the secondary school level on the classroom



management portion of the teacher evaluation in the Midwest School District (Figure 1).

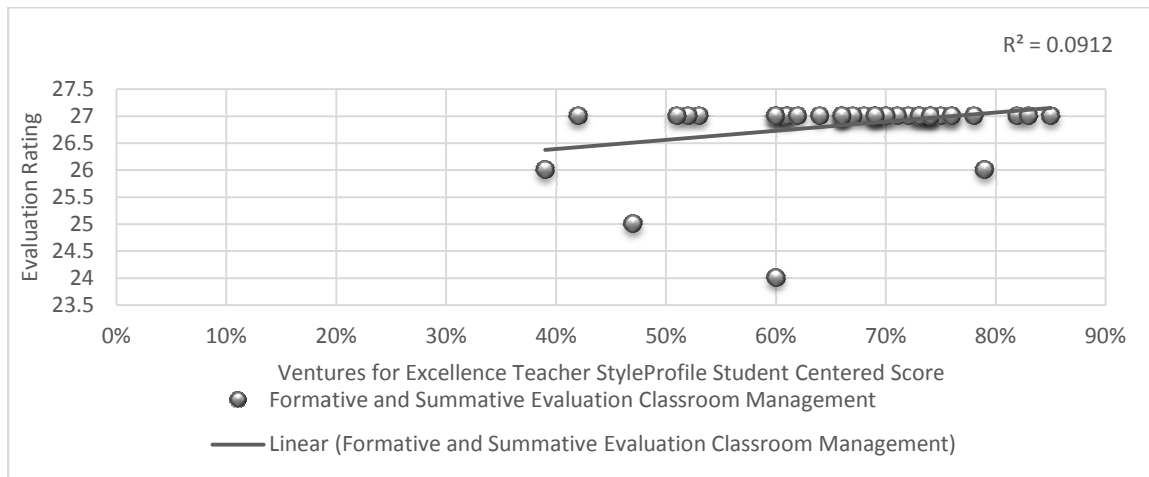


Figure 1. A comparison of the Ventures for Excellence Teacher StyleProfile student-centered scores and overall performance on the classroom management portion of the formative and summative evaluation ratings for secondary teachers.

The fourth null hypothesis (C4) was:

In Midwest School District, there is no relationship between a teacher’s Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher’s first year of teaching at the secondary school level on the classroom management portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.022 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the secondary school level, no significant relationship exists between the StyleProfile teacher-centered score and overall performance as measured by the classroom management evaluation ratings

The fifth null hypothesis (C5) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels on the classroom management portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.089 with a critical value of 0.195. The researcher failed to reject the null hypothesis. These results suggest that at the elementary and secondary school levels, no significant relationship exists between the StyleProfile student-centered score and overall performance as measured by the classroom management evaluation ratings.

The sixth null hypothesis (C6) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels on the classroom management portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.086 with a critical value of 0.195. The researcher failed to reject the null hypothesis. These results suggest that at the elementary and secondary

school levels, no significant relationship exists between the StyleProfile teacher-centered score and overall performance as measured by the classroom management evaluation ratings. No statistically significant correlation coefficients were found for hypotheses C1, C2, C4, C5, and C6. A statistically significant correlation coefficient was found for hypothesis C3 (Table 5).

Table 5

*Pearson Product-Moment Correlation Coefficient Statistics for Hypothesis C1-C6*

Hypothesis	Correlation Coefficient	Critical Value	Significant?
C1 (SC)	-0.095	0.288	No
C2 (TC)	-0.138	0.288	No
C3 (SC)	0.302	0.288	Yes
C4 (TC)	-0.022	0.288	No
C5 (SC)	-0.089	0.195	No
C6 (TC)	-0.086	0.195	No

**Hypotheses D1-D6 Testing and Analysis**

**Teacher StyleProfile Scores and Summary of Interpersonal Relationships  
Evaluation Ratings**

The fourth set of hypotheses (D1-D6) examined the linear association between the Ventures for Excellence Teacher StyleProfile scores and overall performance as measured by the interpersonal relationships portion of the teacher evaluation during a teacher’s first year of teaching in the Midwest School District.

The first null hypothesis (D1) was:

In Midwest School District, there is no relationship between a teacher’s Ventures for Excellence Teacher StyleProfile student-centered score and overall

performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the interpersonal relationships portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded no correlation due to the standard deviation of the formative and summative interpersonal relationships portion of the teacher evaluation ratings equaling zero. The researcher failed to reject the null hypothesis. These results suggest that at the elementary school level, no significant relationship exists between the StyleProfile student-centered score and overall performance as measured by the interpersonal relationships evaluation ratings.

The second null hypothesis (D2) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the interpersonal relationships portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded no correlation due to the standard deviation of the formative and summative interpersonal relationships portion of the teacher evaluation ratings equaling zero. The researcher failed to reject the null hypothesis. These results suggest that at the elementary school level, no significant relationship exists between the StyleProfile teacher-centered score and overall performance as measured by the interpersonal relationships evaluation ratings.

The third null hypothesis (D3) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the interpersonal relationships portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded no correlation due to the standard deviation of the formative and summative interpersonal relationships portion of the teacher evaluation ratings equaling zero. The researcher failed to reject the null hypothesis. These results suggest that at the secondary school level, no significant relationship exists between the StyleProfile student-centered score and overall performance as measured by the interpersonal relationships evaluation ratings.

The fourth null hypothesis (D4) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the interpersonal relationships portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded no correlation due to the standard deviation of the formative and summative interpersonal relationships portion of the teacher evaluation ratings equaling zero. The researcher failed to reject the

null hypothesis. These results suggest that at the secondary school level, no significant relationship exists between the StyleProfile teacher-centered score and overall performance as measured by the interpersonal relationships evaluation ratings.

The fifth null hypothesis (D5) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels on the interpersonal relationships portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded no correlation due to the standard deviation of the formative and summative interpersonal relationships portion of the teacher evaluation ratings equaling zero. The researcher failed to reject the null hypothesis. These results suggest that at the elementary and secondary school levels, no significant relationship exists between the StyleProfile student-centered score and overall performance as measured by the interpersonal relationships evaluation ratings.

The sixth null hypothesis (D6) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels on the interpersonal relationships portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded no correlation due to the standard deviation of the formative and summative interpersonal relationships portion of the teacher evaluation ratings equaling zero. The researcher failed to reject the null hypothesis. These results suggest that at the elementary and secondary school levels, no significant relationship exists between the StyleProfile teacher-centered score and overall performance as measured by the interpersonal relationships evaluation ratings. No statistically significant correlation coefficients were found for hypotheses D1-D6 (Table 6).Table 6

*Pearson Product-Moment Correlation Coefficient Statistics for Hypotheses D1-D6*

Hypothesis	Correlation Coefficient	Critical Value	Significant?
D1 (SC)	null	0.288	No
D2 (TC)	null	0.288	No
D3 (SC)	null	0.288	No
D4 (TC)	null	0.288	No
D5 (SC)	null	0.195	No
D6 (TC)	null	0.195	No

**Hypotheses E1-E6 Testing and Analysis**

**Teacher StyleProfile Scores and Summary of Professional Responsibilities**

**Evaluation Ratings**

The fifth set of hypotheses (E1-E6) examined the linear association between the Ventures for Excellence Teacher StyleProfile scores and overall performance as measured by the professional responsibilities portion of the teacher evaluation during a teacher’s first year of teaching in the Midwest School District.

The first null hypothesis (E1) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the professional responsibilities portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded no correlation due to the standard deviation of the formative and summative professional responsibilities portion of the teacher evaluation ratings equaling zero. The researcher failed to reject the null hypothesis. These results suggest that at the elementary school level, no significant relationship exists between the StyleProfile student-centered score and overall performance as measured by the professional responsibilities evaluation ratings.

The second null hypothesis (E2) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary school level on the professional responsibilities portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded no correlation due to the standard deviation of the formative and summative professional responsibilities portion of the teacher evaluation ratings equaling zero. The researcher failed to reject the null hypothesis. These results suggest that at the elementary school level, no significant



relationship exists between the StyleProfile teacher-centered score and overall performance as measured by the professional responsibilities evaluation ratings.

The third null hypothesis (E3) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the professional responsibilities portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a positive non-significant correlation coefficient of 0.048 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the secondary school level, no significant relationship exists between the StyleProfile student-centered score and overall performance as measured by the professional responsibilities evaluation ratings.

The fourth null hypothesis (E4) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the professional responsibilities portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a small negative non-significant correlation coefficient of -0.182 with a critical value of 0.288. The researcher

failed to reject the null hypothesis. These results suggest that at the secondary school level, no significant relationship exists between the StyleProfile teacher-centered score and overall performance as measured by the professional responsibilities evaluation ratings.

The fifth null hypothesis (E5) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school levels on the professional responsibilities portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a positive non-significant correlation coefficient of 0.042 with a critical value of 0.195. The researcher failed to reject the null hypothesis. These results suggest that at the elementary and secondary school levels, no significant relationship exists between the StyleProfile student-centered score and overall performance as measured by the professional responsibilities evaluation ratings.

The sixth null hypothesis (E6) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the elementary and secondary school

levels on the professional responsibilities portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a small negative non-significant correlation coefficient of -0.125 with a critical value of 0.195. The researcher failed to reject the null hypothesis. These results suggest that at the elementary and secondary school levels, no significant relationship exists between the StyleProfile teacher-centered score and overall performance as measured by the professional responsibilities evaluation ratings. No statistically significant correlation coefficients were found for hypotheses E1-E6 (Table 7).

Table 7

*Pearson Product-Moment Correlation Coefficient Statistics for Hypotheses E1-E6*

Hypothesis	Correlation Coefficient	Critical Value	Significant?
E1 (SC)	null	0.288	No
E2 (TC)	null	0.288	No
E3 (SC)	0.048	0.288	No
E4 (TC)	-0.182	0.288	No
E5 (SC)	0.042	0.195	No
E6 (TC)	-0.125	0.195	No

**Hypotheses F1-F6 Testing and Analysis**

**Teacher StyleProfile Scores and Summary of the Principal’s Assessment of the Teacher on all Portions of the Probationary Feedback Scale**

The sixth set of hypotheses (F1-F6) examined the linear association between the Ventures for Excellence Teacher StyleProfile scores and overall performance as

measured by a summary of the principal's assessment of the teacher on the Midwest School District Teacher Feedback Scale.

The first null hypothesis (F1) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and a summary of the principal's assessment during a teacher's first year of teaching at the elementary school level on all portions of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.089 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the elementary school level, no significant relationship exists between the StyleProfile student-centered score and the summary of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The second null hypothesis (F2) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and a summary of the principal's assessment during a teacher's first year of teaching at the elementary school level on all portions of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a positive non-significant correlation coefficient of 0.062 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the elementary school level, no

significant relationship exists between the StyleProfile teacher-centered score and the summary of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The third null hypothesis (F3) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and a summary of the principal's assessment during a teacher's first year of teaching at the secondary school level on all portions of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a positive non-significant correlation coefficient of 0.006 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the secondary school level, no significant relationship exists between the StyleProfile teacher-centered score and the summary of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The fourth null hypothesis (F4) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and a summary of the principal's assessment during a teacher's first year of teaching at the secondary school level on all portions of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.065 with a critical value of 0.288. The researcher failed to

reject the null hypothesis. These results suggest that at the secondary school level, no significant relationship exists between the StyleProfile teacher-centered score and the summary of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The fifth null hypothesis (F5) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and a summary of the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on all portions of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.030 with a critical value of 0.195. The researcher failed to reject the null hypothesis. These results suggest that at the elementary and secondary school levels, no significant relationship exists between the StyleProfile student-centered score and the summary of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The sixth null hypothesis (F6) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and a summary of the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on all portions of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.010 with a critical value of 0.195. The researcher failed to reject the null hypothesis. These results suggest that at the elementary and secondary school levels, no significant relationship exists between the StyleProfile teacher-centered score and the summary of the principal’s assessment on the Midwest School District Probationary Teacher Feedback Scale. No statistically significant correlation coefficients were found for hypotheses F1-F6 (Table 8).

Table 8

*Pearson Product-Moment Correlation Coefficient Statistics for Hypotheses F1-F6*

Hypothesis	Correlation Coefficient	Critical Value	Significant?
F1 (SC)	-0.089	0.288	No
F2 (TC)	0.062	0.288	No
F3 (SC)	0.006	0.288	No
F4 (TC)	-0.065	0.288	No
F5 (SC)	-0.030	0.195	No
F6 (TC)	-0.010	0.195	No

**Hypotheses G1-G6 Testing and Analysis**

**Teacher StyleProfile Scores and Summary of the Principal’s Assessment of the Teacher on the Purpose Portion of the Probationary Feedback Scale**

The seventh set of hypotheses (G1-G6) examined the linear association between the Ventures for Excellence Teacher StyleProfile scores and overall performance as measured by the purpose portion of the principal’s assessment of the teacher on the Midwest School District Teacher Feedback Scale.

The first null hypothesis (G1) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the elementary school level on the purpose portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a small negative non-significant correlation coefficient of  $-0.147$  with a critical value of  $0.288$ . The researcher failed to reject the null hypothesis. These results suggest that at the elementary school level, no significant relationship exists between the StyleProfile student-centered score and the purpose portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The second null hypothesis (G2) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary school level on the purpose portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a positive non-significant correlation coefficient of  $0.091$  with a critical value of  $0.288$ . The researcher failed to reject the null hypothesis. These results suggest that at the elementary school level, no significant relationship exists between the StyleProfile teacher-centered score and the purpose portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.



The third null hypothesis (G3) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the secondary school level on the purpose portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a positive non-significant correlation coefficient of 0.008 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the secondary school level, no significant relationship exists between the StyleProfile student-centered score and the purpose portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The fourth null hypothesis (G4) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the secondary school level on the purpose portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.075 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the secondary school level, no significant relationship exists between the StyleProfile teacher-centered score and the

purpose portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The fifth null hypothesis (G5) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the purpose portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.058 with a critical value of 0.195. The researcher failed to reject the null hypothesis. These results suggest that at the elementary and secondary school levels, no significant relationship exists between the StyleProfile student-centered score and the purpose portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The sixth null hypothesis (G6) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the purpose portion of the Midwest School District.

The Pearson product-moment correlation coefficient yielded a positive non-significant correlation coefficient of 0.002 with a critical value of 0.195. The researcher failed to reject the null hypothesis. These results suggest that at the elementary and secondary school levels, no significant relationship exists between the StyleProfile teacher-centered

score and the purpose portion of the principal’s assessment on the Midwest School District Probationary Teacher Feedback Scale. No statistically significant correlation coefficients were found for hypotheses G1-G6 (Table 9).

Table 9

*Pearson Product-Moment Correlation Coefficient Statistics for Hypotheses G1-G6*

Hypothesis	Correlation Coefficient	Critical Value	Significant?
G1 (SC)	-0.147	0.288	No
G2 (TC)	0.091	0.288	No
G3 (SC)	0.008	0.288	No
G4 (TC)	-0.075	0.288	No
G5 (SC)	-0.058	0.195	No
G6 (TC)	0.002	0.195	No

**Hypotheses H1-H6 Testing and Analysis**

**Teacher StyleProfile Scores and Summary of the Principal’s Assessment of the Teacher on the Human Interaction Portion of the Probationary Feedback Scale**

The eighth set of hypotheses (H1-H6) examined the linear association between the Ventures for Excellence Teacher StyleProfile scores and overall performance as measured by the human interaction portion of the principal’s assessment of the teacher on the Midwest School District Teacher Feedback Scale.

The first null hypothesis (H1) was:

In Midwest School District, there is no relationship between a teacher’s Ventures for Excellence Teacher StyleProfile student-centered score and the principal’s assessment during a teacher’s first year of teaching at the elementary school level

on the human interaction portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a small negative non-significant correlation coefficient of -0.119 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the elementary school level, no significant relationship exists between the StyleProfile student-centered score and the human interaction portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The second null hypothesis (H2) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary school level on the human interaction portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a small positive non-significant correlation coefficient of 0.140 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the elementary school level, no significant relationship exists between the StyleProfile teacher-centered score and the human interaction portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The third null hypothesis (H3) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's

assessment during a teacher's first year of teaching at the secondary school level on the human interaction portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a positive non-significant correlation coefficient of 0.031 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the secondary school level, no significant relationship exists between the StyleProfile student-centered score and the human interaction portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The fourth null hypothesis (H4) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the secondary school level on the human interaction portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a small negative non-significant correlation coefficient of -0.106 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the secondary school level, no significant relationship exists between the StyleProfile teacher-centered score and the human interaction portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The fifth null hypothesis (H5) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the human interaction portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.012 with a critical value of 0.195. The researcher failed to reject the null hypothesis. These results suggest that at the elementary and secondary school levels, no significant relationship exists between the StyleProfile student-centered score and the human interaction portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The sixth null hypothesis (H6) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the human interaction portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.007 with a critical value of 0.195. The researcher failed to reject the null hypothesis. These results suggest that at the elementary and secondary school levels, no significant relationship exists between the StyleProfile teacher-centered score and the human interaction portion of the principal's assessment on the Midwest

School District Probationary Teacher Feedback Scale. No statistically significant correlation coefficients were found for hypotheses H1-H6 (Table 10).

Table 10

*Pearson Product-Moment Correlation Coefficient Statistics for Hypotheses H1-H6*

Hypothesis	Correlation Coefficient	Critical Value	Significant?
H1(SC)	-0.119	0.288	No
H2 (TC)	0.140	0.288	No
H3 (SC)	0.031	0.288	No
H4 (TC)	-0.106	0.288	No
H5 (SC)	-0.012	0.195	No
H6 (TC)	-0.007	0.195	No

### **Hypotheses I1-I6 Testing and Analysis**

#### **Teacher StyleProfile Scores and Summary of the Principal's Assessment of the Teacher on the Teaching/Learning Portion of the Probationary Feedback Scale**

The ninth set of hypotheses (I1-I6) examined the linear association between the Ventures for Excellence Teacher StyleProfile scores and overall performance as measured by the teaching/learning portion of the principal's assessment of the teacher on the Midwest School District Teacher Feedback Scale.

The first null hypothesis (I1) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the elementary school level

on the teaching/learning portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.012 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the elementary school level, no significant relationship exists between the StyleProfile student-centered score and the teaching/learning portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The second null hypothesis (I2) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary school level on the teaching/learning portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.019 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the elementary school level, no significant relationship exists between the StyleProfile teacher-centered score and the teaching/learning portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The third null hypothesis (I3) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's



assessment during a teacher's first year of teaching at the secondary school level on the teaching/learning portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.002 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the secondary school level, no significant relationship exists between the StyleProfile student-centered score and the teaching/learning portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The fourth null hypothesis (I4) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the secondary school level on the teaching/learning portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a positive non-significant correlation coefficient of 0.014 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the secondary school level, no significant relationship exists between the StyleProfile teacher-centered score and the teaching/learning portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale

The fifth null hypothesis (I5) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the teaching/learning portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.012 with a critical value of 0.195. The researcher failed to reject the null hypothesis. These results suggest that at the elementary and secondary school levels, no significant relationship exists between the StyleProfile student-centered score and the teaching/learning portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The sixth null hypothesis (I6) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the teaching/learning portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.004 with a critical value of 0.195. The researcher failed to reject the null hypothesis. These results suggest that at the elementary and secondary school levels, no significant relationship exists between the StyleProfile teacher-centered score and the teaching/learning portion of the principal's assessment on the Midwest

School District Probationary Teacher Feedback Scale. No statistically significant correlation coefficients were found for hypotheses I1-I6 (Table 11).

Table 11

*Pearson Product-Moment Correlation Coefficient Statistics for Hypotheses I1-I6*

Hypothesis	Correlation Coefficient	Critical Value	Significant?
I1 (SC)	-0.012	0.288	No
I2 (TC)	-0.019	0.288	No
I3 (SC)	-0.002	0.288	No
I4 (TC)	0.014	0.288	No
I5 (SC)	-0.012	0.195	No
I6 (TC)	-0.004	0.195	No

**Hypotheses J1-J6 Testing and Analysis**

**Teacher StyleProfile Scores and Summary of the Principal’s Assessment of the Teacher on the Overall Teaching Effectiveness Portion of the Probationary Feedback Scale**

The ninth set of hypotheses (J1-J6) examined the linear association between the Ventures for Excellence Teacher StyleProfile scores and overall performance as measured by the overall teaching effectiveness portion of the principal’s assessment of the teacher on the Midwest School District Teacher Feedback Scale.

The first null hypothesis (J1) was:

In Midwest School District, there is no relationship between a teacher’s Ventures for Excellence Teacher StyleProfile student-centered score and the principal’s assessment during a teacher’s first year of teaching at the elementary school level

on the overall teaching effectiveness portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.051 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the elementary school level, no significant relationship exists between the StyleProfile student-centered score and the overall teaching effectiveness portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The second null hypothesis (J2) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary school level on the overall teaching effectiveness portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a positive non-significant correlation coefficient of 0.027 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the elementary school level, no significant relationship exists between the StyleProfile teacher-centered score and the overall teaching effectiveness portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The third null hypothesis (J3) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's

assessment during a teacher's first year of teaching at the secondary school level on the overall teaching effectiveness portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.015 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the secondary school level, no significant relationship exists between the StyleProfile student-centered score and the overall teaching effectiveness portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The fourth null hypothesis (J4) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the secondary school level on the overall teaching effectiveness portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.070 with a critical value of 0.288. The researcher failed to reject the null hypothesis. These results suggest that at the secondary school level, no significant relationship exists between the StyleProfile teacher-centered score and the overall teaching effectiveness portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The fifth null hypothesis (J5) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the overall teaching effectiveness portion Midwest School District Probationary of the Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a negative non-significant correlation coefficient of -0.032 with a critical value of 0.195. The researcher failed to reject the null hypothesis. These results suggest that at the elementary and secondary school levels, no significant relationship exists between the StyleProfile student-centered score and the overall teaching effectiveness portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale.

The sixth null hypothesis (J6) was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile teacher-centered score and the principal's assessment during a teacher's first year of teaching at the elementary and secondary school levels on the overall teaching effectiveness portion of the Midwest School District Probationary Teacher Feedback Scale.

The Pearson product-moment correlation coefficient yielded a positive non-significant correlation coefficient of 0.029 with a critical value of 0.195. The researcher failed to reject the null hypothesis. These results suggest that at the elementary and secondary school levels, no significant relationship exists between the StyleProfile teacher-centered score and the overall teaching effectiveness portion of the principal's assessment on the

Midwest School District Probationary Teacher Feedback Scale. No statistically significant correlation coefficients were found for hypotheses J1-J6 (Table 12).

Table 12

*Pearson Product-Moment Correlation Coefficient Statistics for Hypotheses J1-J6*

Hypothesis	Correlation Coefficient	Critical Value	Significant?
J1 (SC)	-0.051	0.288	No
J2 (TC)	0.027	0.288	No
J3 (SC)	-0.015	0.288	No
J4 (TC)	-0.070	0.288	No
J5 (SC)	-0.032	0.195	No
J6 (TC)	0.029	0.195	No

### Summary

The independent variable for the tests described in chapter four was the Ventures for Excellence Teacher StyleProfile score and the dependent variable was the evaluation ratings and the Midwest School District Probationary Teacher Feedback Scale.

The third null hypothesis (C3), which was the only one with significant findings, was:

In Midwest School District, there is no relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the classroom management portion of the teacher evaluation in the Midwest School District.

The Pearson product-moment correlation coefficient yielded a medium positive significant correlation coefficient of 0.302 with a critical value of 0.288. The researcher rejected the null hypothesis and supported the alternative hypothesis that

In Midwest School District, there is a relationship between a teacher's Ventures for Excellence Teacher StyleProfile student-centered score and overall performance as measured by the formative and summative evaluation ratings during a teacher's first year of teaching at the secondary school level on the classroom management portion of the teacher evaluation in the Midwest School District.

No other significant relationships were found between the Ventures for Excellence Teacher StyleProfile scores and teacher evaluation ratings and/or the Midwest School District Probationary Teacher Feedback Scale during a teacher's first year teaching in the Midwest School District. A small positive non-significant relationship was found with null hypothesis H2 ( $r = 0.140$ ;  $cv = 0.288$ ). Small negative non-significant relationships were found with null hypotheses A1 ( $r = -0.131$ ;  $cv = 0.288$ ), A4 ( $r = -0.180$ ;  $cv = 0.288$ ), A6 ( $r = -0.106$ ;  $cv = 0.195$ ), B1 ( $r = -0.119$ ;  $cv = 0.288$ ), B4 ( $r = -0.168$ ;  $cv = 0.288$ ), C2 ( $r = -0.138$ ;  $cv = 0.288$ ), E4 ( $r = -0.182$ ;  $cv = 0.288$ ), E6 ( $r = -0.125$ ;  $cv = 0.195$ ), G1 ( $r = -0.147$ ;  $cv = 0.288$ ), H1 ( $r = -0.119$ ;  $cv = 0.288$ ), and H4 ( $r = -0.106$ ;  $cv = 0.288$ ). Implications and recommendations for future research are presented in Chapter Five.



## **Chapter Five: Discussion, Summary and Recommendations**

### **Overview**

Teacher quality is the principal factor of student learning and achievement (Salinas & Kritsonis, 2006; Stronge & Hindman, 2003). Capable, qualified teachers are essential to student learning and poor teacher selection can lead to inferior student achievement and low morale between colleagues (Clement, 2009). A critical responsibility of school principals is hiring high quality teachers (Grove & Stronge, 2009). Pillsbury (2005) stated that staff selection choice has a greater impact on students than any other administrative decision. Research by Porter-Magee (2004) indicated that effective educators have a long-term positive influence and ineffective educators have a long-term negative influence. Hindman and Stronge (2009) summarized the impact of a poor hiring decision when they stated “The wrong hiring decisions can result in a drain on the school resources when intensive support is placed around the new hire in an effort to encourage improvement and insulate students from the impact of an ineffective teacher” (p. 7).

Studies have shown that teacher evaluation data can be connected with student learning and achievement levels. Teachers evaluated by their principals as being effective may be more successful in improving student learning and achievement. For example, research by Heneman et al. (2006) found positive relationships with teacher evaluation scores and increases in student achievement. Holtzapple (2003) also determined that educators who received low marks on the instructional portion of the educator evaluation system had pupils with lower achievement scores than anticipated based on prior achievement. In addition, teachers with advanced or distinguished ratings

had pupils with greater than expected achievement, and students of teachers that were rated proficient had average achievement. Milanowski (2004) analyzed the connection between teacher evaluation scores and pupil learning. This study found minor to modest positive correlations for most grade levels in each subject that was tested.

### **Purpose of the Study**

The purpose of this study was to determine if the scores from the Ventures for Excellence Teacher StyleProfile online pre-employment screening tool had a statistically significant relationship with teacher evaluation ratings and/or with the Midwest School District Probationary Teacher Feedback Scale ratings during a teacher's first year teaching in the Midwest School District. A Pearson Product-Moment Correlation Coefficient was utilized to test each hypothesis to measure the strength of the linear association between the two variables contained in each hypothesis.

For each hypothesis tested, the researcher anticipated a positive correlation between the Teacher StyleProfile student-centered scores and overall performance as measured by the evaluation and/or feedback scale ratings even if the correlation coefficients were not statistically significant. In other words, it was anticipated that the more student centered a teacher was the higher their evaluation and/or feedback scale ratings would be. The researcher also anticipated a negative correlation between the Teacher StyleProfile teacher-centered scores and overall performance as measured by the evaluation and/or feedback scale ratings even if the correlation coefficients were not statistically significant. In other words, it was anticipated that the more teacher centered a teacher was the lower their evaluation and/or feedback scale ratings would be. While the correlation coefficient tests revealed many expected insignificant positive and

negative correlations, unforeseen insignificant positive and negative correlations were observed for some hypotheses.

Out of the 60 hypotheses tested, hypothesis C3 was the only one that yielded a medium statistically significant relationship. This relationship was identified with the Teacher Style Profile student-centered score and the classroom management portion of the teacher evaluation at the secondary level.

**Summary of Findings for Hypotheses A1-A6**

**Teacher Style Profile Scores and Summary of Overall Evaluation Ratings**

The first set of hypotheses (A1-A6) examined the linear association between the Ventures for Excellence Teacher Style Profile scores and overall performance as measured by the evaluation ratings during a teacher’s first year of teaching in the Midwest School District. No statistically significant correlation coefficients were found for hypotheses A1-A6.

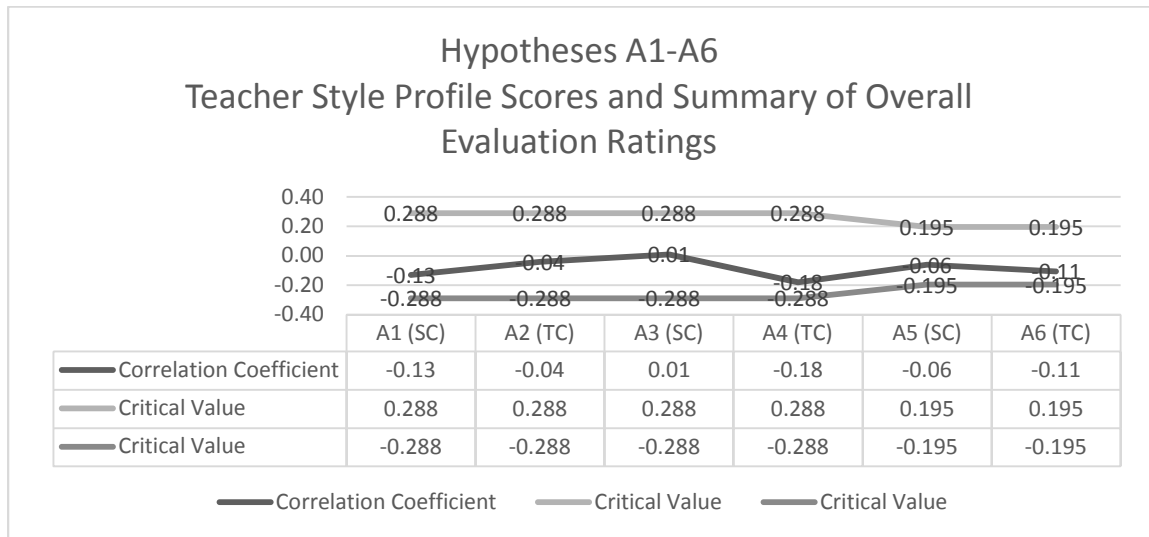


Figure 2. A summary of the correlation coefficient significance findings for hypotheses A1-A6.

While none of the correlation coefficients were statistically significant, the researcher anticipated a positive correlation between the Teacher StyleProfile student-centered scores and overall performance as measured by the evaluation ratings. A positive correlation was observed for hypothesis A3. Contrary to expectation, a negative correlation was observed in hypotheses A1 and A5. The researcher anticipated a negative correlation between the Teacher StyleProfile teacher-centered scores and overall performance as measured by the evaluation ratings. A negative correlation was observed in hypotheses A2, A4, and A6 (Figure 2).

### **Summary of Findings for Hypotheses B1-B6**

#### **Teacher StyleProfile Scores and Summary of Instructional Process**

##### **Evaluation Ratings**

The second set of hypotheses (B1-B6) examined the linear association between the Ventures for Excellence Teacher StyleProfile scores and overall performance as measured by the instructional process portion of the teacher evaluation during a teacher's first year of teaching in the Midwest School District. No statistically significant correlation coefficients were found for hypotheses B1-B6.

While none of the correlation coefficients were statistically significant, the researcher anticipated a positive correlation between the Teacher StyleProfile student-centered scores and overall performance as measured by the instructional process portion of the teacher evaluation. A positive correlation was observed for hypothesis B3. Contrary to expectation, a negative correlation was observed in hypotheses B1 and B5.

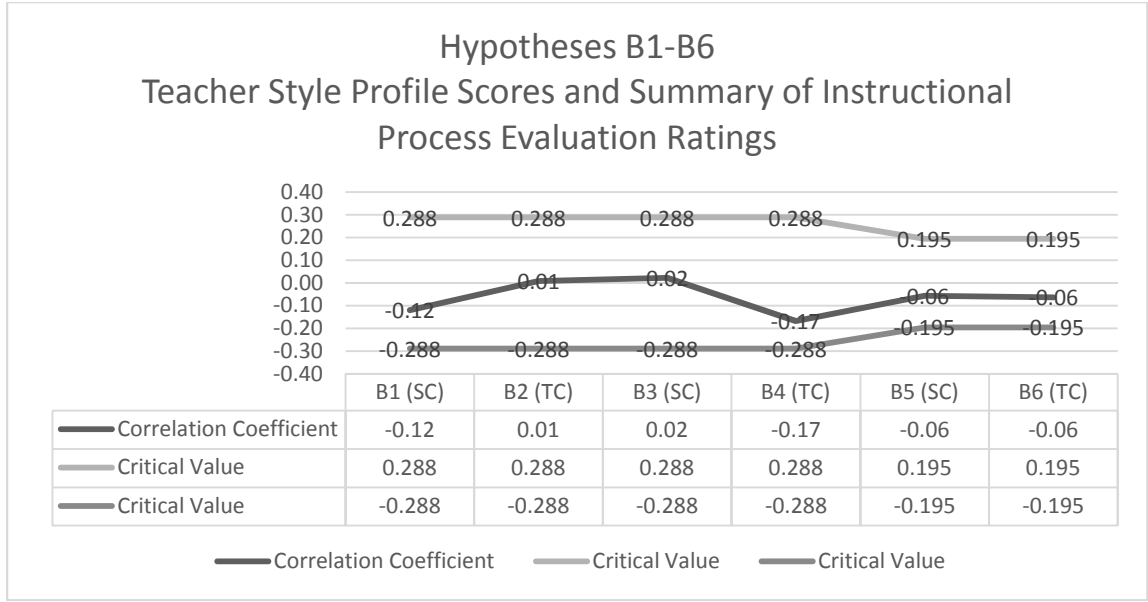


Figure 3. A summary of the correlation coefficient significance findings for hypotheses B1-B6.

The researcher anticipated a negative correlation between the Teacher StyleProfile teacher-centered scores and overall performance as measured by the instructional process portion of the teacher evaluation. A negative correlation was observed in hypotheses B4 and B6. Contrary to expectation, a positive correlation was observed with hypothesis B2 (Figure 3).

**Summary of Findings for Hypotheses C1-C6**

**Teacher StyleProfile Scores and Summary of Classroom Management Evaluation Ratings**

The third set of hypotheses (C1-C6) examined the linear association between the Ventures for Excellence Teacher StyleProfile scores and overall performance as measured by the classroom management portion of the teacher evaluation during a teacher’s first year of teaching in the Midwest School District. No statistically significant

correlation coefficients were found for hypotheses C1, C2, C4, C5, and C6. A statistically significant correlation coefficient was found for hypothesis C3.

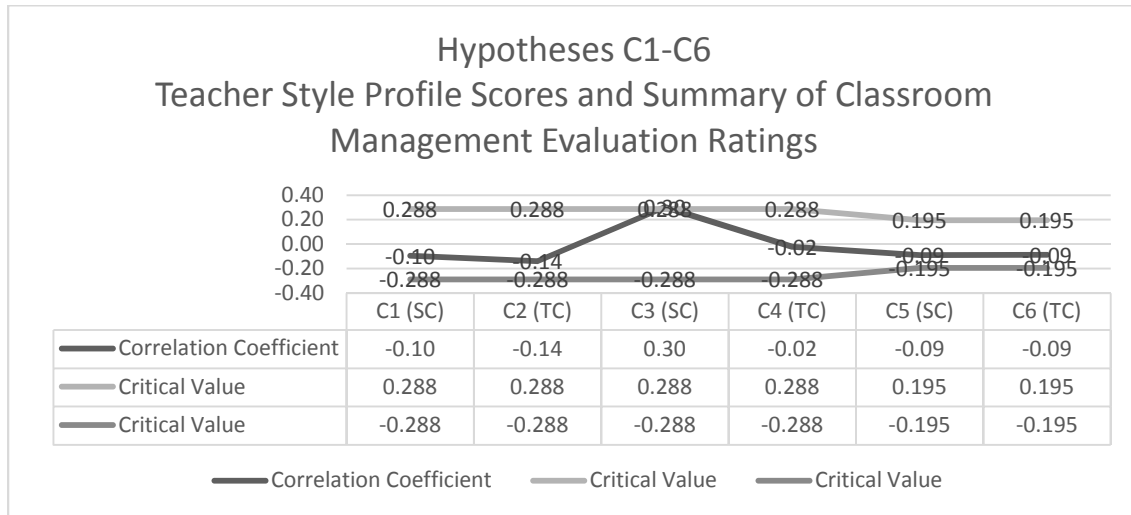


Figure 4. A summary of the correlation coefficient significance findings for hypotheses C1-C6.

Hypothesis C3 yielded a medium positive significant correlation coefficient indicating a statistically significant relationship between the Teacher StyleProfile student-centered score and the classroom management portion of the teacher evaluation at the secondary level. This finding suggests that at the Midwest School District, the secondary teachers included in this study that have a higher Teacher StyleProfile student-centered score tend to be evaluated as meeting expectations on the classroom management portion of the teacher evaluation.

While the correlation coefficients for hypotheses C1 and C5 were not statistically significant, the researcher anticipated a positive correlation between the Teacher StyleProfile student-centered scores and overall performance as measured by the classroom management portion of the teacher evaluation. Contrary to expectation, a negative correlation was observed in hypotheses C1 and C5. The researcher anticipated a

negative correlation between the Teacher StyleProfile teacher-centered scores and overall performance as measured by the classroom management portion of the teacher evaluation. A negative correlation was observed in hypotheses C2, C4, and C6 (Figure 4).

**Summary of Findings for Hypotheses D1-D6**

**Teacher StyleProfile Scores and Summary of Interpersonal Relationships**

**Evaluation Ratings**

The fourth set of hypotheses (D1-D6) examined the linear association between the Ventures for Excellence Teacher StyleProfile scores and overall performance as measured by the interpersonal relationships portion of the teacher evaluation during a teacher’s first year of teaching in the Midwest School District. No statistically significant correlation coefficients were found for hypotheses D1-D6.

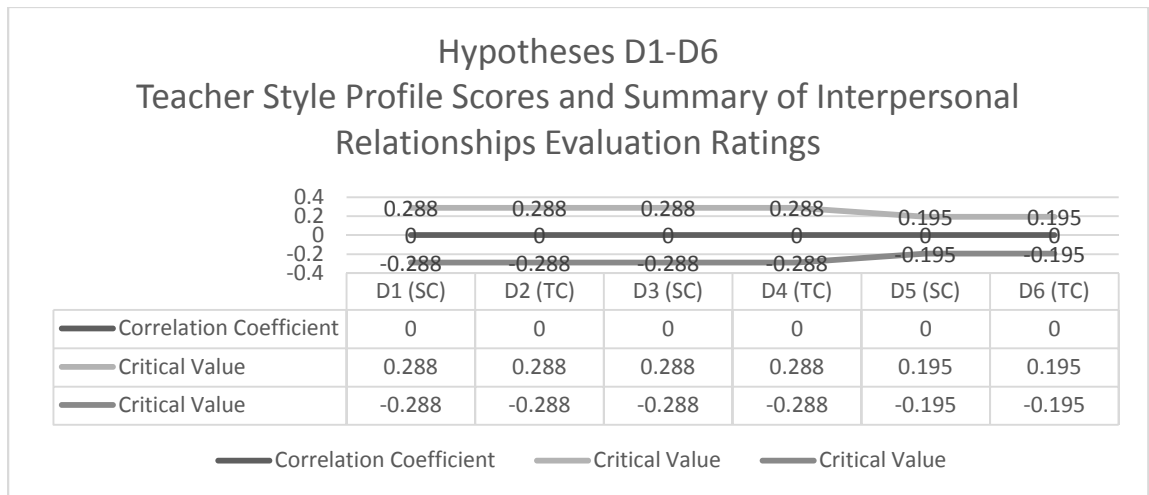


Figure 5. A summary of the correlation coefficient significance findings for hypotheses D1-D6.

While none of the correlation coefficients were statistically significant, the researcher anticipated a positive correlation between the Teacher StyleProfile student-

centered scores and overall performance as measured by the interpersonal relationships portion of the teacher evaluation. No correlation was yielded due to the standard deviation of the formative and summative interpersonal relationships portion of the teacher evaluation ratings equaling zero. The researcher anticipated a negative correlation between the Teacher StyleProfile teacher-centered scores and overall performance as measured by the interpersonal relationships portion of the teacher evaluation. No correlation was yielded due to the standard deviation of the formative and summative interpersonal relationships portion of the teacher evaluation ratings equaling zero (Figure 5).

### **Summary of Findings for Hypotheses E1-E6**

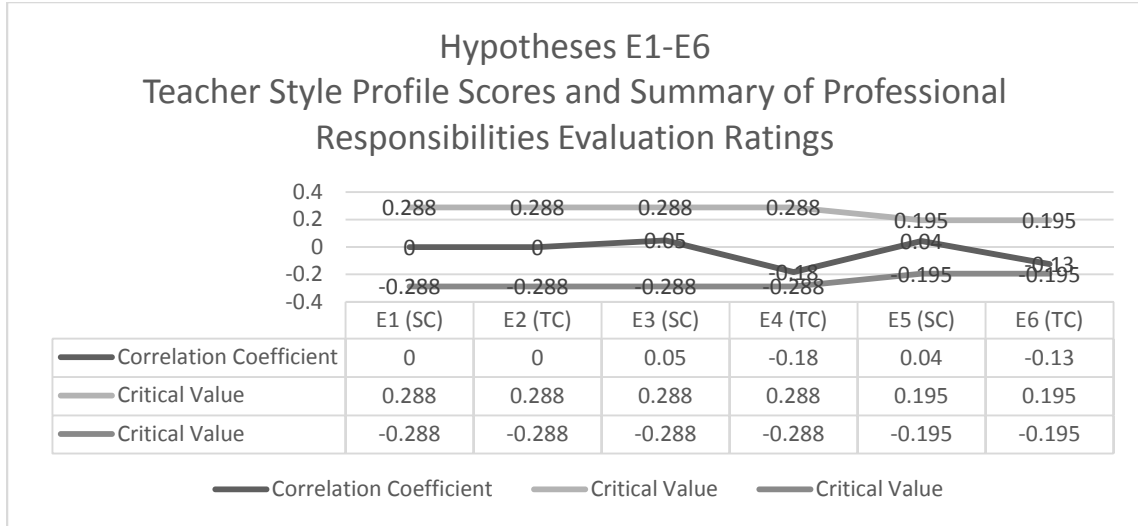
#### **Teacher StyleProfile Scores and Summary of Professional Responsibilities**

##### **Evaluation Ratings**

The fifth set of hypotheses (E1-E6) examined the linear association between the Ventures for Excellence Teacher StyleProfile scores and overall performance as measured by the professional responsibilities portion of the teacher evaluation during a teacher's first year of teaching in the Midwest School District. No statistically significant correlation coefficients were found for hypotheses E1-E6.

While none of the correlation coefficients were statistically significant, the researcher anticipated a positive correlation between the Teacher StyleProfile student-centered scores and overall performance as measured by the professional responsibilities portion of the teacher evaluation.





*Figure 6.* A summary of the correlation coefficient significance findings for hypotheses E1-E6.

No correlation was yielded for hypothesis E1 due to the standard deviation of the formative and summative professional responsibilities portion of the teacher evaluation ratings equaling zero. A positive correlation was observed for hypotheses E3 and E5. The researcher anticipated a negative correlation between the Teacher Style Profile teacher-centered scores and overall performance as measured by the professional responsibilities portion of the teacher evaluation. No correlation was yielded for hypothesis E2 due to the standard deviation of the formative and summative professional responsibilities portion of the teacher evaluation ratings equaling zero. A negative correlation was observed in hypotheses E4 and E6 (Figure 6).

**Summary of Findings for Hypotheses F1-F6**

**Teacher Style Profile Scores and Summary of the Principal’s Assessment of the Teacher on all Portions of the Probationary Feedback Scale**

The sixth set of hypotheses (F1-F6) examined the linear association between the Ventures for Excellence Teacher Style Profile scores and overall performance as

measured by the summary of the principal’s assessment of the teacher on all portions of the Midwest School District Probationary Teacher Feedback Scale. No statistically significant correlation coefficients were found for hypotheses F1-F6.

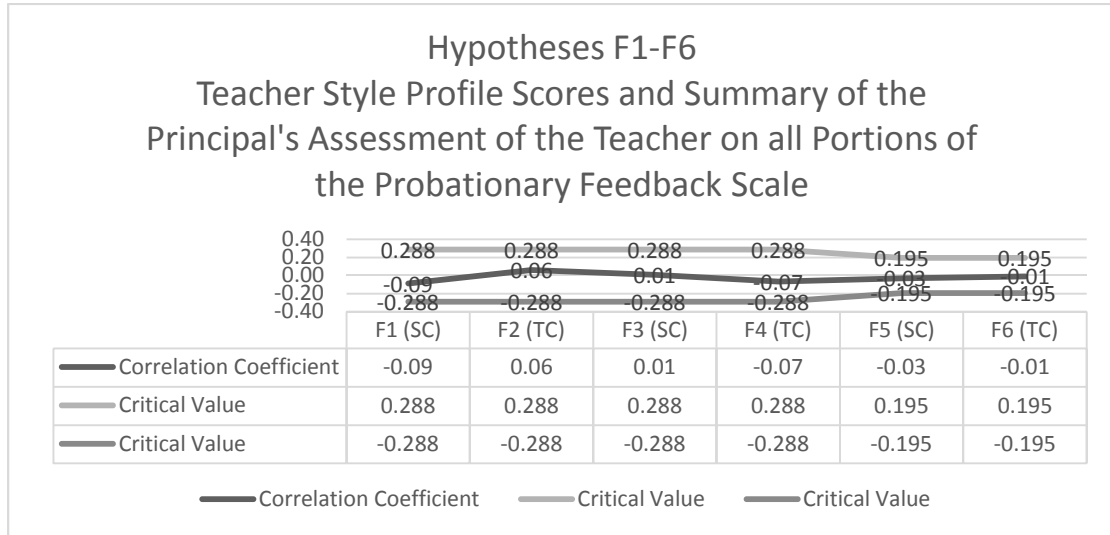


Figure 7. A summary of the correlation coefficient significance findings for hypotheses F1-F6.

While none of the correlation coefficients were statistically significant, the researcher anticipated a positive correlation between the Teacher StyleProfile student-centered scores and overall performance as measured by the summary of the principal’s assessment of the teacher on the Midwest School District Probationary Teacher Feedback Scale. A positive correlation was observed for hypothesis F3. Contrary to expectation, a negative correlation was observed in hypotheses F1 and F5. The researcher anticipated a negative correlation between the Teacher StyleProfile teacher-centered scores and overall performance as measured by the summary of the principal’s assessment. A negative correlation was observed in hypotheses F4 and F6. Contrary to expectation, a positive correlation was observed in hypothesis F2 (Figure 7).

**Summary of Findings for Hypotheses G1-G6**

**Teacher StyleProfile Scores and Summary of the Principal’s Assessment of the Teacher on the Purpose Portion of the Probationary Feedback Scale**

The seventh set of hypotheses (G1-G6) examined the linear association between the Ventures for Excellence Teacher StyleProfile scores and overall performance as measured by the purpose portion of the principal’s assessment on the Midwest School District Probationary Teacher Feedback Scale. No statistically significant correlation coefficients were found for hypotheses G1-G6.

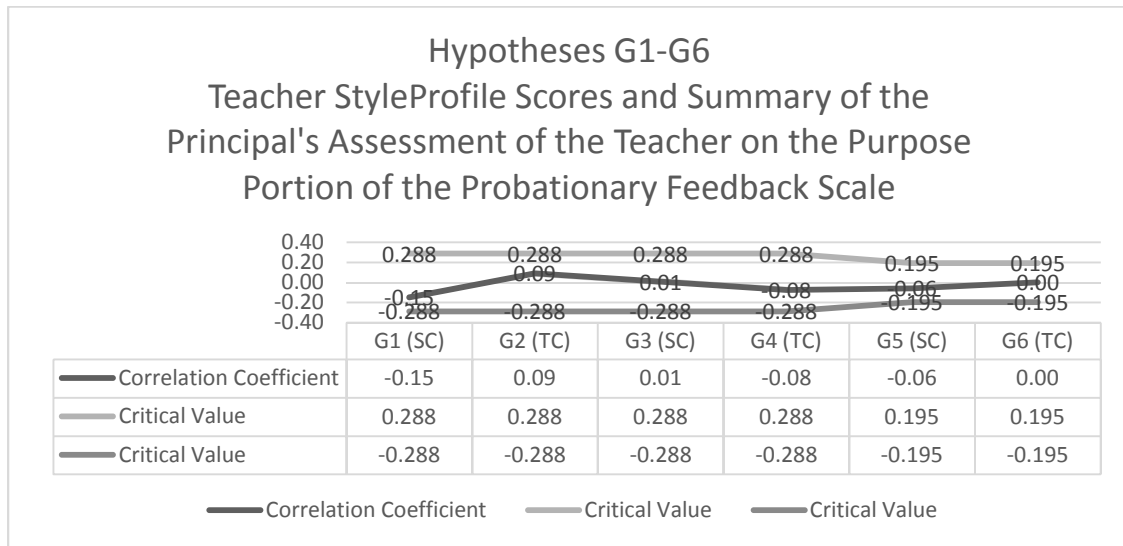


Figure 8. A summary of the correlation coefficient significance findings for hypotheses G1-G6.

While none of the correlation coefficients were statistically significant, the researcher anticipated a positive correlation between the Teacher StyleProfile student-centered scores and overall performance as measured by the purpose portion of the principal’s assessment on the Midwest School District Probationary Teacher Feedback Scale. A positive correlation was observed for hypothesis G3. Contrary to expectation, a negative correlation was observed in hypotheses G1 and G5. The researcher anticipated a

negative correlation between the Teacher StyleProfile teacher-centered scores and overall performance as measured by the summary of the principal’s assessment. A negative correlation was observed in hypothesis G4. Contrary to expectation, a positive correlation was observed in hypotheses G2 and G6 (Figure 8).

**Summary of Findings for Hypotheses H1-H6**

**Teacher StyleProfile Scores and Summary of the Principal’s Assessment of the Teacher on the Human Interaction Portion of the Probationary Feedback Scale**

The eighth set of hypotheses (H1-H6) examined the linear association between the Ventures for Excellence Teacher StyleProfile scores and overall performance as measured by the human interaction portion of the principal’s assessment on the Midwest School District Probationary Teacher Feedback Scale. No statistically significant correlation coefficients were found for hypotheses H1-H6.

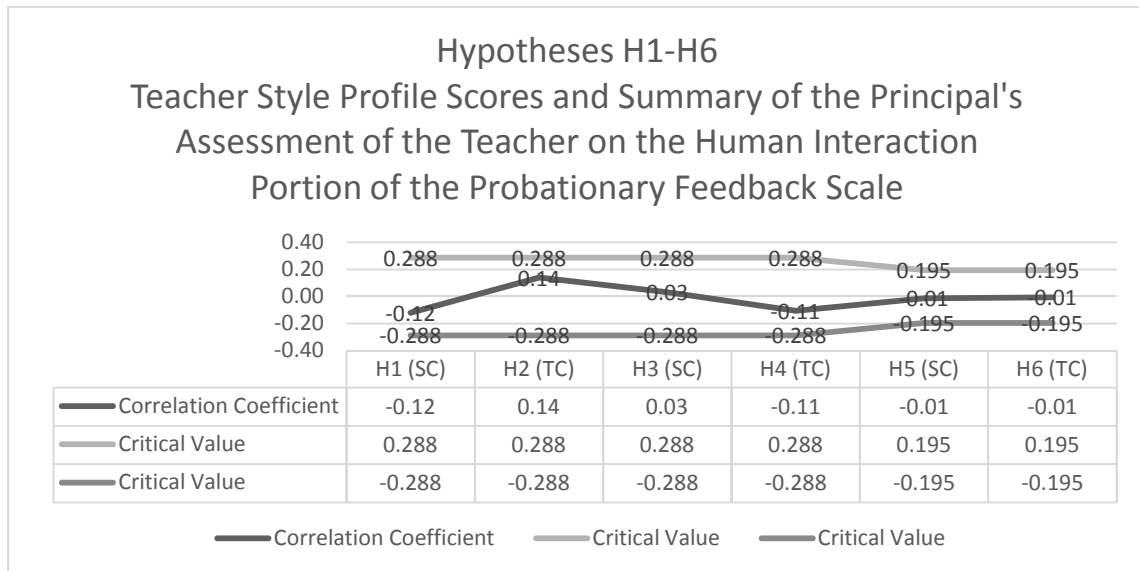


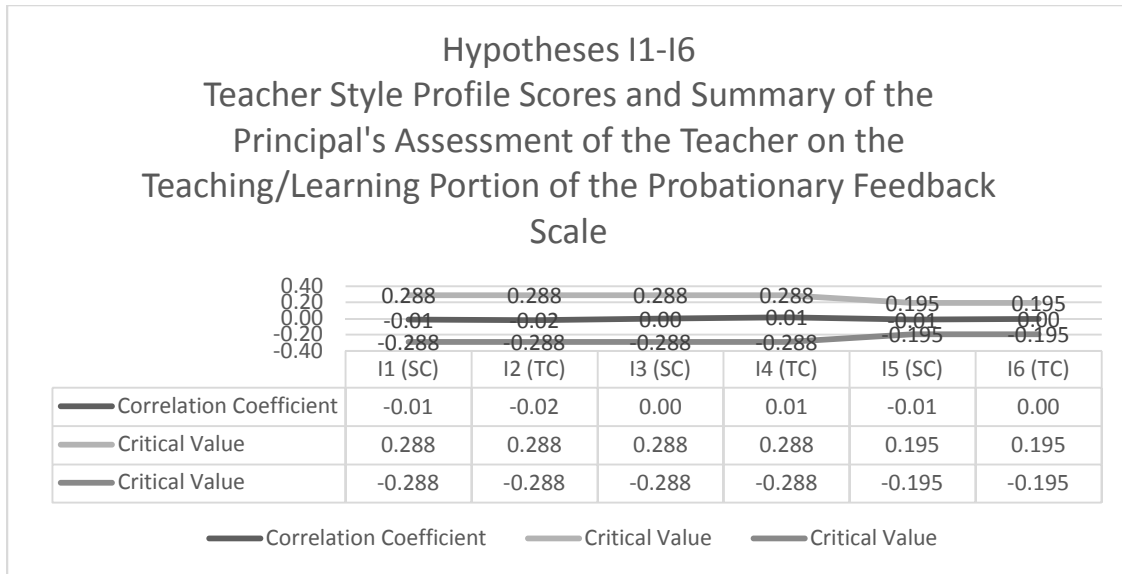
Figure 9. A summary of the correlation coefficient significance findings for hypotheses H1-H6.

While none of the correlation coefficients were statistically significant, the researcher anticipated a positive correlation between the Teacher StyleProfile student-centered scores and overall performance as measured by the human interaction portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale. A positive correlation was observed for hypothesis H3. Contrary to expectation, a negative correlation was observed in hypotheses H1 and H5. The researcher anticipated a negative correlation between the Teacher StyleProfile teacher-centered scores and overall performance as measured by the human interaction portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale. A negative correlation was observed in hypotheses H4 and H6. Contrary to expectation, a positive correlation was observed in hypothesis H2 (Figure 9).

### **Summary of Findings for Hypotheses I1-I6**

#### **Teacher StyleProfile Scores and Summary of the Principal's Assessment of the Teacher on the Teaching/Learning Portion of the Probationary Feedback Scale**

The ninth set of hypotheses (I1-I6) examined the linear association between the Ventures for Excellence Teacher StyleProfile scores and overall performance as measured by the teaching/learning portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale. No statistically significant correlation coefficients were found for hypotheses I1-I6.



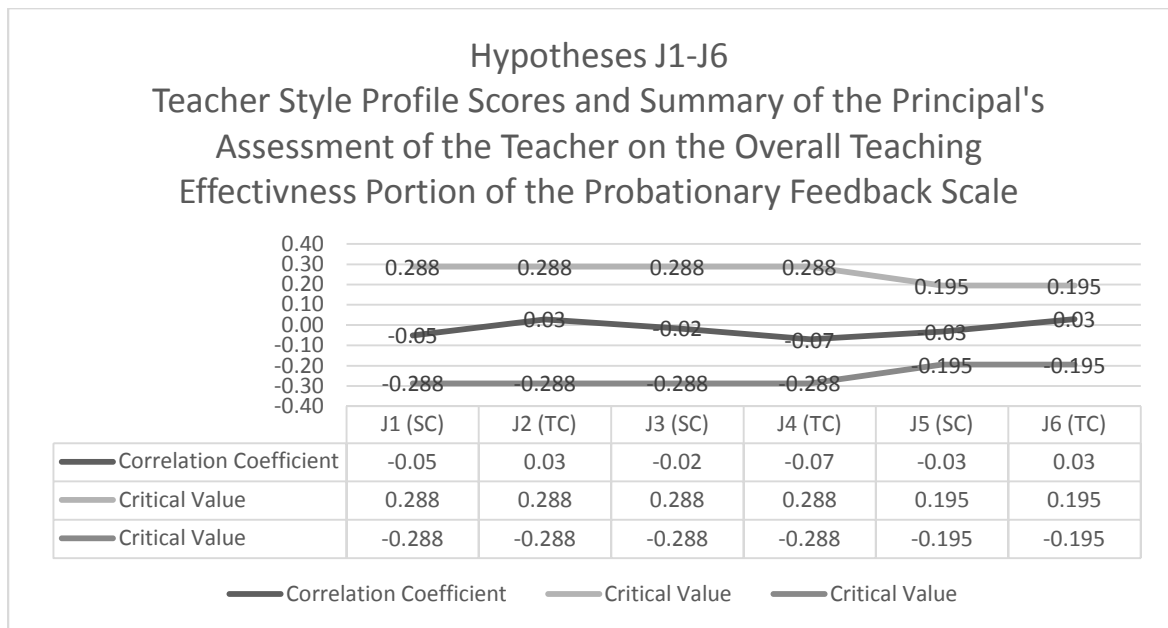
*Figure 10.* A summary of the correlation coefficient significance findings for hypotheses I1-I6.

While none of the correlation coefficients were statistically significant, the researcher anticipated a positive correlation between the Teacher Style Profile student-centered scores and overall performance as measured by the teaching/learning portion of the principal’s assessment on the Midwest School District Probationary Teacher Feedback Scale. Contrary to expectation, a negative correlation was observed in hypotheses I1, I3, and I5. The researcher anticipated a negative correlation between the Teacher Style Profile teacher-centered scores and overall performance as measured by the teaching/learning portion of the principal’s assessment on the Midwest School District Probationary Teacher Feedback Scale. A negative correlation was observed in hypotheses I2 and I6. Contrary to expectation, a positive correlation was observed in hypothesis I4 (Figure 10).

**Summary of Findings for Hypotheses J1-J6**

**Teacher Style Profile Scores and Summary of the Principal’s Assessment of the Teacher on the Overall Teaching Effectiveness Portion of the Probationary Feedback Scale.**

The tenth set of hypotheses (J1-J6) examined the linear association between the Ventures for Excellence Teacher Style Profile scores and overall performance as measured by the overall teaching effectiveness portion of the principal’s assessment on the Midwest School District Probationary Teacher Feedback Scale. No statistically significant correlation coefficients were found for hypotheses J1-J6.



*Figure 11.* A summary of the correlation coefficient significance findings for hypotheses J1-J6.

While none of the correlation coefficients were statistically significant, the researcher anticipated a positive correlation between the Teacher Style Profile student-centered scores and overall performance as measured by the overall teaching effectiveness portion of the principal’s assessment on the Midwest School District

Probationary Teacher Feedback Scale. Contrary to expectation, a negative correlation was observed in hypotheses J1, J3, and J5. The researcher anticipated a negative correlation between the Teacher StyleProfile teacher-centered scores and total performance as measured by the overall teaching effectiveness portion of the principal's assessment on the Midwest School District Probationary Teacher Feedback Scale. A negative correlation was observed in hypothesis J4. Contrary to expectation, a positive correlation was observed in hypotheses J2 and J6 (Figure 11).

### **Discussion and Implications of the Findings**

One of 60 hypotheses tested yielded a medium statistically significant correlation coefficient. This correlation coefficient was identified with the Teacher StyleProfile student-centered score and the classroom management portion of the teacher evaluation at the secondary level for hypothesis C3.

At the secondary level, there were anticipated observable data findings for hypotheses A3, A4, B3, B4, C3, C4, E3, and E4. The data for Hypotheses D3 and D4 were not appropriate for the Pearson test. These observable data findings indicated that at the secondary level, the Teacher StyleProfile student-centered scores tended to correspond with higher evaluation ratings and the teacher-centered scores tended to correspond with lower evaluation ratings. Results are summarized in Table 13.



Table 13.

*Observable Secondary StyleProfile/Probationary Feedback Scale Data Findings*

Category	Student Centered	Teacher Centered
Summary of all Criteria	Anticipated Positive (A3)	Anticipated Negative (A4)
Instructional Process	Anticipated Positive (B3)	Anticipated Negative (B4)
Classroom Management	Anticipated Positive (C3)	Anticipated Negative (C4)
Interpersonal Relationships	Not Observable (D3)	Not Observable (D4)
Professional Responsibilities	Anticipated Positive (E3)	Anticipated Negative (E4)

At the elementary level, there were anticipated observable data findings for hypotheses A2 and C2. There were unanticipated observable data findings for hypotheses A1, B1, B2, and C1. The data for Hypotheses D1, D2, E1, and E2 were not appropriate for the Pearson analysis. These observable data findings indicated that at the elementary level, the Teacher StyleProfile student-centered scores tended to correspond with lower evaluation ratings and teacher-centered scores tended to correspond with higher evaluation ratings. Results are summarized in Table 14.

Table 14.

*Observable Elementary StyleProfile/Probationary Feedback Scale Data Findings*

Category	Student Centered	Teacher Centered
Summary of all Criteria	Unanticipated Negative (A1)	Anticipated Negative (A2)
Instructional Process	Unanticipated Negative (B1)	Unanticipated Positive (B2)
Classroom Management	Unanticipated Negative (C1)	Anticipated Negative (C2)
Interpersonal Relationships	Not Observable (D1)	Not Observable (D2)
Professional Responsibilities	Not Observable (E1)	Not Observable (E2)

At the secondary level, there were anticipated observable data findings for hypotheses F3, F4, G3, G4, H3, H4 and J4. There were unanticipated observable data findings for hypotheses I3, I4, and J3. These observable data findings indicated that at the secondary level, the Teacher StyleProfile student-centered scores tended to correspond with higher evaluation Midwest School District Probationary Feedback Scale ratings and the teacher-centered scores tended to correspond with lower Midwest School District Probationary Feedback Scale ratings. Results are summarized in Table 15.

Table 15.

*Observable Secondary StyleProfile/Probationary Feedback Scale Data Findings*

Category	Student Centered	Teacher Centered
Summary of all Criteria	Anticipated Positive (F3)	Anticipated Negative (F4)
Purpose	Anticipated Positive (G3)	Anticipated Negative (G4)
Human Interaction	Anticipated Positive (H3)	Anticipated Negative (H4)
Teaching/Learning	Unanticipated Negative (I3)	Unanticipated Positive (I4)
Overall Teaching Effectiveness	Unanticipated Negative (J3)	Anticipated Negative (J4)

At the elementary level, there was an anticipated observable data finding for hypothesis I2. There were unanticipated observable data findings for hypotheses F1, F2, G1, G2, H1, H2, I1, J1, and J2. These observable data findings indicated that at the elementary level, the Teacher StyleProfile student-centered scores tended to correspond with lower Midwest School District Probationary Feedback Scale ratings and the teacher-centered scores tended to correspond with higher Midwest School District Probationary Feedback Scale ratings.

Table 16.

*Observable Elementary Style Profile/Probationary Feedback Scale Data Findings*

Category	Student Centered	Teacher Centered
Summary of all Criteria	Unanticipated Negative (F1)	Unanticipated Positive (F2)
Purpose	Unanticipated Negative (G1)	Unanticipated Positive (G2)
Human Interaction	Unanticipated Negative (H1)	Unanticipated Positive (H2)
Teaching/Learning	Unanticipated Negative (I1)	Anticipated Negative (I2)
Overall Teaching Effectiveness	Unanticipated Negative (J1)	Unanticipated Positive (J2)

Data revealed that the teachers represented in the sample population received exceptionally favorable evaluations from the school administration. Evaluation data included both the formative and summative evaluation results as well as the Probationary Feedback Scale ratings.

In the Midwest School District, the maximum number of points possible on a formative or summative evaluation is 21 points for instructional process, 9 points for classroom management, 6 points for interpersonal relationships, and 12 points for professional responsibilities.

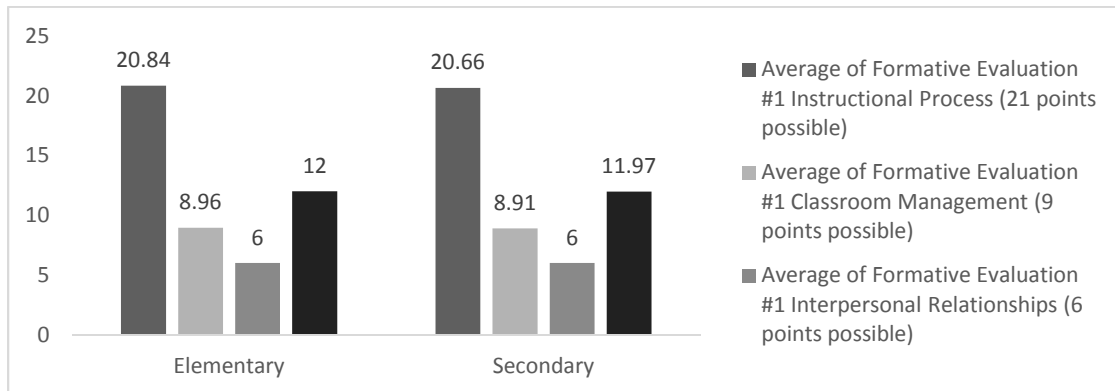


Figure 12. A comparison of elementary and secondary formative teacher evaluation scores for the first evaluation in the Midwest School District.

The favorable evaluation data in the Midwest School District could be a byproduct of the Midwest School district evaluation tool design, administrator training regarding the use of the tool or another unknown reason. Figure 12 represents results from the first formative evaluation.

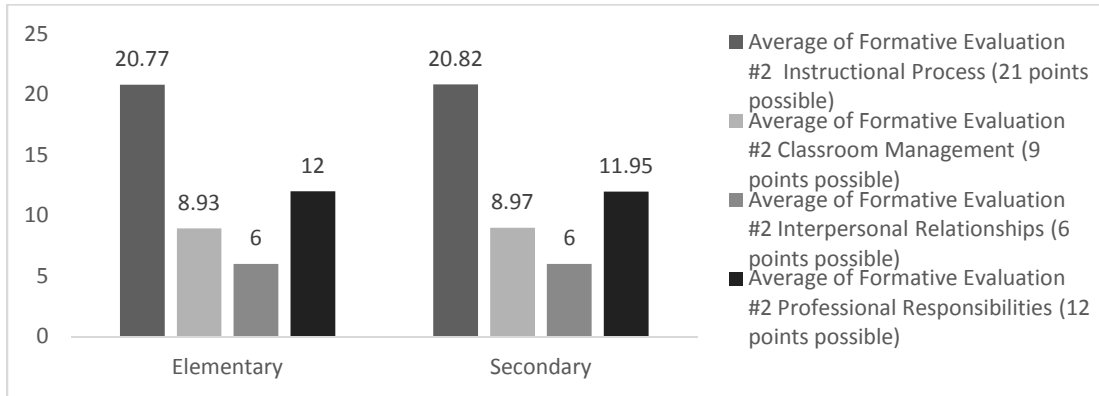


Figure 13. A comparison of elementary and secondary formative teacher evaluation scores for the second evaluation in the Midwest School District.

Figure 13 represents results from the second evaluation, and Figure 14 represents results from the summative evaluation.

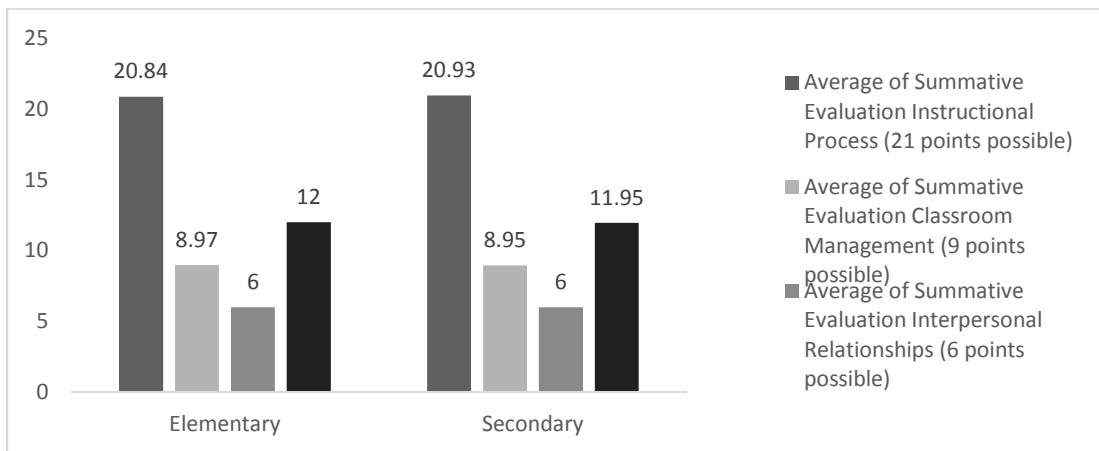


Figure 14. A comparison of elementary and secondary summative teacher evaluation scores in the Midwest School District.

The issues associated with the evaluation system currently in place at the Midwest School District are portrayed by Weisberg, Sexton, Mulhern, and Keeling (2009) when they stated:

In districts that use binary evaluation ratings (generally “satisfactory” or “unsatisfactory”), more than 99 percent of teachers receive the satisfactory rating. Districts that use a broader range of rating options do little better; in these districts, 94 percent of teachers receive one of the top two ratings and less than one percent are rated unsatisfactory. (p. 4)

Remedies for this type of issue may be forthcoming. States seeking relief from the No Child Left Behind (NCLB) requirements are applying for an Elementary and Secondary Education Act Flexibility Waiver. This waiver requires states to develop teacher evaluation systems that are used for improvement in instruction, differentiate teacher performance levels, utilize multiple measures in determining performance, provide clear and timely feedback, and are used to inform personnel decisions (U.S. Department of Education, 2013a). Weisberg et al. (2009) recommend implementing an evaluation system that differentiates teacher performance based on an educator’s ability to improve student achievement, that trains evaluators on the system, holds evaluators accountable for effective implementation, integrates the evaluation system with human resources policies, and provides dismissal policies to address ineffective teachers after due process has been given.

The Midwest School District is in a state that was granted an Elementary and Secondary Education Act Flexibility Waiver. The district is currently piloting a revised evaluation system that meets U.S. Department of Education Guidelines. A

recommendation regarding a revised teacher evaluation system will go to the school board at the Midwest School District near the conclusion of the 2012-13 school year.

**Recommendations for Future Research and Study**

The literature has confirmed the importance of the hiring process in relation to improving teacher quality, student learning, and student achievement. As school districts identify new teachers and evaluate existing teachers in an effort to improve student achievement, the use of quantifiable data to make pre and post-employment decisions will become more common across the United States. These data utilized to make employment decisions will need to be highly accurate, reliable, and effectively interpreted (see Figure 15). Additional research regarding the use of commercial and other tools for screening personnel is merited based on the limited body of peer-reviewed research regarding screening tools in journals (Ebmeier et al., 2013).

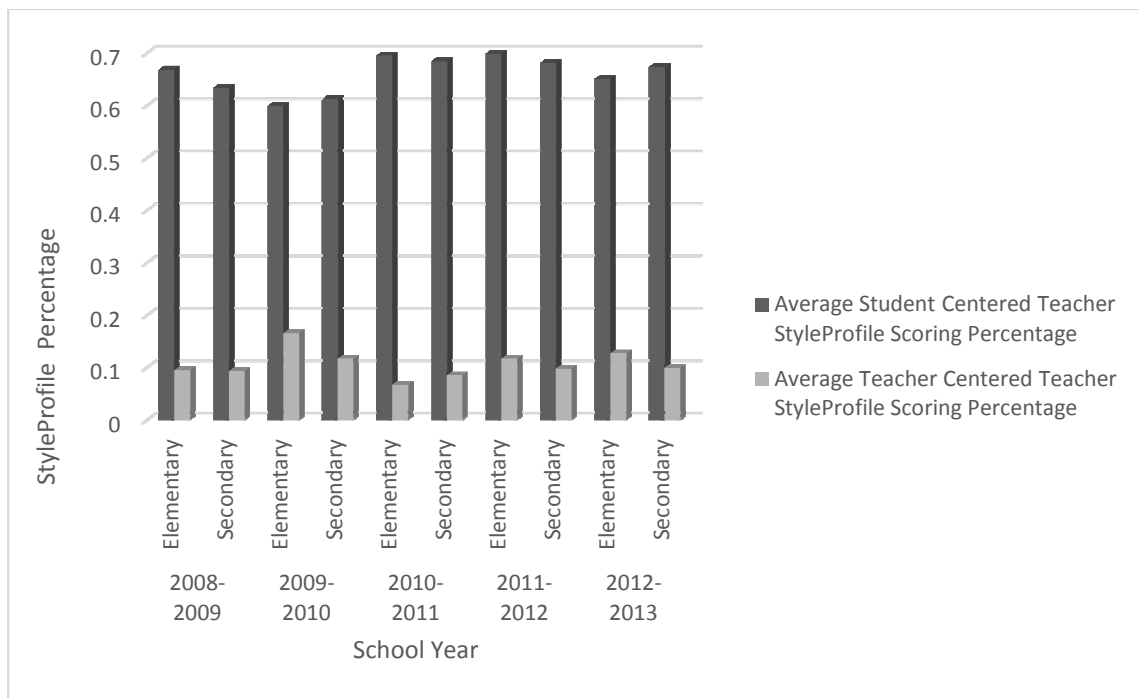


Figure 15. A comparison of the average Ventures for Excellence Teacher StyleProfile

student-centered and teacher-centered scoring profiles for elementary and secondary teachers.

Many of the school districts located in the same geographical location as the Midwest School District utilize one or more pre-employment screening tools in an effort to identify high quality staff. HUMANeX Ventures is now selling an updated candidate-screening product entitled, IMPACTeX Technology Solutions. This tool is designed to help school districts screen and select staff (HUMANeX Ventures, 2013c). Research utilizing correlation coefficient statistical tests with this or other commercial pre-employment screening tools along with modern evaluation instruments that have the components required in the Elementary and Secondary Education Act Flexibility Waiver may yield predictive relationships.

Numerous variables can potentially affect the validity of teacher evaluation data. For example, the culture of a school and school district along with the relationship between the administration and teachers influences how effective administrators are in formally documenting areas of concern with teacher performance. School district policies and procedures related to what takes place when a teacher challenges an evaluation may influence teacher evaluation outcomes. If an administrator thinks that a challenge to their evaluation by a teacher will result in a series of meetings and questions regarding the evaluation, they may choose not to formally document substandard performance. School level administrators' perception regarding the level of support they have from the upper administration and school board when documenting poor performance may also influence how effectively an administrator addresses performance issues. An administrator that thinks his or her supervisor may not support a negative

evaluation may choose to minimize or overlook teacher performance concerns for fear of having to change or modify the evaluation or corrective feedback.

The evaluation data from the Midwest School District utilized in this study is representative of the evaluation ratings described by Weisberg et al. (2009) that found “94 percent of teachers receive one of the top two ratings and less than 1 percent are rated unsatisfactory” (p. 4). Closely examining the data from teacher evaluation systems on an annual basis may help school districts identify areas of teacher performance where school administrators need professional development to identify highly effective teaching and learning practices. These data may also help identify if the evaluation system has the research-based components of an improvement-focused evaluation system. The types of components found in an improvement-focused evaluation system include measures of effective teaching, ensuring the accuracy and use of high-quality data, and investing in improvement (MET Project, 2013). Continued research regarding the relationship of pre-employment screening tools with how school districts measure teacher performance, may help school districts identify candidates that will be successful teachers based on the pre-employment characteristics of the teaching candidates. Additional research is also warranted on improving the effectiveness of teacher evaluation tools and how to best utilize the data to improve student achievement. A well-researched and implemented teacher selection and evaluation system can improve teacher quality, student learning, and achievement and is therefore a worthwhile investment for school districts.



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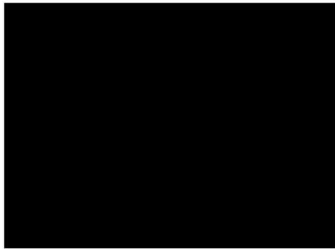
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*Evaluation in Education*, 57-67.

**Appendix A**



April 16, 2013

Dear Mr. Nelson,

██████████ School District is supportive of you conducting research related to exploring the relationship between the Ventures for Excellence Teacher StyleProfile data and teacher performance as measured by teacher evaluations and performance rating tools. You are conducting this research as part of your requirements for completion of a doctorate program at Lindenwood University. Formal permission will be given full consideration when the Human Subjects Committee at Lindenwood University approves the study. All surveys, questionnaires, interview topics, data collection instruments, and research methodologies, including confidentiality and use of any and all district data, must be provided to ██████████ School District in advance for review and approval. Failure to meet this requirement will nullify consideration for project approval.

Furthermore, it is required that neither ██████████ School District nor any school in ██████████ will be identified by name without permission from the superintendent. The results of the research project will be shared with the ██████████ School District at the completion of the project.

Please feel free to contact me if you have any questions.

Sincerely,



Superintendent of Schools

Appendix B

SCHOOL DISTRICT
FORMATIVE EVALUATION FORM
TEACHER

Teacher:

School Year:

School:

Observation Date:

Grade/Level:

Beginning Time:

Subject:

Evaluator:

Rating Explanations:

"Meets Expectations" means a teacher is performing effectively. This is not a rating that means "average." This rating indicates there are no concerns about the teacher's performance.

"Needs Improvement" indicates a teacher is not consistently performing effectively for that criterion. This means the teacher and evaluator will work to improve the teacher's performance.

The "Requires Performance Improvement Plan" rating is a clear indication that the concern for the teacher's competence for that criterion is serious and that failure to improve could lead to termination of employment. A Performance Improvement Plan will be written for every criterion that is marked with this rating.

I. Instructional Process

- A. Demonstrates appropriate preparation for classroom instruction as it relates to curriculum.
B. Uses teaching techniques (including materials/technology) that promote understanding of concepts and application of processes referenced in curriculum.
C. Uses strategies that accommodate students' individual learning needs to promote student success.
D. Demonstrates knowledge of subject matter.
E. Uses instructional time effectively.
F. Demonstrates ability to communicate effectively with students.
G. Uses a variety of assessment information (including performance based) to plan instruction and to provide feedback to students on their understanding of concepts and application of processes referenced in curriculum.

Teacher :

**II. Classroom Management**

- A. Organizes classroom environment to promote learning.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan
- B. Promotes responsible student behavior in a constructive manner.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan
- C. Demonstrates positive interpersonal relationships with students.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan

**III. Interpersonal Relationships**

- A. Demonstrates positive interpersonal relationships with parents/community.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan
- B. Demonstrates positive interpersonal relationships with staff.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan

**IV. Professional Responsibilities**

- A. Follows school district policies and procedures.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan
- B. Utilizes district technology appropriately.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan

*Items C and D are completed jointly by the administrator and teacher*

- C. Participates in professional growth activities that support implementing [redacted] curriculum and align with the District's Professional Development Areas of Emphasis.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan
- D. Assumes school-related responsibilities outside the classroom.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan

/\_\_\_\_\_  
INITIALS

Teacher :

The narrative addresses areas of strength; and, any area checked for needs improvement must be addressed in the narrative.

NARRATIVE:

Instructional Process:

Classroom Management:

Interpersonal Relationships:

Professional Responsibilities:

ADMINISTRATOR COMMENTS:

TEACHER COMMENTS:

CONFERENCE DATE:

TIME:

TEACHER SIGNATURE: \_\_\_\_\_

EVALUATOR SIGNATURE: \_\_\_\_\_

*Note: Signatures indicate that content of this form has been discussed.*

Copy – HRC  
Copy – Evaluator  
Copy – Employee  
Copy – Pre-conference Copy

**Appendix C**

[REDACTED] SCHOOL DISTRICT  
**SUMMATIVE EVALUATION FORM**  
**TEACHER**

**Teacher:**

**School Year:**

**School:**

**Evaluator:**

**Grade/Level:**

**Subject:**

**Rating Explanations:**

“Meets Expectations” means a teacher is performing effectively. This is not a rating that means “average.” This rating indicates there are no concerns about the teacher’s performance.

“Needs Improvement” indicates a teacher is not consistently performing effectively for that criterion. This means the teacher and evaluator will work to improve the teacher’s performance.

The “Requires Performance Improvement Plan” rating is a clear indication that the concern for the teacher’s competence for that criterion is serious and that failure to improve could lead to termination of employment. A Performance Improvement Plan will be written for every criterion that is marked with this rating.

**I. Instructional Process**

- A. Demonstrates appropriate preparation for classroom instruction as it relates to [REDACTED] curriculum.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan
- B. Uses teaching techniques (including materials/technology) that promote understanding of concepts and application of processes referenced in [REDACTED] curriculum.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan
- C. Uses strategies that accommodate students' individual learning needs to promote student success.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan
- D. Demonstrates knowledge of subject matter.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan
- E. Uses instructional time effectively.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan
- F. Demonstrates ability to communicate effectively with students.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan
- G. Uses a variety of assessment information (including performance based) to plan instruction and to provide feedback to students on their understanding of concepts and application of processes referenced in [REDACTED] curriculum.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan

\_\_\_\_\_  
INITIALS



Teacher :

**II. Classroom Management**

- A. Organizes classroom environment to promote learning.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan
- B. Promotes responsible student behavior in a constructive manner.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan
- C. Demonstrates positive interpersonal relationships with students.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan

**III. Interpersonal Relationships**

- A. Demonstrates positive interpersonal relationships with parents/community.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan
- B. Demonstrates positive interpersonal relationships with staff.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan

**IV. Professional Responsibilities**

- A. Follows school district policies and procedures.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan
- B. Utilizes district technology appropriately.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan
- C. Participates in professional growth activities that support implementing [redacted] curriculum and align with the District's Professional Development Areas of Emphasis.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan
- D. Assumes school-related responsibilities outside the classroom.
  - Meets Expectations
  - Needs Improvement
  - Requires Performance Improvement Plan

/\_\_\_\_\_  
INITIALS

Teacher :

The narrative addresses areas of strength; and, any area checked for needs improvement must be addressed in the narrative.

NARRATIVE:

Instructional Process:

Classroom Management:

Interpersonal Relationships:

Professional Responsibilities:

Scheduled Observation Date(s):

Conference Date(s):

Unscheduled Observation Date(s):

Conference Date(s):

PERFORMANCE IMPROVEMENT PLAN(S)  Yes  No (Check one.)

If "yes" attach the Performance Improvement Plan(s).

Teacher comments attached.  Yes  No (Check One.)

Date:

CONFERENCE DATE:

TIME:

TEACHER SIGNATURE: \_\_\_\_\_

EVALUATOR SIGNATURE: \_\_\_\_\_

*Note: Signatures indicate that content of this form has been discussed.*

Copy - HRC  
Copy - Evaluator  
Copy - Employee

\_\_\_\_\_  
INITIALS



Appendix D

TEACHER FEEDBACK SCALE

“Staff Member Name Here”

How would you rate the individual listed above on the following areas of teaching effectiveness? Indicate your rating with an “x” in the appropriate square.

	QUARTILE			
	High 1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	Low 4 <sup>th</sup>
<p><b>PURPOSE</b> A teacher with purpose is one who has a clear definition of personal meaning and has the ability to relate this understanding to a particular job role. This person is highly motivated and positive in applying personal meaning to the defined responsibilities.</p>				

<p><b>HUMAN INTERACTION</b> A teacher who has human interactive qualities is one who prizes, relates, understands, and communicates with other people in a manner which contributes to harmonious relationships and high human support systems.</p>				
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<p><b>TEACHING/LEARNING</b> A teacher with teaching/learning skills is one who is highly motivated, consistently growing and developing, insightful about what motivates others and perceptive about applying skills and approaches which will bring out the best in others.</p>				
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When you compare this individual with all the teachers you have had the opportunity to work with over the years, how would you rate his/her overall teaching effectiveness?

	QUARTILE			
	High 1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	Low 4 <sup>th</sup>

**Vitae**

**Barry Roger Nelson**

**EDUCATION:**

**Ed.S. Educational Specialist in Administration** (December 2007)  
Lindenwood University, St. Charles, Missouri  
*GPA 4.0*

**M.A. in Administration of Education** (December 2000)  
Lindenwood University, St. Charles, Missouri  
*Francis & Elizabeth Huss Graduate Award in Educational Administration 2000-2001*  
*GPA 4.0*

**B.S. in Education** (May 1997) *Cum Laude*  
Southern Illinois University at Edwardsville  
*GPA 3.65*

**WORK EXPERIENCE:**

**Pattonville School District** 2009-Present  
Assistant Superintendent for Human Resources

**Rose Acres Elementary School** 2001-2009  
Pattonville School District  
Principal

**Rose Acres Elementary School** 2000-2001  
Pattonville School District  
Interim Administrative Intern

**Carrolton Oaks Elementary School** 1997-2000  
Pattonville School District  
Physical Education Teacher K-5

**Twillman Elementary School** 1996-1997  
Hazelwood School District  
Physical Education Teacher K-6

**PROFESSIONAL ASSOCIATIONS:**

American Association of School Personnel Administrators  
Association for Supervision and Curriculum Development  
School Human Resources and Career Services Association  
Phi Delta Kappa International