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A Correlational Study of the Ventures for Excellence Interview-rating System and First Year Teacher Evaluations

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A Correlational Study of the Ventures for Excellence Interview-rating System and First

Year Teacher Evaluations

by

Brian Lee Clemons

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A Dissertation submitted to the Education Faculty of Lindenwood University

in partial fulfillment of the requirements for the
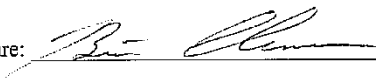
Doctor of Education

School of Education

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.

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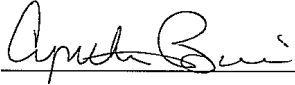
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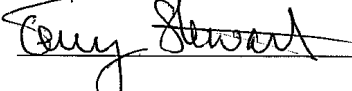
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Dr. Cynthia Bice, Dissertation Chair   Date

_____   _____

Dr. Terry Stewart, Committee Member   Date

_____   _____

Dr. Cindy Vitale, Committee Member   Date

I would like to dedicate my doctoral dissertation to her whom my daughter would call "my life." My wife, Kristin, has been an inspiration not only in finishing my doctoral dissertation but to my entire life. I also have been blessed with two wonderful children, Bryce and Brooke, who never cease to inspire and amaze me. It is to my family that I dedicate this doctoral dissertation.

Acknowledgments

This dissertation is the product of three years of research into character traits and interview-rating systems. I must thank the many people that offered assistance along the way. In particular, I would like to acknowledge Dr. Cynthia Bice, Dr. John Dougherty, and Dr. Larry Matthews who spent numerous hours assisting my endeavors to finish this work. I would also like to acknowledge two dedicated and giving ladies from the Wentzville School District, Judy Little and Norma Sudbrock, for taking the time to read, edit, and offer suggestions for improvement.

Abstract

Research suggests that the character traits of a teacher seem to be an important element in student learning. Thus, when administrators make hiring decisions, they often utilize instruments to assess candidates' character traits. However, limited information exists on the identification of character traits as they relate to quality teachers and the accuracy of character interview-rating systems. Therefore, this study evaluates the Ventures for Excellence interview-rating systems for their ability to accurately assess the character traits of teacher candidates.

The purpose of this study was to conduct a correlation study of Ventures for Excellence interview-rating system and teacher evaluations. Data were collected from 79 teachers employed in the Wentzville School District located in Wentzville, Missouri. Prior to employment, each teacher was given the Ventures for Excellence interview that assessed character traits. These data were analyzed to determine if the Ventures for Excellence interview-rating system successfully predicted the quality of teachers, as measured by scores on the Ventures for Excellence interview and summative first-year teacher evaluations. The results of this study yielded no positive correlation and, therefore, indicated no significant relationship between a teachers' performance on the Ventures for Excellence interview-rating system and their ability to be a successful teacher.

However, it was evident that quality teachers possess certain character traits that enhance performance in the classroom. Continued research might yield better character rating systems for predicting quality teachers. Further studies of teachers with the desired character traits could reveal better information to help develop more successful character

rating systems in the future. It is recommended that administrators and human resource personnel implement procedures to evaluate teacher candidates on a more personal basis rather than simply making assessment through their applications, references, resumes and standardized interviews. As history has proven, a single teacher can determine a child's profession, standard of living, or even his or her quality of life. It is vital that teachers are selected in a manner that identifies the most effective qualities in all levels of learning, including (a) academic development, (b) moral development, (c) character development and (d) social development.

Table of Contents

List of Tables

List of Figures

Chapter I – Overview of Study

Background

Administrators have always searched for ways to assess teacher candidates to be able to select teachers who will enhance school climate and increase student achievement. In today's economic climate, school districts may receive hundreds of applications for a single posting. In the endeavor to select the best candidates to fill teaching positions, administrators used a variety of methods, ranging in complexity from one-on-one interviews to sophisticated rating systems. As discussed by Ryan and Alcock (2002), a recent shift occurred in the identification process of teacher candidates. This shift started a pattern of rating teacher candidates based on their character traits. Previously teachers were rated according to pedigree, interviewing skills, and professional experience. According to Ryan and Alcock, effective teaching was considered teacher-directed in the 1980s. After the shift, however, effective teaching was considered student-centered, process-centered, and reflective (Ryan & Alcock). This shift, created a new process of teacher evaluation that focused on teacher characteristics and student centered outcomes. Research from Sanders and Rivers (1996) found that a teacher with the certain character traits could enhance student academic achievement. Thus, an assessment of character traits was added to the process of selecting and assessing quality teacher candidates, including scrutiny of each of the following: (a) job application, (b) resume, (c) letters of recommendation, (d) transcript, and (e) interview performance.

In many school districts, the human resource department screens teacher candidates through the application process with a set of targeted standards. For example,

school districts may select candidates by content knowledge (a major or minor in the subject area to be taught), grade point average, paper pencil tests, or pedagogical preparation (e.g., a specific number of instructional methods courses taken) (Darling-Hammond & Youngs, 2002). These traditional interviewing techniques, intended to predict teaching effectiveness in terms of student achievement, did not produce the desired outcome (Darling-Hammond & Youngs). Further, a principal's professional judgment was considered crucial in determining the best teacher candidates (Darling-Hammond & Youngs; McEwan, 2002; Stronge, 2002). Yet, these elements are difficult to assess consistently.

As the trend of selecting teacher candidates based on their character traits has grown in popularity, companies such as Ventures for Excellence and Teacher Insight Gallop Organization are training administrators to assess teacher candidates' character traits. The Ventures for Excellence interview identifies common characteristics of a quality candidate, such as (a) compassion towards others, (b) a positive personality, (c) an investing nature, (d) a commitment to others, (e) ability to communicate, (f) personality, (g) ability to generate ideas, and (h) ability to motivate others (Ventures for Excellence, Inc., 1999). The Ventures for Excellence is a set of open-ended interview questions where teacher candidates are rated on their answers. The purpose of this type of interview is to identify the character traits of teacher candidates and make a prediction of their teaching qualities. The Further Insight into Teacher Talents and Teacher Insight, much like the Ventures for Excellence interview, is an assessment tool that seeks an understanding of unique talents in the candidates (Buckingham & Clifton, 2001). Each of

these interview-rating systems was designed to accurately predict the character traits of a quality teacher. Those predictions are then used to select quality teachers.

Haberman (1995) posited that a direct link existed between successful teaching and a teacher's character traits. It was theorized that teacher candidates with suitable personal/interpersonal attributes would be quality teachers and remain in the teaching profession. Research was conducted on the character traits of teachers that made them successful in the classroom. Table 1 illustrates key words that have been used to describe effective classroom teachers.

Table 1

Key Words Used To Describe Effective Classroom Teachers

Accepting	Creative
Loving	Promoters of learning
Competitive	Persistent
Compassionate	Knowledgeable
Effective disciplinarians	Enthusiastic
Caring	Professional
Empathic	Flexible
Demanding	Goal Oriented

Note. From *Star Teacher of Children in Poverty* (p. 5), by M. Haberman, 1995, West Lafayette, IN: Kappa Delta Pi.

Quality teachers demonstrate character traits that promote effective teaching in the classroom. The key words in Table 1 provide insight into quality teachers and are used to describe their effectiveness.

Reed, Bergemann, Segall and Wilson (as cited in Minor, Onwuegbuzie, Witcher, & James, 2002) found that certain key words commonly and accurately described successful teachers, such as knowledgeable, self-confident, and enthusiastic. Successful teachers approach curriculum development and instruction innovatively. Such teachers resourcefully solve problems on a routine basis. As the qualities of a successful teacher are further understood, the rating systems become further refined to assess these qualities.

With greater expectations for schools and districts to perform at mandated levels, it becomes even more crucial to recruit quality teachers. Since the introduction of the No Child Left Behind Act, all states initiated standard-based reform leading to the development of statewide standards and goals in core subject areas. States raced to develop tests that would measure student progress towards achieving these academic goals at varied grade levels. Administrators worked diligently to evaluate and assist poorly performing teachers with the intention of moving teachers toward higher teaching-skill levels. Teacher performance can be directly correlated to student achievement (Marzano, 2003). Evaluation tools could be used to evaluate teacher performance officially and to help teachers grow professionally.

The Wentzville School District utilizes two different evaluation instruments to evaluate teacher performance (see Appendices D and E). Every new teacher in the Wentzville School District is observed and formally evaluated three times during their first year of employment. These formative evaluations (a tool used to evaluate teachers

on a quarterly basis) are compiled into a Summative Evaluation (a tool used to combine

formative evaluations into one yearly evaluation). Each of these instruments was

designed from a committee of central office administrators, principals, and teachers. The

Formative Evaluation and Summative Evaluation instruments were designed to document

teacher performance in the Wentzville School District with the intent of guiding teacher

professional development.

The purpose of collecting the research for this study was to determine whether it

was possible to predict teacher effectiveness using standardized character trait rating

systems. If educator effectiveness could be predicted by analyzing character traits, then it

might be the case that teacher performance reflects this effectiveness in teacher

evaluations.

Problem Statement

The problem was that limited information existed on the identification of

character traits as they related to quality teachers and the accuracy of character interview-

rating systems. Information was gathered, from the Wentzville School District, to assess

the success of the Ventures for Excellence interview-rating system and its ability to

accurately assess the character traits of teacher candidates. The participants in this project

were teacher candidates who were interviewed and employed by Wentzville School

District in a teaching position. First-year teachers in the Wentzville School District were

assessed using the Ventures for Excellence teacher candidate interview-rating system at

the time of hiring. The same teachers were assessed during their first year of teaching

with three Formative Evaluations and a Summative Evaluation. Appendix D and E are

copies of the Wentzville School District's Formative and Summative Evaluation. These

formative evaluations were compiled to generate a Summative Evaluation. Data were gathered and analyzed to determine if there was a relationship between the teacher candidate character rating system score and the end of first-year Summative Evaluations. The results of the study examined may help develop further understanding of character traits and qualities of excellent teachers.

Rationale for Study

The purpose of this study was to determine the ability of the Ventures for Excellence character rating system to predict first-year teachers' success evidenced by teacher Summative Evaluations. Although the No Child Left Behind Act requires quality teachers in modern schools, ways in which to find the best candidates remain largely unanswered. Teacher selection is crucial in the process of building a school climate and increasing student performance (Marzano, 2003). This study provided information related to the Ventures for Excellence interview-rating system and how it measures character traits as a predictor for selecting quality teachers. With standards that schools are expected to meet from the No Child Left Behind Act, it seems to be even more important to find quality teachers. States are required, by the No Child Left Behind Act, to develop tests that measure student progress at various grade levels to evaluate their understanding and their ability to apply educational goals; thus, it is logical that developing assessment measures for quality teachers should become a goal for the state education system.

Administrators work diligently to evaluate and assist inadequate teachers to perform at higher skill levels. Administrators know the negative effects of selecting the wrong or below average candidate for a teaching position. Such selection impacts the school climate, school district finances, and the overall performance within the school.

School resources such as a principal's time, financial allocations for professional development, and mentoring time must be used to modify teacher effectiveness with the intention of decreasing deficiencies. Selection of a quality candidate could save teachers and administrators the time and energy invested in individual professional development. Selecting a successful teacher candidate could minimize costs by eliminating the need for a termination process. The non-renewal process can be expensive and arduous. The process of non-renewal involves numerous district employees' time and energy, costs for professional development, and possible litigation fees.

Therefore, the information gathered from this study could be valuable to school districts, pre-service teachers, businesses that deal with educating students, and organizations that are developing character interviewing-rating systems. This information may assist in the development of future character rating systems and new district evaluation tools that could lead school districts and businesses to select better quality employees.

The Ventures for Excellence Company postulates that teachers who display the appropriate character traits (compassionate, enthusiastic, goal oriented, etc.) have higher potential (Ventures for Excellence, Inc., 2008). If a character evaluation survey were able to predict these types of character traits accurately, perhaps administrators would have an effective tool in the teacher selection process. Character trait surveys reveal more information about candidates than their job application, résumés, letters of recommendation, or transcripts may convey. With this information, administrators can assess teacher candidates with the intention of selecting those that will enhance their school climate and the overall effectiveness as it relates to student achievement. It seems

logical to think that when quality teachers are employed initially, less time is spent on correcting teacher deficiencies. This means more time could be devoted to increasing the overall performance of the student population.

Independent Variables

The independent variable was the subjects' scores on the Ventures for Excellence interview-rating system. The subjects had taught in the Wentzville School District for one year.

Dependent Variables

The dependent variable was the quality of teacher performance as noted in their Summative Evaluations. The Wentzville's Summative Evaluation instrument was the tool used to determine teacher effectiveness.

Null Hypothesis

The null hypothesis was there will be no significant correlation between the Ventures for Excellence teacher interview-rating scale score and the success of first-year teachers based on their evaluation. The alternative hypothesis was there will be a positive significant correlation between the Ventures for Excellence teacher interview-rating scale score and the success of first-year teachers based on their evaluation.

Limitations

Limitations, which might affect applying the findings to a larger population of teacher candidates, were the different teacher characteristics held by elementary, middle school, and high school teachers. Commonly, teachers select teaching positions according to their comfort level with the position offered and their ability to work with a team or

grade level. Therefore, teachers that teach at different grade levels might comparatively have varying characteristics that could influence the Ventures for Excellence rating score.

An additional limitation was a possible lack in interview consistency. The level of accuracy and understanding of an interview tool had a determining factor on a candidate's overall score. This was true for the interview process using the Ventures for Excellence interview-rating scale. Different interviewers and their levels of competency might have affected the accuracy of the overall conclusion, despite administrator training by the company.

An additional limitation to the study was the lack of research on poorly rated interviewees. Since candidates that performed poorly on the Ventures for Excellence were not employed by the Wentzville School District, this information was absent in the collection of data.

Other limitations, which might affect applying the findings, were the number of participates involved in the study and the demographics of the district. Additional school districts and a larger group of participants would allow for additional data.

Instrumentation threat. Instrumentation threat might have presented a risk to the internal validity of the study because administrative evaluation techniques differ. This variable could have indirectly impacted the instrumentation (rating on teacher summative evaluation) used to determine the relationship between the Ventures for Excellence interview-rating system and the Summative Evaluation of the teachers. Different evaluators and their levels of competency might have affected the accuracy of the overall evaluation, despite administrator training by the Wentzville School District.

An additional instrumentation threat could have been a possible lack in consistency of conducted interviews. The level of accuracy and understanding of an interview tool had a determining factor on a candidate's overall score. This was true for the interview process using the Ventures for Excellence interview-rating scale. Different interviewers and their levels of competency might have affected the accuracy of the overall conclusion.

History threat. An outside event or occurrence might have affected the dependent variable. Life changes, such as pregnancy, divorce, marriage or other stressors, could affect the performance of teachers and, thus, impact their teaching performance and their Summative Evaluations. These outside occurrences may also affect teacher candidates' abilities to perform well on the Ventures for Excellence interview-rating scale.

Selection threat. A selection threat existed when taking into consideration the various job descriptions of the population for the study. Teachers selected varied in gender, education, backgrounds, teaching experiences, expertise, and personality traits required for the position. Each position would be considered unique and would require the correct teacher for the position. These factors may require a teacher who is qualified for one position, but not for another. These factors were not taken into consideration.

Testing threat. A testing threat could have occurred when the Ventures for Excellence tool was administered. The Ventures for Excellence organization trained and certified each administrator in the Wentzville School District. However, human error might have caused variability in the rating process. Each interviewer would still be considered unique and slight interviewing difference may cause a difference in the rating.

Summary

As expectations rise for increased student performance, so does the need for administrators to find the most effective teachers. Administrators continue to search for ways to assess teacher candidates accurately for success, as determined by increased student achievement. In seeking these candidates, administrators use a variety of methods, including traditional ones, which range in complexity from one-on-one interviews to sophisticated rating systems. However, the process of selecting and assessing quality teacher candidates continues to rely on (a) job applications, (b) resumes, (c) letters of recommendation, (d) transcripts, and (e) interview performances.

The purpose of this study was to determine whether it was possible to predict teacher effectiveness using standardized character trait rating systems. Sophisticated rating scales, such as the Ventures for Excellence, have been the most recent trend for teacher selection. The Ventures for Excellence was developed to accurately predict teacher success. These Ventures for Excellence selection tool scores are then considered as factors in the determination of quality teacher candidates in the teacher selection process. The scores of the Ventures for Excellence were used to determine which candidates would progress in the interviewing process. If educator effectiveness could be predicted by analyzing character traits and the Ventures for Excellence is an accurate tool, then administrators could select better quality teachers to enhance the school climate and increase student achievement.

Chapter II – Review of Literature

With the continued pressure from federal and state mandates for the No Child Left Behind Act, school personnel feel pressure to recruit teacher candidates with the right character traits as well as academic qualifications. When the goal is to improve student achievement, it seems important for school district personnel to find the best means for effectively assessing teacher candidates. To this end, administrators employ a variety of methods to recruit and retain quality teachers. It has been the researcher's experience that the newest methods administrators use to determine quality candidates are interview-rating systems that evaluate the character of pre-service teachers.

Cawelti (1999) established that family involvement, curriculum, funding, student-to-teacher ratio, and other factors contribute to school improvement and student achievement. Stronge and Tucker (2000) (as cited in Stronge & Hindman, 2003) indicated the single most influential school-based decision was hiring qualified teacher candidates with characteristics that would make them successful. However, the term highly qualified teachers has not been clearly defined, but would require a teacher candidate to pass state examines and have a state teaching certificate.

The No Child Left Behind Act of 2001 required that school districts employ only *highly qualified* teachers by the 2005-2006 school year in order to receive federal funding (U. S. Department of Education, 2008). Research in this area demonstrated that teacher quality was a significant educational factor in predicting student achievement. However, according to Sanders & Topping (1999), the question of how to define a highly qualified teacher was subjective and heavily debated by the United States Department of Education, school districts, and educators. Nevertheless, the impact of highly qualified

teachers on school quality was indisputable (Sanders, & Topping; Scheerens, & Bosker, 1997; Sanders, & Rivers, 1996; Sanders, & Horn, 1995).

Teacher Quality

Quality teachers are recognized as vital components of school quality. According to Thompson, Greer, and Greer (2008), data were collected from state departments of education, institutions of higher learning, school districts around the world, and professional education organizations with the goal of identifying and defining what made highly qualified teachers. Each of these organizations agreed that highly qualified teachers were essential in determining school quality; however, identifying essential components that made quality teachers was challenging and differed from one organization to the other (Thompson et al.). It seems that quality teachers have an impact on school quality, but research differs, slightly, on the essential components of a quality teacher.

After analyzing research focused on the theme of quality teachers, many diverse theories, ranging from character, morals, and beliefs to experience, degrees, and types of certifications, were discovered in determining the criteria for successful teachers. In the 1990s, researchers suggested that it was critical for persons to possess the right character traits as well as the correct pedagogy to be effective as teachers. Effective teachers do need appropriate training and pedagogy to be successful, but effective teachers must possess the appropriate character traits to build connections with students as well. There was concern that teachers that had only the correct training in learning theories and effective practices could develop as knowledgeable but ineffective educators (Berry, 2003; Yero, 2001).

Thompson et al. (2008) surveyed university students to determine the character traits of quality teachers they noted from personal experiences. Their study found twelve characteristics of quality teachers: (a) fairness, (b) having a positive outlook, (c) being prepared, (d) using a personal touch, (e) possessing a sense of humor, (f) possessing creativity, (g) admitting mistakes, (h) being forgiving, (i) respecting students, (j) maintaining high expectations, (k) showing compassion, and (l) developing a sense of belonging for students. Essential characteristics of quality teachers were derived from these surveys, which allow further understating of effective teachers.

Other studies found a positive influence between teacher effectiveness and required coursework. Teacher readiness in education coursework area as well as degrees and training revealed significant effectiveness in teacher performance (Begle, 1979; Darling-Hammond, 1999; Evertson, Hawley, & Zlotnik, 1985; Rice, 2003; Stronge, Tucker, & Hindman, 2004; U. S. Department of Education, 2003). Further research (Goldhaber & Brewer, 2000; Greenwald, Hedges, & Laine, 1996; Monk, 1994; Monk, & King, 1994; Rowan, Chiang, & Miller, 1997; Rowan, Correnti, & Miller, 2002) indicated that teacher experience and knowledge increased student achievement. Goldhaber and Brewer identified a positive connection between student achievement and teachers' training and pedagogy. It would seem that requiring the proper course work and training for teachers would be beneficial in developing quality teachers.

Teacher certification is no guarantee of teacher quality, unfortunately, and requirements often vary widely from state to state. According to Lasley, Bainbridge, and Berry (2002), as more highly qualified teachers were needed to improve the quality of education students receive, so did the need arise to delineate the type of pedagogy,

training, and experience that should be required. Lasley, et al. offered the following

explanation for the division of understanding that occurred when policy makers

established criteria for teacher certification:

> There is a clear ideological divide on the view of teaching and teachers. On the
>
> one hand, some view teaching as highly complex work and teachers as
>
> knowledgeable professionals who require formal, specialized preparation and
>
> considerable autonomy. Others, however, view teaching as more routine work that
>
> reasonably smart people can perform and would do so more readily if misguided
>
> government or professional regulations would not limit their entry into the field.
>
> (p. 14)

As the need for more quality teachers grows so does the need for understanding what

makes a quality teacher. Administrators debate if a teacher's level of training and

pedagogy or level of intelligence is the most important factor in determining a quality

teacher. It is the author's belief that each of these categories (intelligence, training, and

pedagogy) plays an important part in the success of a teacher. However, much more

should be considered in determining what makes a quality teacher. A teacher's character

traits, relationship skills, and ability to communicate with other are only some of the

other categories that determine the effectiveness of a teacher.

In October 2002, the United States Department of Education hosted the Student

Achievement and School Accountability conference to promote the No Child Left Behind

Act. The goals of the conference were to provide states and school districts with

information and tools to implement the No Child Left Behind Act. A significant part of

the conference focused on what it meant to be a highly qualified teacher in the United

States. The United States Department of Education (2002) defined a highly qualified

teacher as one who "(a) holds a minimum of a bachelor's degree, (b) has obtained full

state certification or licensure, and (c) has demonstrated subject area competence in each

of the academic subjects in which the teacher teaches" (p. 3). Defining highly qualified

teachers has been the focus of the United States Department of Education in an endeavor

to improve student achievement. Student achievement, along with school accountability,

is the essence of the No Child Left Behind Act.

Teacher Effectiveness

As teachers are held to higher standards in levels of student achievement, the

focus of teacher effectiveness becomes more significant. Marzano (2003) reported

evidence showing that ineffective teaching might have an ongoing impact on student

achievement levels. According to Marzano, elementary age students who were taught by

ineffective teachers for several years in a row scored significantly lower on standardized

tests than students taught by highly effective teachers. Further, Marzano found that

students with an ineffective teacher for several consecutive years had decreased chances

to maintain or advance their scores on standardized tests.

According to Wright, Horn, and Sanders (1997), students placed with highly

effective teachers for three consecutive years, beginning in third grade, scored 52

percentile points higher on standardized tests than did students with similar achievement

histories that were in classrooms with low-performing teachers for three years

consecutively. The researchers noted the following regarding their study:

The results of this study will 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 that by any other single factor. Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classes. If the teacher is ineffective, students under that teacher's tutelage will achieve inadequate progress academically, regardless of how similar or different they are regarding their academic achievement. (p. 63)

As shown in Table 2, the least effective teachers will produce student growth of about 14% within one year, and the most effective teachers will produce student academic growth of about 53% in one year. To put this in context, students with an effective teacher will score 39% higher when tested than those with an ineffective teacher.

Table 2

How Students Achievement Is Affected by Teachers

Student Achievement Differences Affected by Teachers

Teacher	Student Achievement gain in 1 year
Least Effective	14 percentage points
Most Effective	53 percentage points

Note. Marzano identified student achievement according to the quality of the teacher. From *What Works In Schools* (p.72), R. J. Marzano, 2003, Alexandria, VA: Association for Supervision and Curriculum Development. Copyright 2003 ASCD. Reprinted with permission.

As noted by Marzano (2003), the effectiveness of a teacher played a significant role on student achievement and could have a long lasting impact on students. As shown in Table 3, the most effective teachers gained about 83% growth over a three-year span compared to the least effective teachers with only 29% growth.

Table 3

Effects of Least Effective and Most Effective Teachers over a 3-Year Span

Cumulative Effects Over Three Years Between Students with Least Effective Versus Most Effective Teachers	
Most effective teachers	83 percentile point gain
Least effective teacher	29 percentile point gain

Note. From *What Works In Schools*, (p.73), by R. J. Marzano, 2003, Alexandria, VA: Association for Supervision and Curriculum Development. Copyright 2003 by ASCD. Reprinted with permission.

According to Mendro (1998), a "high performing teacher for just one year remained ahead of his or her peers for at least the next few years" (p. 261). However, "If a student has an ineffective teacher, the opposite is true" (p. 261). Effective teachers could correct the negative impact of an ineffective teacher, but the damaging impact on student achievement might not be fully corrected for several years (Mendro). Effectiveness and ineffectiveness of teachers play an imperative role in student achievement.

Teacher Characteristics

Since the 1980s, researchers conducted a wide array of studies to determine what character traits, morals, and values existed in a quality teacher (Fang, 1996; Pajares, 1992; Van den Berg, 2002). This research indicates that quality teachers can be evaluated by a series of common characteristics. Characteristics seem to be a focal point which indicates teacher effectiveness in the classroom. Furthermore, these teachers who possess these characteristics may be used to determine patterns of quality in teachers.

Recognizing the impact of teachers on student achievement seems to be very important in making decisions about possible teacher candidates. Reviewing research published on character traits of teachers and what makes them successful in the classroom could help determine the characteristics of an effective teacher. These characteristics are then used to develop teacher interview-rating systems (Ventures for Excellence and Teacher Insight) for school districts. The following information was gathered from research intended to determine if there were specific character traits that the best teachers possessed.

According to Cotton (1995) and Demmon-Berger (1986), effective teachers are categorized as having strong cognitive skills and a caring nature. In addition, Demmon-Berger reported that excellent teachers possessed the following characteristics:

1. Handle discipline through prevention.

2. Use systematic, yet varied, instructional techniques.

3. Are knowledgeable of subject matter and task oriented while tailoring teaching to student needs.

4. Are highly flexible, enthusiastic, and imaginative and emphasize perceptual meanings more than facts and events.

5. Believe in their ability and have high expectations.

6. Are democratic in their approach and display warmth, care, and concern when interacting with students.

7. Are readily accessible outside of class. (p. 2)

Sprague (1997) agreed as follows:

In 1981, Jonassen explored the effects of personality and cognitive style preferences on preferred teaching styles. He found that personality types, especially on the thinking/feeling vector, significantly predicted the importance of instructor-student affiliation and content preferred by teachers. (¶ 10)

Erdle, Murray, and Rushton (1985) found that the personality traits of teachers were reflected in their teaching styles and that a relationship existed between individual personality constructs and learning styles. The authors also established an affirmative relationship between personality, efficacy, and classroom management. It seems that teachers who possess a certain personality or character traits could be more effective in the classroom.

Witcher, Onwuegbuzie, and Minor (2001) observed that the perceptions of pre-service teachers concerning teaching effectiveness could be put into the following categories of characteristics: (a) student centeredness, (b) enthusiasm for teaching, (c) ethicalness, (d) classroom and behavior management, (e) teaching methodology, and (f) knowledge of subject. These categories of characteristics were found among distinguished teachers that have proven to be successful with students. However, it is

important to note that these observations were based on student perceptions rather than actual observations or examinations of achievement.

In addition, Minor, Onwuegbuzie, Withcher, and James (2002) discussed the following beliefs held by pre-service teachers about the characteristics of effective teachers:

> Student-centered descriptors received the greatest endorsement. Specifically, more than one half of pre-service teachers noted one or more characteristics representing this theme. Effective classroom and behavior managers and competent instructors each were endorsed by one third of the participants as being characteristic of effective teachers. Ethical was the next most common category, with slightly less than one third of students subscribing to enthusiastic about teaching. One fifth of the pre-service teachers cited traits relating to being knowledgeable about subject matter. Finally, professionalism was the theme that received the lowest endorsements with only 15% of participants referring to characteristics in this area. (p. 5)

Student-centered descriptors received the greatest recognition for pre-service teachers. Therefore the importance of teachers utilizing student-based strategies should continue to stay in the forefront of expectations for all administrators when interviewing. Pre-service teachers seem to place more significance on classroom management, enthusiasm, and competent instruction than on professionalism and teacher knowledge (Minor et al.). Again, it is important to note that these observations were based on student perceptions rather than actual observations or examinations of achievement.

However, researchers agreed with pre-service students perceptions. Coppola, Scricca, and Connors (2004) noted that a strong academic background and knowledge of subject matter were good in all teacher candidates. However, they asserted it was even more important that teachers possess character, desire, attitude, personal qualities, and potential. They theorized that teachers who had the right personal qualities of warmth, friendliness, enthusiasm, care, and dynamic thirst for learning could be taught how to teach. The following ten-step process was identified by Coppola et al. as a prescription for finding teacher candidates with these characteristics: (a) setting goals and identifying needs, (b) recruiting teachers, (c) establishing interview criteria, (d) reading résumés, (e) forming and training screening committees, (f) interviewing candidates, (g) using rating scales, (h) demonstration lessons, (i) decision making, and (j) pre-teaching training program.

According to Ventures for Excellence (1999), children learn best when the following 16 teacher modeled behaviors were in place:

PURPOSE

1. The teacher is highly committed to their intellectual and emotional growth.

2. The teacher is empathetic and caring toward them.

3. They are accepted as unique individuals.

4. There are high expectations for all students.

RELATIONSHIPS

5. Positive relationships are built in the classroom.

6. They are listed to and involved in two-way sharing with the teacher.

7. There is support for them as individuals.

TEACHING AND LEARNING

8. The teacher is highly committed to their intellectual and emotional growth.

9. Learning is structured around a process which includes knowledge about the students, clarity on what is to be learned, guided practice, checking for understanding and adjustment of the learning process for those students who need it.

10. Learning is tied to experience and real world application.

11. Learning is tied to their interests.

12. They are active participants in the learning.

13. They see the connection between what is being taught and their present life.

14. They take responsibility for their own behavior and learning.

15. Teaching strategies, well documented by research, are used consistently.

16. The building administrator facilitates teachers in being learning specialists.

(p. 20)

Each of the 16 teacher modeled behaviors are areas addressed on the Ventures for Excellence interview. The sections below describe those behaviors in more detail.

The teacher is highly committed to their intellectual and emotional growth. When teachers focus on children's learning and place a high priority on their academic development, students are more likely to be successful in the classroom. According to Haberman (1995), teachers that promote learning and place a significant value will be more successful enhancing academic growth.

The teacher is empathetic and caring toward children. Teachers that show and have a genuine empathetic and caring nature have a better chance of enhancing the

learning of individual children. Ryan and Alcock (2002) stated that a teacher who can understand and accept students' emotional needs is better able to meet those needs. According to Haberman (1995), teachers promote learning through establishing caring, respectful, and trusting relationships. Ryan and Patrick (2001) found that students who knew that a teacher cared and believed in them preformed better on standardized tests. Therefore, establishing a close and supportive relationship that connects with children will increase meaningful learning.

They are accepted as unique individuals. Taulbert (2006) asserted that schools need to provide a nurturing environment where students feel accepted. When children feel accepted as individuals, they feel that they are a part of the school community. Teachers promote a community by establishing a personal relationship, by making efforts to know students as individuals, and by creating school activities where students can share interests and concerns.

There are high expectations for all students. Research by Thompson et al. (2008) noted that maintaining high expectations was a key component of a quality teachers and a characteristic that leaves a lasting impression on students. Therefore, establishing high expectations is critical, according to Ventures for Excellence (2008), in promoting learning. However, not all teachers establish high expectations for a variety of reasons including lack of effort, motivation, or intelligence.

Positive relationships are built in the classroom. According to Urban (2003), successful people maintain a positive attitude toward life, build good relationships, find good in others, and are sensitive to the feelings of others. Relationships in the classroom are essential in making students feel like they belong.

Students are listened to, and involved in, two-way sharing with the teacher.
Cotton (1995) indicated that effective teachers are those who have a strong cognitive and caring nature. When students feel a connection with what is being taught in the classroom, a greater opportunity for learning is available.

There is support for them as individuals. Taulbert (2006) stated that an ideal school community have the following traits: (a) everybody respects others, (b) values and opinions are respected, and (c) everyone demonstrates respect and cooperation. This means students that feel comfortable as an individual and supported will become engaged in the school community.

The teacher is highly committed to the students' intellectual and emotional growth. Yero (2001) stated outstanding teachers have certain characteristics. These include high expectations for success, high academic standards, and a strong sense of emotional support for students. "The best teachers were remembered as having the highest standards" (Yero, p. 2). Expectations for students and teachers seem to be significant and must, therefore, be established for everyone. This commitment should include both intellectual and emotional growth for students.

Learning is structured around a process which includes knowledge about the students, clarity on what is to be learned, guided practice, checking for understanding, and adjustment of the learning process for those students who need it. Ventures for Excellence (1999) stated,

> A teacher has specific ways of developing a lesson plan based upon insights about the learners. Teaching strategies allow high student participation and are adjusted

to meet student learning realities. Checking for student understanding through

continuous monitoring and assessment of learning is employed by this teacher.

(p. 15)

This means that teachers that have a structured approach in developing lesson plans,

checking for understanding, and assessing knowledge offer a better learning environment.

This can be accomplished by teachers incorporating student interests in lesson designs

and by planning activities with high student engagement.

Learning is tied to experience and real world application. Willis (2007)

connected prior knowledge with real world application and student interests to help

student engage in learning. When children feel a connection with what is being taught in

the classroom, a greater opportunity for learning is available.

Learning is tied to their interests. As shown by Wunderlich, Bell, and Ford

(2005), when curriculum is connected to student interest and experiences, they are more

engaged and motivated to learn. Students have shown greater interest in learning when

their interests are considered and they feel some ownership in the educational process.

Offering students the opportunity to help design lessons and give feedback in topics of

discussion establishes ownership in the educational process.

They are active participants in the learning. According to Goldhaber and Brewer,

(2000) teachers who have required training and pedagogy were more successful in

increasing student achievement and have a significant role in developing quality teachers.

Current state legislation requires school districts to continually develop and offer

professional development for teachers. Teachers are required to obtain 15 hours of

professional development each year to maintain certification. Ventures for Excellence

(2008) believed that teachers should continually develop and that children learn best from teachers that are lifelong learners.

They see the connection between what is being taught and their present life. According to Willis' (2007) brain research, a connection between a child's life and what a child learns is vital in authentic learning. Learning comes easier when experience or prior knowledge exists about a specific topic. A child that can make connections between spending money at the store with learning about money in class would be considered authentic learning.

They take responsibility for their own behavior and learning. While teachers and parents take some responsibility for children learning and behaving, some responsibility lies on the student. Jones (2004) indicated that teachers need to address and model behaviors and expectations in the classroom. Giving opportunities for children to establish classroom rules, academic expectations, and consequences allows students to take ownership of their own behavior.

Teaching strategies, well documented by research, are used consistently. A current theme in education is that best practices are based on research. Goldhaber and Brewer (2000) identified a connection between student achievement and teachers having correct training and pedagogy. This would indicate that teachers who utilize research-based teaching strategies promote increased learning.

The building administrator facilitates and creates opportunities for teachers to become learning specialists. Collins (2001) indicated that leaders lead in a continuum of five levels of leadership. The five levels are (a) highly capable individual, (b) contributing team member, (c) competent manager, (d) effective leader, and (e) level 5

executive. At the level 5, a leader is described as one that has ambition for the institution and is the leader in learning. This means that a leader may not know all of the answers, but they are consistently growing and leading others. Specifically applied, teacher evaluations are to help teachers become learning specialists. The Wentzville School District utilizes a Formative and Summative Evaluation to accomplish the goal of improving teacher performance. Appendix D and E are copies of the Wentzville School District's Formative and Summative Evaluation.

Interview-rating Systems to Select Quality Teachers

A growing number of school districts in the United States are soliciting interview-rating systems to assist in selecting quality teacher candidates for employment from organizations such as Ventures for Excellence, Gallup Organization, and STAR Teachers. In 2001, approximately 2000 school districts in the United States utilized an interview-rating system to help select quality teacher candidates (Delli, 2001). Over the last decade, teacher interviewing-rating systems have become more prevalent and the process of how teachers are interviewed has changed. This change is primarily due to research indicating that quality teachers have the greatest impact on student achievement. As noted by Marzano (2003), the effectiveness of a teacher played a significant role on student achievement. The most effective teachers gained about 83% of student growth over a three-year span compared to the least effective teachers with only 29% of student growth.

In the 1960s, Haberman (1995) studied characteristics of successful teachers who worked with struggling students. Quirk (2005) stated, "Haberman has developed more teacher education programs which have prepared more teachers than anyone in history of

teacher education" (p. 2). Haberman was one of the first to develop an interviewing process for school districts to use in hiring quality teachers. According to Haberman (2004), over 170 urban school districts in the United States were using the Star Teacher Interview, which focused on characteristics of quality teachers. He stated that it was more important to select teachers with the correct character traits than with the correct training. He proposed that the key attributes of a quality teacher were maturity and judgment.

In 1995, Haberman's foundation reported seven themes connected to what the foundation considered *star* teachers. The seven identified themes are (a) persistence, (b) promoting learning, (c) theory and practice, (d) approach to at-risk, (e) professional versus personal, (f) burnout, and (g) fallibility. Teachers that had these seven themes were considered star teachers and were considered more effective with at-risk students. (Haberman, 1995, p. 3)

The Haberman Foundation identified characteristics and beliefs of highly effective teachers working with students at-risk and in poverty. Through their research, a 30-minute individual interview was created to distinguish teacher characteristic traits leading to behaviors found to be common among teachers of students in poverty and at-risk. This type of interview was used as a basis for establishing additional interview-rating systems based on characteristics of distinguished teachers. These characteristics of distinguished teachers seemed to be the essence of determining if a teacher had the potential for being successful in the classroom.

Haberman (2004) suggested that several characteristics set *star teachers* apart from lower performing teachers: their persistence, their physical and emotional stamina, their caring relationships with students, their commitment to acknowledgment and

appreciation of student effort, their willingness to admit mistakes, their focus on deep learning, their commitment to inclusion, and their organization skills.

According to Ryan and Alcock (2002), "During the 1960s, SRI/Gallup (Selective Research International, 1987) developed the Teacher Perceiver Interview to identify strengths specific to effective teachers" (p. 2). The information was used as a tool to assess teachers and teacher candidates regarding their character traits. These character rating systems are tools that have given SRI/Gallup researchers information about common characteristic traits that quality teachers might possess. The teacher perceiver interview was a structured-personal interview, which helped administrators identify life themes and patterns in a person's life. These themes and patterns parallel the habits and behavioral patterns found in the most successful teachers. Ryan and Alcock also stated the following:

> The SRI/Gallup researchers interviewed parents, administrators, students and fellow teachers looking for the qualities in those they named not just "good" teachers, but the "best" teachers. The SRI/Gallop researchers identified 12 "best" teachers themes including three Intrapersonal, four Interpersonal, and five Extrapersonal Themes. The Themes are defined as spontaneous, recurring patterns of thought, feeling and behavior, which point the way to valuable talent. Trained, certified interviewers "look for" these themes in a structured 30-minute interview. (p. 2)

The essence of teacher interview-rating systems is to help districts find the most successful teachers. Ryan and Alcock (2002) identified the following themes from the SRI/Gallup Teacher Perceiver Interview: (a) mission, (b) investment, (c) focus, (d)

empathy, (e) rapport drive, (f) listening, (g) individual perception, (h) input drive, (i)

activation, and (j) innovation. Ryan and Alcock considered the aforementioned to be the

essence of the structured interview, which allowed school districts to find the most

successful teacher candidates. The Teacher Perceiver Interview focused on offering

school districts information that helped narrow the selection process of teacher candidates

as well as a means of evaluating a large number of teacher applicants. This process

focused on offering insight into teacher candidates based on common characteristics

among effective teachers.

Researchers have found consistent themes among quality teachers. Metzger and

Wu (2008) also identified the following themes from the Teacher Perceiver Interview: (a)

mission, (b) empathy, (c) rapport drive, (d) individualized perception, (e) listening, (f)

investment, (g) input drive, (h) activation, (i) innovation, (j) gestalt, (k) objectivity, and

(l) focus. These themes were derived from 60 open-ended prompts directly related to the

Teacher Perceiver Interview. Metzger and Wu recognized a consistent pattern of themes

among quality teachers however questioned if these themes could measure teacher

quality.

Metzger and Wu (2008) conducted research to determine whether the Gallup's

Teacher Perceiver Interview could measure teacher quality. More specifically, this study

was designed to evaluate the Teacher Perceiver Interview and its validity in selecting

teachers based on beliefs, attitudes, and values. Metzger and Wu reported, "Overall, we

find a modest relationship (r = .28) between the Teacher Perceiver Interview and some

measure of teaching quality" (p. 1). In general, researchers have found common

characteristics among distinguished teachers. These patterns of characteristics have been

categorized into different themes, to which interview-rating systems have been developed.

The Gallup Organization was the company founded by George Gallup in 1935. The focus of the Gallup Organization and affiliated organizations was to assess public opinion in the area of political, social, and economic issues around the world. In the 1940s, Gallup focused on research dealing with Hollywood movie studios, measuring the appeal of story ideas, the box office draw of stars, publicity penetration, and preview reaction. However, Gallup received the greatest recognition in 1936 when he correctly predicted that Franklin Roosevelt would defeat Alfred Landon for the presidency. Over the next 60 years, the Gallup Organization grew in different areas of research, including an education division based on 30 years of research in the areas of relationships between talent, performance, and success. The educational division focused on offering research-based solutions for selection, development, and improvement of school culture and engagement (Gallup Organization, 2008).

An interview-rating system developed by the Gallup Organization was the TeacherInsight. The Gallup Organization stated that the TeacherInsight interview was based on 30 years of data from the very best teachers. The TeacherInsight interview would provide administrators with a quick, effective way to evaluate large numbers of applicants by identifying the best teacher candidates. The organization stated that the TeacherInsight assessed talents that resulted in a form of teacher excellence difficult to instill in a teacher candidate. This interview rating system was an Internet-based response system that asked teacher candidates to answer a series of statements using a 5-point Likert-type scale. The TeacherInsight interview was developed from qualitative and

quantitative studies and took approximately 30 minutes to complete. The scores were based on the teacher candidate's responses to a multiple-choice, online interview. The results were almost immediately available, and feedback was sent to the registered school district about the quality of the teacher candidate. The Gallup Organization (2008) offered the following reasons that TeacherInsight interview could benefit a school district: (a) it identifies the best teachers, (b) it expedites the application process, (c) it saves time and cost, and (d) it allows the human resource department to stay open at all times (Gallup Organization, 2008).

Gordon's (2004) article stated the following:

> Previous Gallup research indicates that teaching talent can be identified early. Gallup administered its teacher talent assessment to college sophomores and juniors who intend to apply to colleges of education. Whether the assessment was administered before or after the students took any teacher preparation courses, strong performance on the assessment predicted successful first-year teaching performance. (p. 1)

The Ventures for Excellence interview-rating system was another structured interview process that allowed school districts to find and identify the characteristics of a quality teacher. Ventures for Excellence was the company founded by Dr. Victor Cottrell in 1978 to identify and maximize the talents of employees. The mission of the Ventures for Excellence Company was to help organizations with personnel selection processes and professional development. The company focused on assessing individuals and offering specific recommendations for professional growth (Ventures for Excellence, 2008).

In 1999, Ventures for Excellence answered three questions behind the concepts of the Ventures for Excellence interviews: (a) What is a Ventures for Excellence interview, (b) How does Ventures for Excellence arrive at a decision regarding the questions to be asked, and (c) How does this analysis process convert into a score? Ventures for Excellence (1999) explained that the Ventures for Excellence interview is a set of open-ended questions that allow for individual interviewee interpretation. The questions are designed to determine follow-through behaviors of teacher candidates and potential for being a quality teacher. The questions are developed through a process that works with professionals to determine the ideal employee for a given position. Ventures for Excellence then states that the ideal employees is evaluated and analyzed for specific qualities that make him/her an ideal employee to generate the correct questions. The scores from the Ventures for Excellence interview can identify common theme patterns and that the questions are predictable at least 50% of the time. Ventures for Excellence is an interview tool that allows teacher candidates to be evaluated according to life themes.

According to Ventures for Excellence (1999), the following themes are qualities of an excellent teacher: (a) purpose, (b) positive, (c) investing, (d) committed, (e) relationships, (f) communicative, (g) personable, (h) compassionate, (i) teaching/learning, (j) motivating, (k) objective, (l) generator, (m) lesson design, and (n) application of learning. These themes were determined by analyzing ideal employees in a given school district and are discussed in greater detail (see Appendix A). These themes of qualities of an excellent teacher, according to Ventures for Excellence, are consistent patterns that allow for teacher candidates to be evaluated. Ventures for Excellence believes that

teacher candidates produce the same correct answer 50% of the time and that the information can be utilized in determining quality teachers.

This instrument has been studied by independent researchers. Davis (2001) conducted a study to determine whether the Ventures for Excellence interview-rating system for employing teachers were a strong indicator of quality teachers. More specifically, Davis' study was designed to compare subsequent teacher impact scores as determined by the Tennessee Value-Add Assessment system, which was based on student scores in the areas of reading, math, language, science, and social studies. Davis reported, "Surprisingly, analysis of bivariate correlations revealed that higher Ventures for Excellence interview score was associated with a lower TVAAS composite score. This means that top rated beginning teachers were not having a large effect on improvement scores" (p. 69).

Davis (2001) also stated the following:

A regression analysis did not provide any significant predictors of TVAAS from the group of independent variables used in this study. Ventures for Excellence scores could not predict TVAAS improvement scores. Overall, it appears from this study that there was little association between Ventures for Excellence and TVAAS. Although further study is needed to make generalizations beyond the immediate study sample, it appears that performance on this intake interview has little to do with how Tennessee teachers actually perform in the classroom. (p. 70)

School districts using commercial hiring instruments critically rely on the hypothesis that interview-rating systems are the best way to identify quality teachers.

This hypothesis is based on the definition that quality teachers are those who share a particular set of values about education or those who have the right character or personality traits. However, it should be noted that each of the instrument producing organizations claimed that teacher interview-rating systems did not measure effective teaching but, instead, identified teacher candidates who possessed the same character traits and personality traits as a quality teacher.

It is clear that certain character traits overlap among the instruments regarding what qualities a successful teacher should possess. However, it is the consistency among the different character traits that provides knowledge that could be used by school districts in developing the appropriate hiring practices for teacher candidates.

Recruitment and Retention

As indicated by Kaplan and Owings (2004), teacher quality and effectiveness had become the focal point of educational reform. This reform was lead by research that "confirmed that teacher and teaching quality are the most powerful predictors of student success" (Kaplan & Owings, 2004, p. 1). Similarly, Darling-Hammond and Youngs (2002) and Sanders and Rivers (1996) described teachers as the most important component of a student's education. They also stated that the quality of the teacher determined the level at which a student could reach higher academic standards.

The federal No Child Left behind Act of 2001 increased the demand for school districts to hire quality and highly effective teachers. According to Wise, Darling-Hammond, and Berry (1987), the following recommendations could enhance a school district's ability to recruit and retain quality teachers:

(a) offer competitive salaries, (b) reexamine state and local policy that limit

mobility, (c) develop planning systems that evaluate hiring and recruitment, (d) streamlining hiring processes, (e) establish flexible understanding of best systems of teaching, (f) develop accurate assessment tools for interviewing, (g) involve senior teachers and principals in the selection process, (h) develop an understanding of academic qualifications which indicate staff quality, (i) develop process to identify high academic qualifications for teachers, (j) offer appropriate and timely feedback to teacher candidates, (k) offer a comprehensive, but not cumbersome, teacher screening process, (l) develop and implement personnel management systems, (m) shorten time between recruitment and placement, (n) establish vacancies as early as possible, (o) reduce the roles of teachers, (p) offer incentives for veteran teachers, (q) develop better working conditions in struggling schools, (r) place beginning teachers in schools with accurate supervision, (s) develop supervised induction programs, and (t) develop special evaluation system for first-year teachers. (pp. 6-11)

The listed changes would allow for a comprehensive evaluation of a school district's approach to hiring and retaining quality teachers.

According to the Education Commission's findings from Darling-Hammond (1997), the United States lacked the systems to recruit and retain quality teachers, especially in the subject areas in greatest demand. The Education Commission revealed that more than two million teachers needed to be hired over the next decade and that the United States' ability to place highly qualified teachers would depend on school districts' ability to establish policies that looked at quantity and quality of teachers. The Education Commission noted that when it came to teacher recruitment and retention, the greatest

contributions were salaries and working conditions. Darling-Hammond and Sykes (2003) argued, too, that salaries and working conditions might be the greatest contribution to a school district in its endeavor to meet the No Child Left behind Act, which required school district to hire highly effective teachers.

The Education Commission of the States (2005) noted that "while many factors contribute to the successful education of children, there is a strong consensus among experts that the effectiveness of their teachers is the single most important educational determinant" (p. 1). According to the National Center for Education Statistics (2000), there was a shortage of highly qualified teachers in the United States. The Education Commission of the States theorized that what is needed to address teacher recruitment and retention effectively are (a) an accurate assessment of the demographic characteristics of the teaching profession, (b) an understanding of the teacher labor market, and (c) any available evidence of the success or likely success of various strategies that might be employed to address recruitment and retention problems.

As noted by Hammer, Hughes, McClure, Reeves, and Salgado (2005), teacher recruitment and retention in rural areas of the United States could be more difficult for school districts. However, they felt that the greatest results in acquiring quality teachers in rural school district could be done by (a) participating in base recruitment, (b) investing in "grow-your-own" initiatives, (c) include all vital partners in collaborative efforts, (d) encourage universities to customize teacher education programs, (e) offer targeted incentives, (f) institute formal induction programs, (g) offer incentives for staying, (h) improve the school culture and working conditions, (i) involve the community, and (j) invest in school leadership development. These strategies were noted

as the greatest possibilities in acquiring quality teachers in rural school districts.

According to Guarino, Santibanez, Daley, and Brewer (2004), teachers who stay in the

profession of teaching were content with compensation and job requirements.

They stated, "Among all available alternate activities, teaching remains the most

attractive in terms of compensation, working conditions, and intrinsic rewards" (Guarino

et al., p. 27). With the continued pressure from federal and state mandates for the No

Child Left Behind Act, school districts must recruit teacher candidates with the right

character traits as well as academic qualifications. It is vital to student achievement that

all aspects are explored in an endeavor to recruit and retain quality teachers. A variety of

methods should be utilized, including higher salaries, better working conditions, and

better teacher selection processes.

Summary

In this chapter, several topics were explored in relation to the prediction and

selection of teachers likely to experience success. The topics studied and reviewed were:

(a) teacher quality, (b) teacher effectiveness, (c) teacher characteristics, (d) interview-

rating systems designed to select quality teachers, and (e) recruitment and retention. The

study of these topics allowed for greater understanding and insight into the complexity of

predicting teacher success. Each topic explored, seemingly, has an effect on the

determination of whether a teacher is considered successful.

Researchers given the task of developing interview-rating systems should have a

broad understanding of teacher success. The teacher is the vital element and his or her

personal traits, knowledge, actions, and style impact the quality of education for students.

Researchers should link this understanding with appropriate determining questions to create a successful interview tool.

Chapter III - Method

From a pool of over 100 applicants who gained employment in the Wentzville

School District during the 2003, 2004, 2005, and 2006 school years, 79 teachers were

selected from kindergarten through 12th grade. Teachers were interviewed using the

Ventures for Excellence tool and were rated according to their answers. Selected

participants were employed and had completed a full year of teaching. The new teachers

were observed and formally evaluated three times during their first year of employment.

These formative evaluations (a tool used to evaluate teachers on a quarterly basis) were

consolidated into Summative Evaluations (a tool used to combine formative evaluations

into one yearly evaluation). The purpose of this study was to determine the ability of the

Ventures for Excellence character rating system to predict first-year teachers' success as

evidenced by teacher Summative Evaluations. To measure the accuracy of the Ventures

for Excellence rating system, a correlation study was conducted on the success of

selected teacher candidates during their first year of teaching.

During the data collection process, the information was analyzed and examined

according to (a) overall scores of teacher candidate performance on the Ventures for

Excellence rating system as compared to overall ratings on Summative Evaluations, (b)

teacher performance on the Ventures for Excellence rating system as compared to

Summative Evaluations by given categories on the evaluation tool (teaching techniques,

classroom management, interpersonal relationships and professional responsibilities), and

(c) teacher performance on the Ventures for Excellence as compared to Summative

Evaluations by school level (elementary, middle, and high school).

Participants

The participants in this project were teacher candidates who were interviewed and employed by Wentzville School District in a teaching position. Two sets of data were evaluated for each new teacher in the study. These two areas included character traits (Ventures for Excellence Rating System) and the teachers' first-year performance (Summative Evaluations).

Teachers from all grade levels were selected for this study. The teachers varied in age and experience. Some of the teachers had previous teaching experience in other districts. Each teacher candidate received a score on the Ventures for Excellence character-rating system during the interview process. A score of 13 points or higher on the rating system represented a favorable score and indicated character traits desired by the school district. Approximately 100 teachers were hired in the Wentzville School District during the 2003-2006 school years, and 79 of those candidates who completed the Ventures for Excellence interview and Summative Evaluation were selected for the study.

As mandated by the school district, teachers were given a Summative Evaluation to assess their level of performance during the year. These evaluations and the Ventures for Excellence rating-system scores were compared for accuracy in predicting teacher success in the first year. The Summative Evaluation instrument had five categories for rating teacher performance: (a) Does Not Meet Expectation, (b) Needs Improvement, (c) Meets Expectations, (d) Exceeds Expectations, and (e) Mastery. The areas assessed for each teacher were consistent with the expectations of all teachers in the district. These areas ranged from knowledge base to the required communication and instructional skills

needed to be an effective teacher. The categories included (a) Teaching Techniques, (b) Classroom Management, (c) Interpersonal Relationships, and (d) Professional Responsibilities.

To obtain employment in the Wentzville School District, teachers must hold the appropriate certification and degree required by the Department of Elementary and Secondary Education. Statistical data from the Wentzville School District, outlined in Table 4, were gathered from the Department of Elementary and Secondary Education. As shown, 98% of teachers in the Wentzville School District were certified teachers and were considered to be highly qualified by the State Department of Education.

Table 4

Certification Status of Teachers in the Wentzville School District

Certification Status of Teachers, 2002-2006

	Wentzville R-IV				
Year	2002	2003	2004	2005	2006
Teachers with Regular Certificates*	0.00%	0.00%	0.00%	0.00%	98.00%
Teachers with Temporary or Special Certificates	0.00%	0.00%	0.00%	0.00%	1.90%
Teachers with Substitute, Expired or No Certificates	0.00%	0.00%	0.00%	0.00%	0.20%
Percent Taught by Highly Qualified Teachers**	97.70%	97.00%	98.80%	98.30%	99.60%

	Missouri				
	2002	2003	2004	2005	2006
	97.50%	97.10%	96.90%	97.10%	96.50%
	0.90%	1.40%	1.60%	1.70%	1.80%
	1.60%	1.40%	1.50%	1.00%	1.10%

Note. From Missouri Dept. Elementary and Secondary Education Core Data. Data as of September, 2006.

Table Posted to the Web May 4, 2007.

*Regular Certificates – Includes Life certificate, Professional Class I & II certificate

**Highly Qualified Teacher – An individual who has the appropriate certification.

Sampling Procedures

Seventy-nine teachers were selected for this study. To be selected, the participants had to meet three criteria: (a) they had to be employed in the Wentzville School District, (b) they had to have taken the Ventures for Excellence interview from a trained administrator, and (c) the candidates must have been evaluated according to the district's guidelines. All of the candidates who participated in the study were hired and employed at some point during the 2003-2004, 2004-2005, or the 2005-2006 school years.

External Validity

The results of this study could be cautiously generalized from the sample of seventy-nine teacher candidates from the Wentzville School District. Due to the different variables in a given school district, however, outcomes could differ. On the other hand, in schools with similar practices and demographics to those of the Wentzville School District, the results of this study could be generalized and could prove valuable for district personnel.

The purpose of this study was to determine the accuracy of the Ventures for Excellence character rating system in predicting teacher success in the first-year based on the teachers' performance as recorded on their Summative Evaluations. The results indicated that the Ventures for Excellence interview acquired the same results in the Wentzville School District as in other school districts during training sessions. School administrators are trained by Ventures for Excellence trainers and certified in procedures and protocol for administering the Ventures for Excellence interview-rating system.

Therefore, a consistency among school districts and trained Ventures for Excellence interviewers seems to be reliable.

However, reliability among the Wentzville School District's teacher evaluation tool and other school districts' teacher evaluation tools should be cautiously generalized. Each school district uses a different evaluation tool, and administrators are trained differently in the evaluation of teachers. Therefore, evaluations among school districts are not consistently independent reliable sources for determining quality teachers. The monitoring of validity among the Ventures for Excellence and other school district evaluation tools could differ. On the other hand, the same correlation study of Ventures for Excellence interview-rating system and teacher evaluation in any given school district could prove to be valuable in determining the effectiveness of the Ventures for Excellence interview-rating system. Further correlation studies containing any district's evaluation tool and the Ventures for Excellence interview-rating system are suggested to further support the findings of the study performed herein.

Research Setting

This study took place in the Wentzville School District. Personnel files from the Human Resource office were collected with permission from the Superintendent of the Wentzville School District. The collection of data came from files maintained in the district central office. The Wentzville R-IV School District is located in Saint Charles County, one of the fastest growing counties in Missouri. As of the 2000 census, the city had a total population of 13,825 with a mix of commercial, industrial, and residential growth. The Wentzville School District is geographically located in the western part of the county, 40 miles west of downtown St. Louis. The district is home to corporate

offices and industries, such as General Motors, Master Card International, and CenturyTel Telephone Operations. The school district serves a 125-square mile area, including all or part of Wentzville, Lake Saint Louis, Dardenne Prairie, Foristell, and O'Fallon. Currently there are 2 high schools, 3 middle schools, 8 elementary schools, and 1 early childhood center, which service over twelve thousand students. The student and staff population is predominately white with little diversity.

Research Design/Procedure

Consent for this study was received from the Superintendent of the Wentzville School District (see Appendices B and C). Subjects were selected according to the year their employment began in the Wentzville School District. Only subjects that were employed and had taken the Ventures for Excellence interview-rating program were selected for this research project. No written permission from the subjects was required. Permission was given by the Superintendent of the Wentzville School District and no names of subjects or any form of identification were used in the study. Scores from the subjects' first-year Summative Evaluations and Ventures for Excellence scores were analyzed and used in a correlational study. The Ventures for Excellence interview rating-system scores were kept on a Microsoft Excel program and the teachers' Summative Evaluations were stored according to the district's established procedures. Scores were utilized from elementary, middle school, and high school faculty.

Data were analyzed and assigned percentages according to subject performances on Summative Evaluations (see Appendix D). The Summative Evaluation focused on four sections of teacher performance. Each column within the four sections of the

evaluation was assigned a consistent point value. See Table 5 for point value
arrangement.

Table 5

Point Value Arrangement of Evaluations Tool

Point Values	
Does Not Meet Expectations	0-points
Needs Improvement	1-point
Meets Expectations	2-points
Exceeds Expectations	3-points
Mastery	4-points

Each score was tallied for each of the four sections of the evaluation. Within each
section, the average score was calculated. Similarly, the process was repeated with the
Ventures for Excellence interview scores. The scores of the interview were correlated
with the scores on the Summative Evaluations. This process was completed for each of
the four categories as well as for the overall evaluation percentile.

 Instrumentation

Two different instruments were used in this research project. Before examining
each of these instruments in turn, it is worth reflecting on the principles that guided the
Wentzville School District in the design. The Summative Evaluation instrument was
designed to document teacher performance in the Wentzville School District with the
intent of guiding teacher professional development. The Ventures for Excellence
interview instrument was used by district personnel to gain knowledge of teacher

candidates, evaluate character traits, and choose the best teacher candidates. Therefore, it was created to predict a teacher's success.

A limitation to the study was the lack of research on poorly rated interviewees. Since candidates that performed poorly on the Ventures for Excellence were not employed by the Wentzville School District, this information was absent in the collection of data. In addition, scores might have varied due to personal circumstances that might have been a factor on the day of the interview. Although a candidate might have earned a score above thirteen and was subsequently employed, the score might not take into account various personal struggles, which had the potential to skew interview results. Added limitations to this study were the experiences and skills of teacher candidates during prior employment and their affect on the dependent variable.

Each teacher in this study was given three formative evaluations during his or her first year of employment. Appendices D and E are copies of the Wentzville School District's formative and Summative Evaluations. Data from these formative evaluations were compiled to generate a Summative Evaluation. The evaluations reflected teacher performance in four different categories: (a) teaching techniques, (b) classroom management, (c) interpersonal relationships, and (d) professional responsibilities.

Each category had different performance expectations that administrators rated based on their professional judgment. Performance was marked as Does Not Meet Expectations, Needs Improvement, Meets Expectations, Exceeds Expectations, or Mastery. The Ventures for Excellence interview-rating system supported objective driven interviews where the primary function was to predict teacher success. The rating system is a 22-question interview composed of specific questions from the following categories:

(a) positive, (b) investing, (c) committed, (d) communicative, (e) personable, (f) compassionate, (g) motivating, (h) objective, (i) generator of alternatives, (j) lesson design, and (k) application of learning.

Answers to each question were scored as correct or incorrect. The total number of correct responses was then tallied for an overall score. The 79 candidates were interviewed in the Wentzville School District. Research from the study indicated candidates selected for positions earned an average score of 12.90 out of a possible 22 on the Ventures for Excellence interview-rating system.

Reliability and Validity

The reliability and validity of the Ventures for Excellence rating system were not available from the company. The data for the Summative Evaluation and Ventures for Excellence interview-rating system were collected by professional administrators who were trained by experts in their field of study. The data collected from both instruments occurred through a rating scale of performance. The quantitative data were collected in two parts: (a) a performance evaluation based on observations by administrators, and (b) an interview scale based on the candidate's statements about follow-through behavior in different teaching situations.

Summary

This correlational study consisted of comparing scores from teacher candidate interviews with first-year Summative Evaluation scores. Teachers from different subject areas and grade levels were selected for the study. Additionally, categories (teaching techniques, classroom management, interpersonal relationships, and professional responsibilities) of the Summative Evaluation tool were analyzed to determine if a

correlational relationship exists between the Ventures for Excellence interview-rating scale score and the Summative Evaluation tool.

Chapter IV - Results

The purpose of this study was to determine the accuracy of the Ventures for Excellence character rating system based on the teacher's performance as recorded on his/her Summative Evaluation. Data for this study were collected from 79 candidates who were employed in the Wentzville School District. Prior to employment, each teacher was administered the Ventures for Excellence interview to assess for specific character traits.

During the data collection process, the information was analyzed and examined according to (a) overall scores of teacher candidate performance on the Ventures for Excellence rating system as compared to overall ratings on Summative Evaluations, (b) teacher performance on the Ventures for Excellence rating system as compared to Summative Evaluations by given categories on the evaluation tool (teaching techniques, classroom management, interpersonal relationships and professional responsibilities), and (c) teacher performance on the Ventures for Excellence as compared to Summative Evaluations by school level (elementary, middle, and high school).

Results of Analysis

The Ventures for Excellence rating system scores and Summative Evaluation scores were analyzed to determine if a correlation existed between the independent and dependent variables. The null hypothesis was that there was no significant correlation between the Ventures for Excellence teacher interview-rating scale and first-year teachers' success based on their evaluations. As shown in Table 6, the null hypothesis (H_0: $\rho = 0$) was not rejected for this study. The analysis yielded r (77) = .18, p = .1169. Therefore, no significant correlation was established between scores on the Ventures for

Excellence rating system and the perceived ability to perform as a successful teacher as evidenced by the Summative Evaluation.

Table 6

Statistical Analysis of Teacher Character and Abilities

SUMMARY OUTPUT

Regression Statistics	
Multiple R	0.1778157
R Square	0.03161842
Adjusted R Square	0.01904204
Standard Error	5.81401526
Observations	79

ANOVA

	df	SS	MS	F	Significance F
Regression	1	84.98391523	84.9839152	2.5141107	0.116929819
Residual	77	2602.813553	33.8027734		
Total	78	2687.797468			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95%
Intercept	36.5398447	2.85688393	12.7901048	9.76E-21	30.85106214	42.2286273	30.85106214
X Variable 1	0.34185698	0.215601737	1.58559475	0.1169298	-0.087460916	0.77117488	-0.0874092

The regression line displays a clear picture of the relationship between the Ventures for Excellence rating system scores and the Summative Evaluation scores. As indicated in Figure 1, data points were not clustered near the line of best fit; therefore, no significant relationship between the evaluation instruments existed in this study.
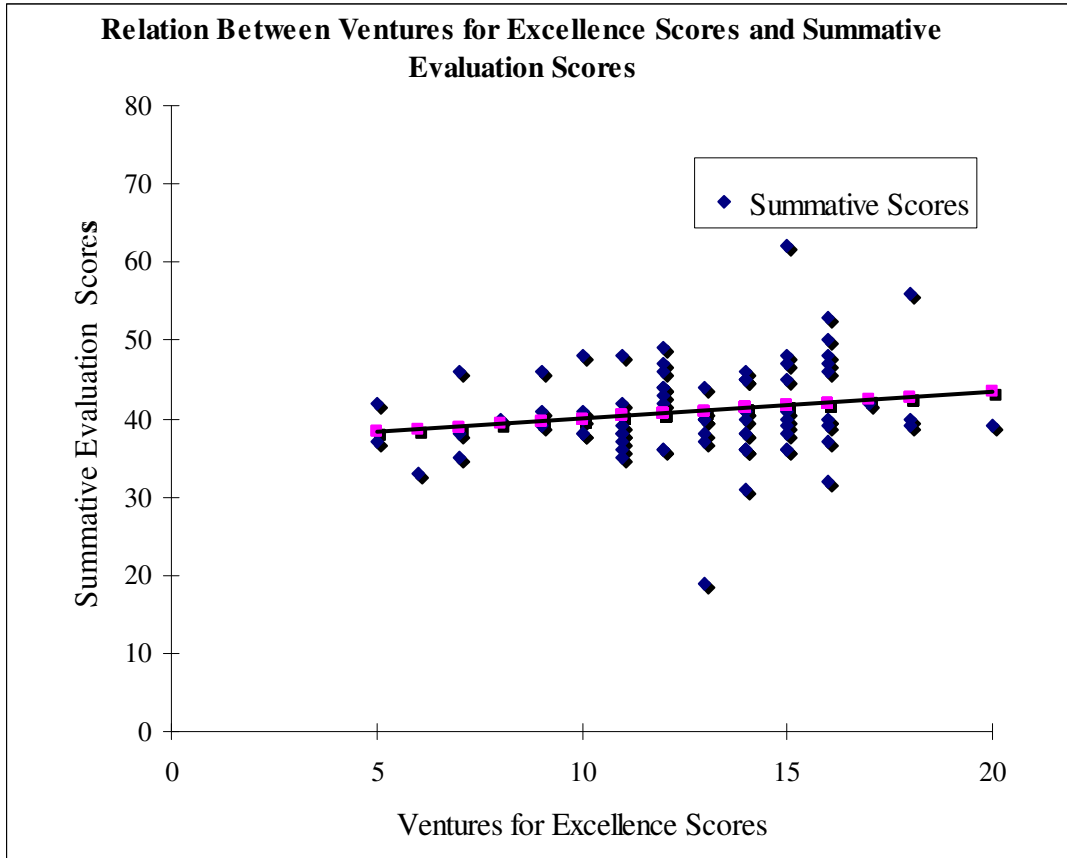
Figure 1. Line plot of Summative Evaluation scores and Ventures for Excellence scores.

Further analyses were conducted to evaluate the performance of teachers on the

Ventures for Excellence rating system and Summative Evaluations by given categories

on the evaluation tool (teaching techniques, classroom management, interpersonal

relationships, and professional responsibilities). These analyses indicated no significant

relationship between the Ventures for Excellence and subcategories on the Summative

Evaluation. Again, no significant correlation was established between teachers' perceived

character and their perceived ability in the different subgroups. However, of the four

different subcategories on the Summative Evaluation, interpersonal relationships yielded

the strongest correlation with a coefficient of $r(77) = .19$, $p = .0776$. The statistics for the

regression and correlation analysis are identified in Figure 2, 3, 4 and 5.
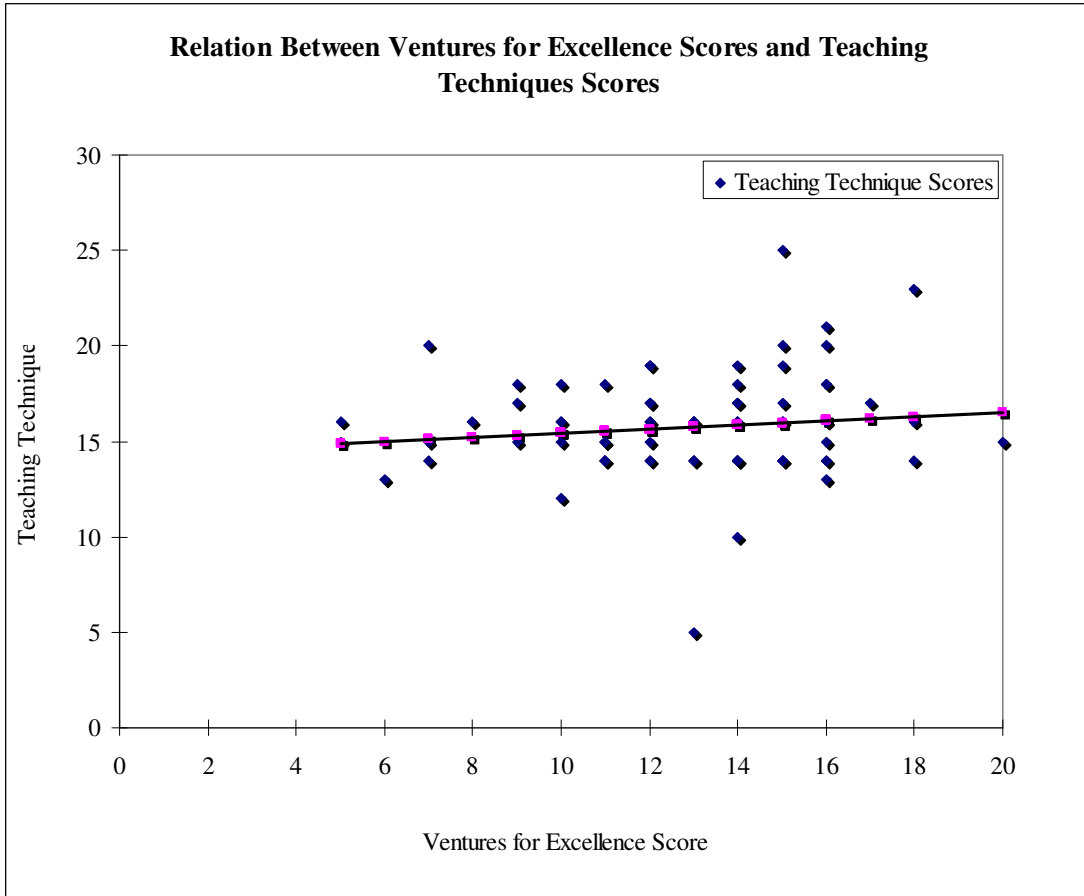
Figure 2. Line plot of Teaching Techniques scores and Ventures for Excellence scores.

The regression line in Figure 2, displays a clear picture of the relationship between the Ventures for Excellence scores and Teaching Techniques scores. The data points were not clustered near the line of best fit; therefore, no significant relationship between the evaluation instruments existed in this category.
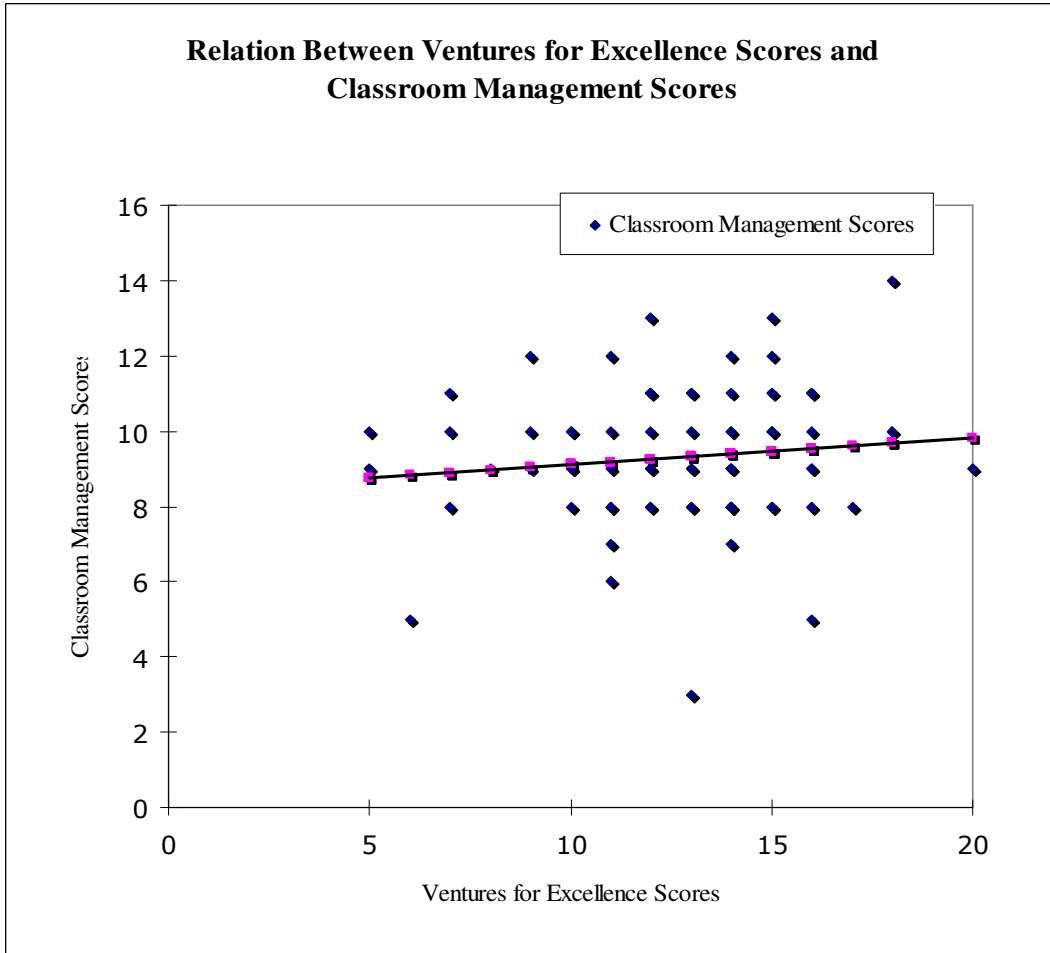
Figure 3. Line plot of Classroom Management scores and Ventures for Excellence

scores.

As Figure 3 indicates, no significant correlation was established between the

Ventures for Excellence scores and Classroom Management scores. The data points were

not clustered near the line of best fit; therefore, no significant relationship between the

evaluation instruments existed in this category.

Figure 4. Line plot of Professional Responsibilities scores and Ventures for Excellence scores.

As Figure 4 indicates, no significant correlation was established between the Ventures for Excellence scores and Professional Responsibilities scores.
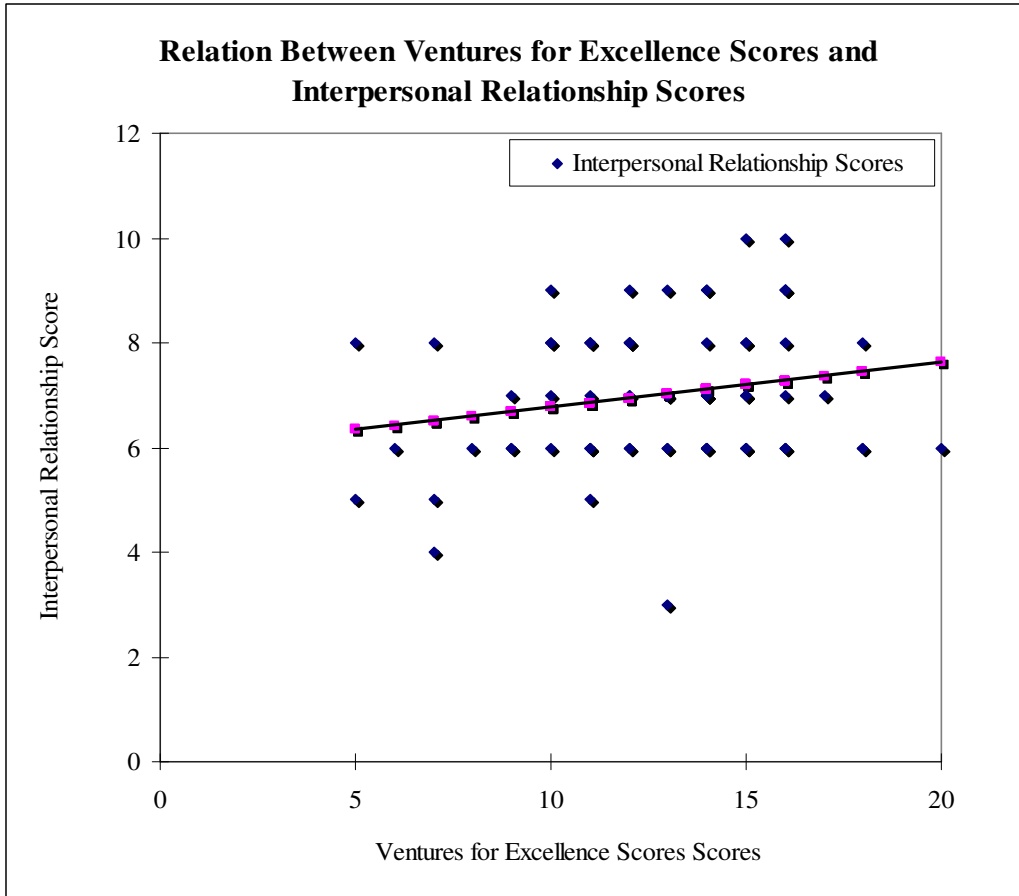
Figure 5. Line plot of Interpersonal Relationship scores and Ventures for Excellence scores.

As Figure 5 indicates, no significant correlation was established between the Ventures for Excellence scores and Interpersonal Relationship scores. However, of the four different subcategories on the Summative Evaluation, interpersonal relationships yielded the strongest correlation.

In Figure 6, 7, and 8, the results of the analyses on teacher performance on the Ventures for Excellence and Summative Evaluation are displayed by school level (elementary, middle, and high school). During these analyses, it was discovered that teachers at the elementary level received a higher average on the Ventures for Excellence rating scale than those teaching at the secondary levels, with the elementary teachers averaging 13.36, middle school teachers averaging 11.75, and high school teachers averaging 11.20. It was also discovered that elementary teachers performed better on Summative Evaluations. Elementary teachers yielded an average score of 41.72, middle school teachers yielded a score of 40.00, and high school teachers yielded a score of 37.70. Of the three different subcategories (elementary, middle, and high school teachers), the scores of elementary teachers yielded the strongest correlation with a *p*-value of .0776.

The regression line displays a clear picture of the relationship between the elementary teachers' Ventures for Excellence rating system scores and the elementary teachers' Summative Evaluation scores. As indicated in Figure 6, data points were not clustered near the line of best fit; therefore, no significant relationship between the evaluation instruments existed in this study. However, of the three different subcategories (elementary, middle, and high school), elementary teachers yielded the strongest correlation with the Ventures for Excellence interview-rating system.
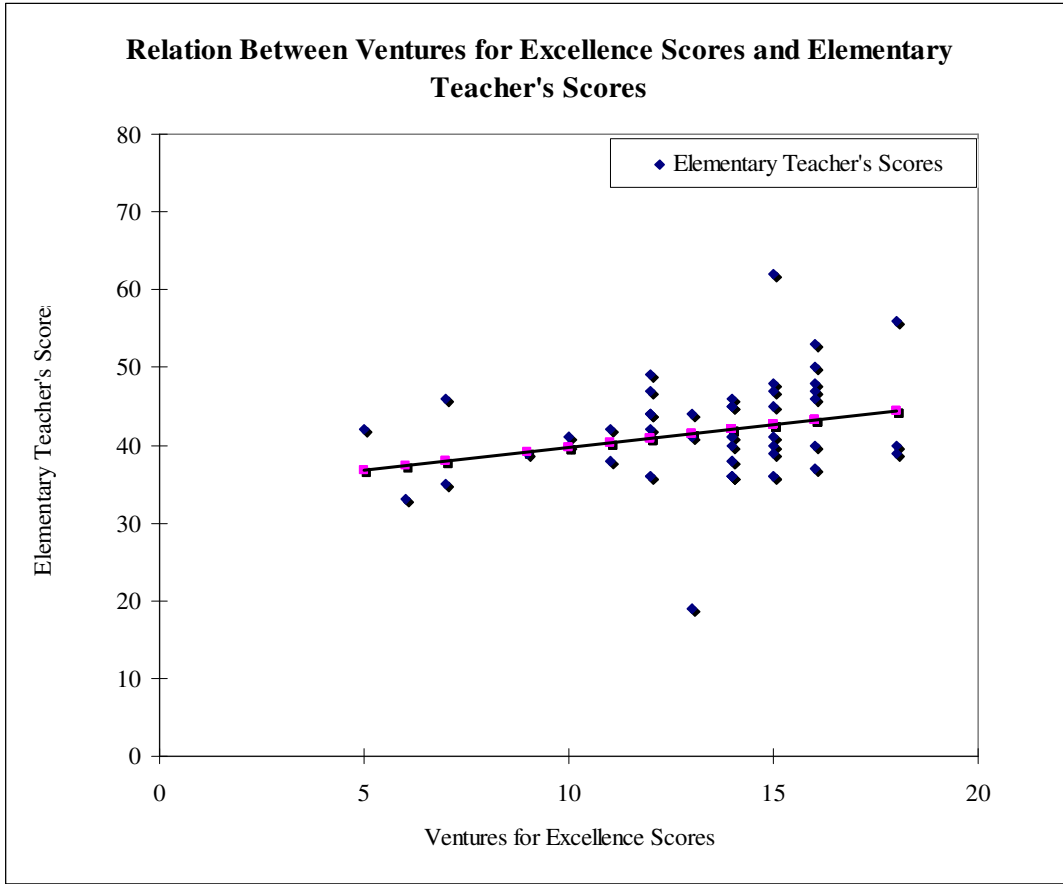
Figure 6. Line Plot of elementary school teachers' Summative Evaluation scores and Ventures for Excellence scores.

As Figure 6 indicates, no significant correlation was established between the Ventures for Excellence scores and elementary teachers' Summative Evaluation scores. The data points were not clustered near the line of best fit; therefore, no significant relationship between the evaluation instruments existed in this category.
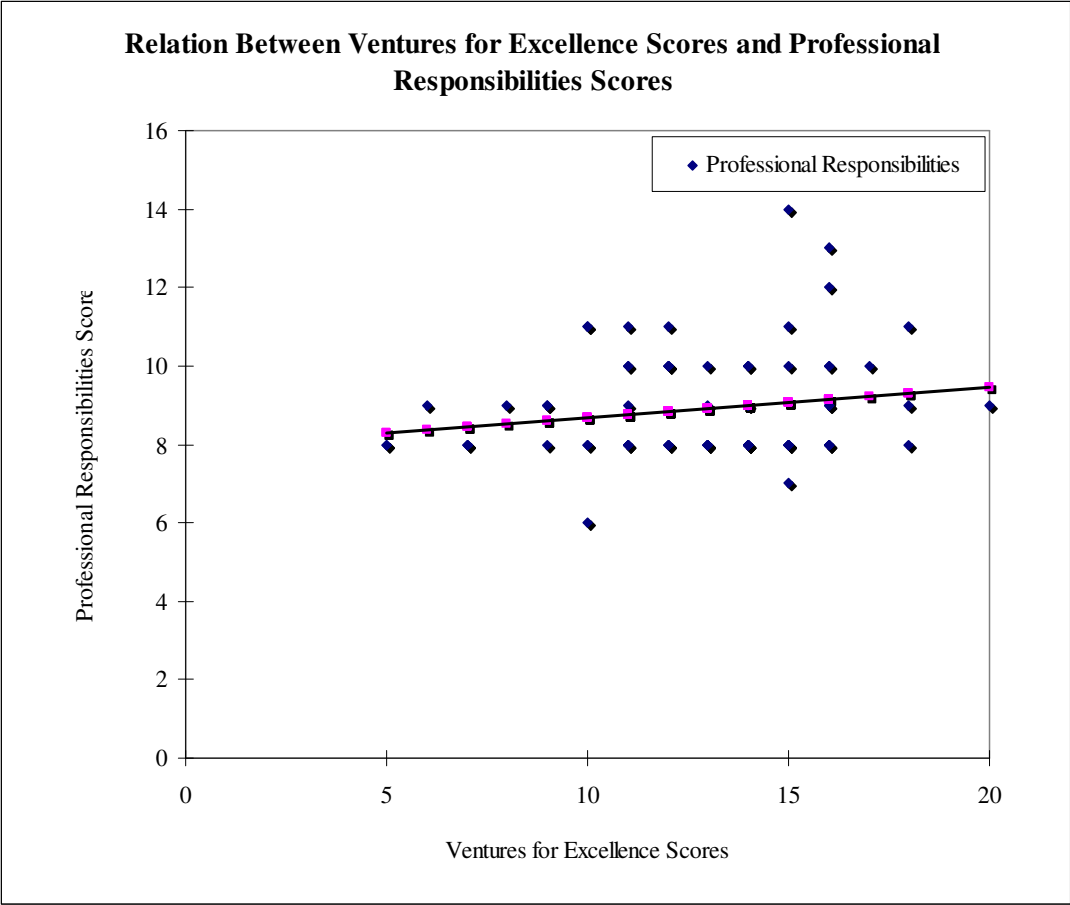
Relation Between Ventures for Excellence Scores and Middle School Teacher's Scores
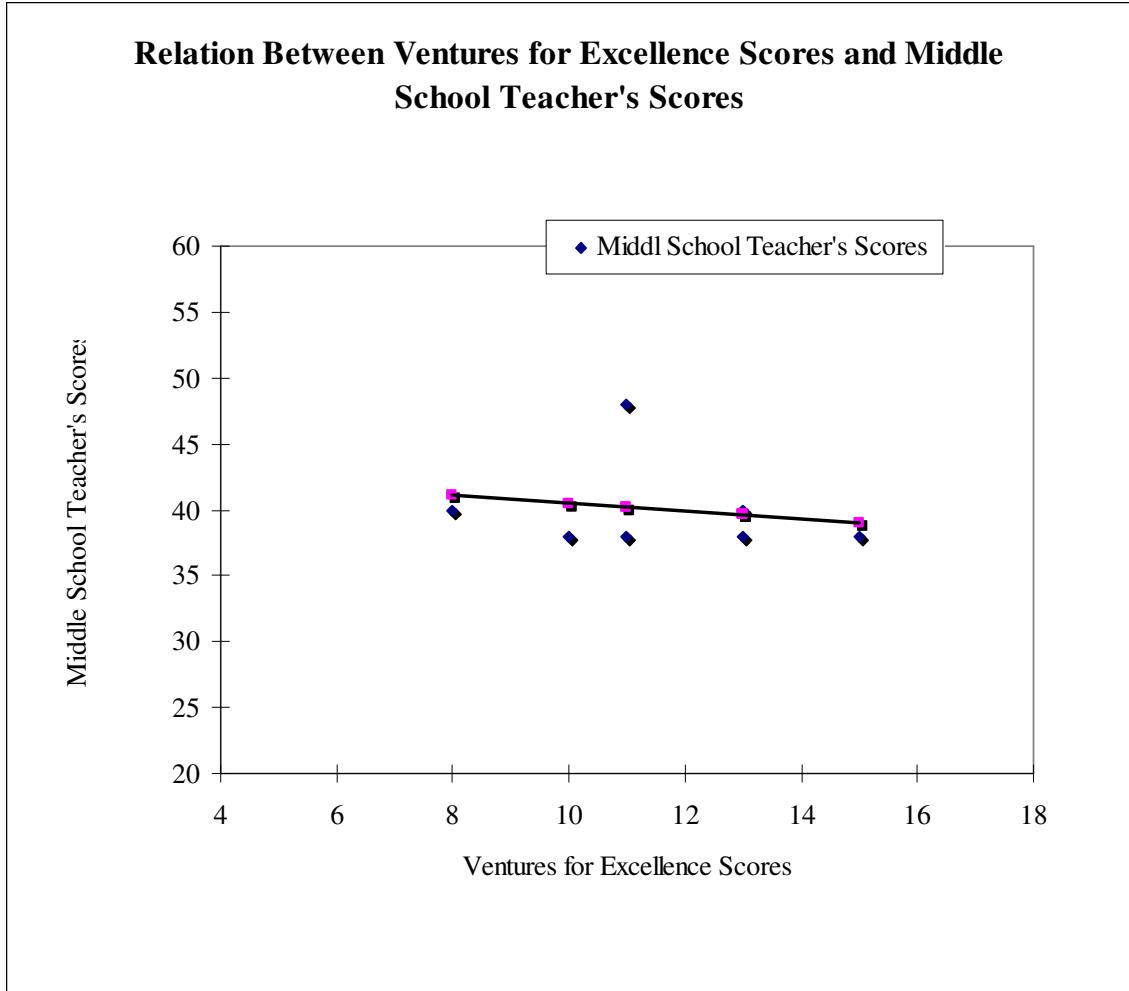
Figure 7. Line plot of middle school teachers' Summative Evaluation scores and Ventures for Excellence scores.

As Figure 7 indicates, no significant correlation was established between the Ventures for Excellence scores and middle school teachers' Summative Evaluation scores. The data points were not clustered near the line of best fit; therefore, no significant relationship between the evaluation instruments existed in this category.
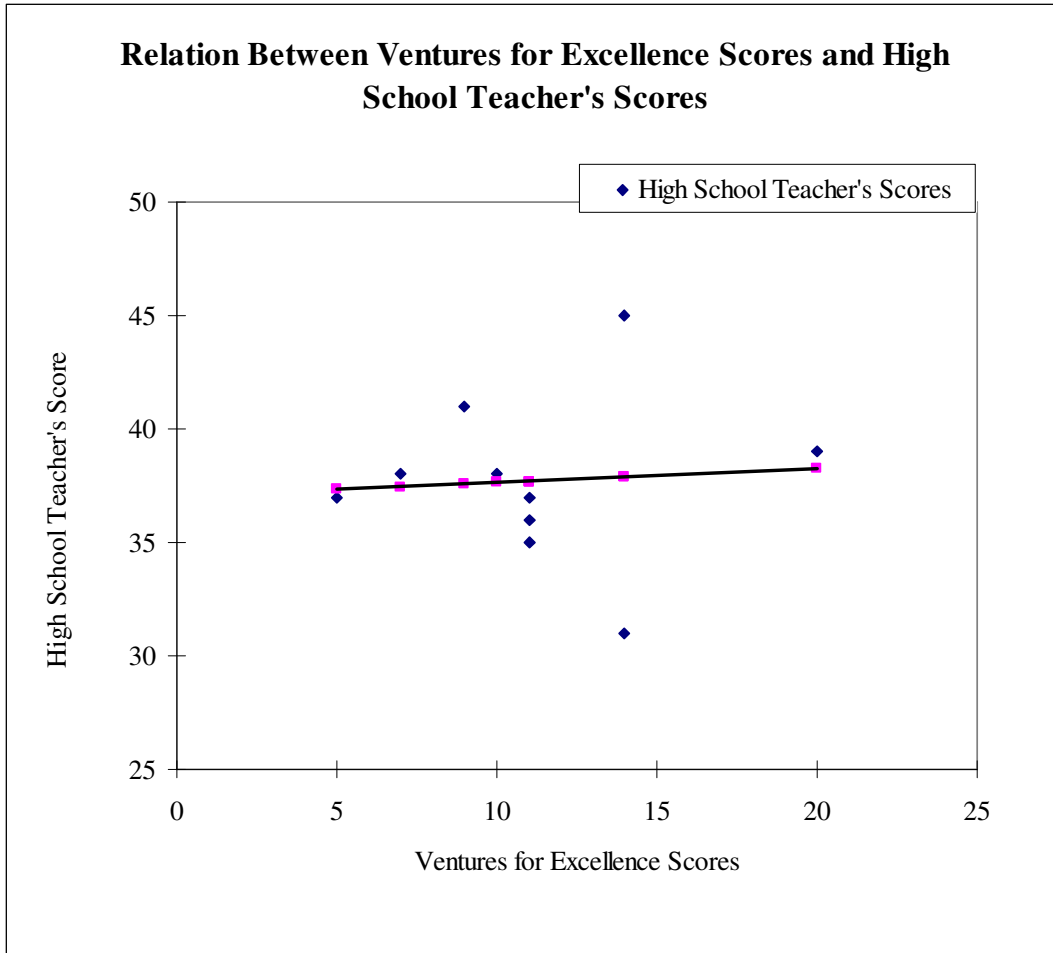
Figure 8. Line plot of high school teachers' Summative Evaluation scores and Ventures for Excellence scores.

As Figure 8 indicates, no significant correlation was established between the Ventures for Excellence scores and high school teachers' Summative Evaluation scores.

Summary

No significant relationship was found between the Ventures for Excellence rating scale and the teachers' Summative Evaluations after their first year of teaching. The independent variable was the score on the Venture for Excellence interview in which the candidates were rated on personal characteristics. The dependent variable in this study was the quality of teacher performance, as noted in their Summative Evaluations. This

research concluded that the data yielded no apparent relationship between a teacher's score on the Ventures for Excellence rating system and his or her performance as a teacher in the Wentzville School District. However, of the three different subcategories (elementary, middle, and high school), elementary teachers yielded the strongest correlation with the Ventures for Excellence interview-rating system. The results were reported and will be discussed in Chapter 5.

Chapter V - Discussion

The purpose of this study was to determine the ability of the Ventures for Excellence character rating system to predict first-year teachers' success as evidenced by teacher Summative Evaluations. Research was conducted to determine the predictive value of the Ventures for Excellence interview-rating systems that a teacher, who possesses certain character traits, has a better chance of being a quality teacher. This mindset is different from previous assumptions that the right education and résumé could be relied on as determining factors in selecting quality teachers. District administrators use Ventures for Excellence to identify common characteristics of a candidate such as (a) compassion towards others, (b) a positive personality, (c) an investing nature, (d) commitment to others, (e) ability to communicate, (f) positive personality, (g) ability to generate ideas, (h) design lesson plans, and (i) ability to motivate others. The results of this research revealed no significant relationship between teachers' performance on the Ventures for Excellence interview-rating system and their performance during their first-year of teaching. However, it was evident through research that quality teachers possessed certain character traits that enhanced performance in the classroom.

Recommendations

Study findings implied no relationship between the Ventures for Excellence rating system and the Summative Evaluation, yet much of chapter two's research showed that quality teachers possess common character traits. Further studies of teachers with the desired character traits could reveal better information to help develop rating systems that are more predictive of teacher success. It is recommended that administrators and human resource personnel implement procedures to evaluate teacher candidates on a more

personal basis than simply making assessments through their applications, references, resumes, and standardized interviews. As history has proven, a single teacher can determine a child's profession, standard of living, or even his or her quality of life. Based on the researcher's experience as a principal and the chapter two literature review, teachers should be selected in a manner that identifies the most effective teachers in all areas of learning, including (a) academic development, (b) moral development, (c) character development, and (d) social development.

Summary

The purpose of this study was to determine the ability of the Ventures for Excellence character rating system to predict first-year teachers' success as evidenced by teacher summative evaluations. The data were analyzed to determine if the Ventures for Excellence interview-rating system successfully predicted the quality of teachers, as measured by scores on the Ventures for Excellence interview and Summative Evaluation. The results of this study yielded no positive correlation and, therefore, indicated no significant relationship between a teacher's performance on the Ventures for Excellence interview-rating system and his or her ability to be a successful teacher. However, quality teachers were found to possess certain character traits that enhance performance in the classroom.

The selection of professional educators is encased in tradition which is based on personal interactions, interviews, job applications, appearance, enthusiasm, résumés, letters of recommendation, and transcripts. The findings of this study did not negate current practices of selecting teachers or the overall selection of teachers based on the need to maintain a positive school climate. Rather, it solidified the basis of the research

which concluded that the essential characteristics of a quality teacher were not always reliant on the right beliefs and character traits as measured by interview-rating systems. Quality teachers have many levels through which excellence is established. A teacher's character traits, beliefs, characteristics, values, and personality seem to all be critical components of a quality teacher; however, a teacher's knowledge, mission, and training seem to also contribute to success. Therefore, teacher selection should be conducted on many different levels which should lead to the selection of quality teachers.

A teacher can impact a student's life. This is supported by a variety of researchers (Marzano, 2003; Sanders, & Rivers, 1996; Stronge & Hindman, 2003). Scores on standardized tests indicate the direct impact that teachers have on academic achievement (Marzano; Sanders, & Rivers; Stronge & Hindman). Such impact, therefore, establishes the importance of teacher selection. It seems like character interviewing-rating systems should have more influence in the hiring process than the results of this research indicate. However, the Ventures for Excellence interview-rating system is not a valuable or reliable tool in the hiring process. The Ventures for Excellence should not be a stand-alone method of selecting teachers. According to this research, Ventures for Excellence interview-rating scores provide un-reliable information as it relates to predicting first-year teachers' success as evidenced by teacher summative evaluations. However, continued effort in researching and collecting data about teacher performance could provide further insight into the character traits of quality teachers and the development of a better tool in selecting teacher candidates.

Therefore, based on this study, the following strategies are recommended. Interviewing committees should be trained in appropriate interviewing procedures.

Committee members should have a clear understanding of what is expected during an interview. The following topics should be reviewed with the interviewing committee: (a) appropriate questions, (b) appropriate responses to questions, (c) answering questions, (d) legal issues, and (e) job description. Each committee member should feel comfortable and competent in the process of selecting a teacher candidate.

School district personnel should evaluate current interviewing procedures and adjust practices for more consistent results. The Human Resource department should be responsible for reviewing current practice in selecting teacher candidates. Information should be obtained after each interviewing process to eliminate problem areas and to enhance strengths in the process.

School district personnel should collect data to determine successful interviewing procedures. Data should be collected on the types of questions and information received during the interview to determine if the information is beneficial to the process. This information will allow for changes in the following areas: (a) types of questions asked, (b) determining which documents to review, (c) appropriate response to questions, and (d) general procedural approaches. Ultimately, changes should be made based on the data and feedback of the interviewers to enhance the understanding of a teacher candidate.

School districts should use a comprehensive approach when interviewing teacher candidates. The Human Resource department should be responsible for establishing the interviewing process. Consistency in the process will allow for accurate data, appropriate selection, and a streamline approach to interviewing candidates.

School district personnel should evaluate and select an interview-rating system that yields a consistent and reliable score to be used as a screener for teacher candidates.

Several interview-rating systems are currently available; therefore, each program should be reviewed to determine effectiveness, reliability, and ability to select quality teacher candidates. Finally, an interview-rating system should be selected that aligns with the district's vision and evolutional tools.

Administrators should be trained and continually re-certified on the selected interview-rating system. Each administrator responsible for hiring teachers should be trained and certified according to the interview-rating system's company. Administrators should also be trained in establishing the practice developed by the Human Resource department in the interviewing process. This will allow for a comprehensive approach in selecting teacher candidates. See Table 7 for a summary of recommendations.

Table 7

*Recommendation for Improving the Teacher Candidate Selection Process*_____

1. Train interviewing committees
2. Evaluate current interviewing procedures
3. Collect data to determine successful interviewing procedures
4. Use a comprehensive approach for interviewing
5. Evaluate and select interviewing rating systems that are reliable
6. Train administrators on the selected interview-rating system
7. Align district interviewing process with the district evaluation tools

If a character rating system were being used, data should be maintained and evaluated for effectiveness. After selecting an appropriate interview rating system, data should be maintained on an annual basis to determine the effectiveness and reliability of the interview-rating system. A process, similar to this correlation study, of collecting data

from the interview-rating system and teacher evaluations should be established to monitor overall performance.

Based on the data, it is recommended that administrators in school districts not use the Ventures for Excellence interview-rating system, which utilizes character traits to rate teacher candidates. The knowledge provided does not help building or district level administrators or hiring committees to determine whether character traits, as identified through this instrument, result in the selection of successful classroom teachers.

However, much of the literature linked character traits to effective teaching. Therefore, continued efforts in researching the correlation between teacher performance and character traits could be beneficial. Future research on quality teachers might develop more accurate teacher candidate rating systems. Even though no positive correlation existed in this study between Ventures for Excellence scores and Summative Evaluation ratings, it did not negate the importance of employing teachers who demonstrate positive character traits, which may affect their performance in the classroom. The following character traits, according to Ventures for Excellence (2008), are considered imperative for teacher effectiveness: (a) caring, (b) compassionate, (c) competitive, (d) loving, (e) effective disciplinarians, (f) accepting, (g) empathetic, (h) demanding, (i) persistence, (j) promoters of learning, (k) professional, (l) flexibility, (m) creative, (n) enthusiastic, (o) goal oriented, (p) knowledgeable, (q) positive, (r) investing, (s) committed, (t) communicative, (u) personable, (v) compassionate, (w) motivating, (x) objective, (y) generator of alternatives, and (z) effective lesson designers.

Further research should be conducted as more data becomes available from a larger number of teachers participating in the Ventures for Excellence interview-rating

system. A comparison of Summative Evaluation scores between teachers who participated in the Ventures for Excellence rating system and teachers who did not participate in the Ventures for Excellence rating system, but instead were traditionally screened, may provide additional insight into the rating system's effectiveness. A study of the consistency in facilitation of the Ventures for Excellence rating system may provide useful insight for further study as well. Finally, research into the validity and reliability of the Ventures for Excellence rating system should be undertaken. Continued research might yield better character rating systems for predicting quality teachers.

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Appendix A: Ventures for Excellence Themes for Excellent Teachers

1. Purpose–This teacher demonstrates a clear sense of purpose by providing excellent learning and growth opportunities to all students. This teacher is committed to the total development of all students and devotes much time and energy toward this goal.

2. Positive–This teacher thinks positively and enthusiastically about students and what they are capable of becoming. This teacher is able to see the good in any situation and moves forward to make the most of difficult situations. This teacher supports students in their efforts to live out a positive lifestyle.

3. Investing–Student growth and development are seen by this teacher as the most important reason for teaching. This teacher helps students develop self-responsibility, social skills, academic knowledge and positive self-awareness. This teacher works cooperatively with parents to help children grow to their fullest potential.

4. Committed–Having a positive self-image, this teacher encourages students to look at themselves in a positive manner. Helping students to honor the worth and dignity of themselves and others is considered vital. This teacher is confident that students will eventually affirm for themselves what they are capable of becoming as a result of their learning experiences.

Appendix A (continued)

5. Relationships–This teacher manifests excellent human relationship skills. This teacher prizes interacting with people in a caring and supportive manner. This teacher identifies with the feelings and thoughts of students in empathetic and helpful ways.

6. Communicative–This teacher is able to share with others in a manner that encourages effective two-way communication. This teacher has specific, on-going ways to determine what students are thinking. This teacher is able to communicate personal thoughts and feelings on a wide spectrum of issues and can listen to students and others in an open manner.

7. Personable–This teacher can establish and maintain positive, mutual relationships with people. This teacher likes to be with others and has many specific ways of getting to know students as unique individuals. Building mutual trust and appreciation through meaningful, personal interaction and involvement is evident.

8. Compassionate–Through a deep sense of caring and empathy, this teacher is able to communicate with people on the feeling level. This teacher is open with personal thoughts and feelings, encourages others to do likewise and has ways to appreciate the innermost feelings of students.

9. Teaching/Learning–This teacher is insightful about what motivates others and perceptive about using approaches which will bring out the best in students. This teacher is versatile in utilizing high student involvement to ensure learning. This teacher is able to clearly document learning outcomes.

Appendix A (continued)

10. Motivating–This teacher has enthusiasm, coupled with high standards and expectations for self and students. This teacher seeks out the intrinsic motivations of individuals and has specific ways of knowing what it is that activates individual students. This teacher encourages and facilitates students to take action upon their strengths and interests in constructive ways.

11. Objective–This teacher strives to look at multiple aspects of situations, remains fair and objective in difficult circumstances and is deliberate in coming to conclusions. This teacher believes issues can be constructively managed if enough input and attention are solicited from people who are affected, and they have a role in achieving meaningful outcomes.

12. Generator of Alternatives–This teacher is able to see each student as a valuable individual. This teacher is able to focus on the uniqueness of students, quickly diagnose student difficulties and assist in facilitating the growth of individual learners. This teacher is constantly searching for multiple options to activate student learning.

13. Lesson Design–This teacher has specific ways of developing a lesson plan based upon insights about the learners. Teaching strategies allow high student participation and are adjusted to meet student learning realities. Checking for student understanding through continuous monitoring and assessment of learning is employed by this teacher.

Appendix A (continued)

14. Application of Learning–This teacher is effective in assisting students in the development of attitudes, skills and behaviors which will help learners to reach their fullest potential. This teacher is committed to helping students acquire cognitive knowledge and become life-ling learners. Teaching strategies are clearly defined which make learning in school practical to here-and –now as well as long-term life realities. (Ventures for Excellence, 1999, p.

Appendix B: Request Letter to Use Data from the Wentzville School District

Dear Dr. Byrnes,

When we recently spoke, I shared with you that I was writing a thesis for my doctorate degree at Lindenwood University. With your permission, I have already started reviewing scores from the Ventures for Excellence Interview and Summative Evaluations from the last couple of years. However, Lindenwood requires that I get written permission to conduct this research for approval by Lindenwood's project committee. Permission requires a short paragraph stating that I can use the scores and evaluations for the project. I want to assure you that no form of identification from the Ventures for Excellence Interview sheets and Summative Evaluations will be used. Thank you for your willingness to write the permission letter. I appreciate your time and support.

Thank you,

Brian

Appendix C: Letter of Permission to Use Data from the Wentzville School District

To Whom It May Concern:

Brian Clemons, Principal of Green Tree Elementary School in the Wentzville School District, is currently writing his thesis. Mr. Clemons is reviewing scores from the Ventures for Excellence Interview and Summative Evaluations for our applicants. Please be aware that Mr. Clemons has our permission to use the scores and evaluations and no form of identification will be used.

If you should have any questions, please do not hesitate to contact me at your convenience.

Sincerely,

Tom Byrnes, Ed.D

Superintendent of Schools

Appendix D: Wentzville School District Teacher Summative Evaluation Report

Teacher's Name: Bldg. Assignment:

Evaluatee's Signature/Date _____

Evaluator's Signature/Date _____

*Although I do not necessarily agree with all the ratings and statements included herein, I have had the opportunity to review the contents of this instrument and have been given the opportunity to clarify my position on those areas where agreement was not achieved.

Directions: 1.   Beside each criteria, please circle the appropriate performance level which best describes the evaluatee's performance on that item.

At the end of each performance area section, a comment space is provided. Use of this space is encouraged

This Summative Evaluation is based in part on formative observations conducted on the dates and for the times listed below:

Formative Observation

Various Informal Observations

Recommendations:

Appendix D (continued)

Performance Area I: Teaching Techniques   DATE:

	Does Not Meet Expectations	**Needs Improvement**	**Proficient**	**Exceeds Expectation**	**Master Teacher (Teacher must meet every item)**
The teacher:	The teacher:	The teacher:	The teacher:	The teacher:	The teacher:
A. demonstrates appropriate content knowledge.	displays insufficient content knowledge or makes few connections among divisions of the discipline and among different disciplines, makes content knowledge errors, and is unable to correct student content errors.	displays some content knowledge but infrequently makes connections among divisions of the discipline and among different disciplines, displays basic content knowledge but is unable to articulate connections either to the real world setting or to other curricular areas.	displays content knowledge that is current and uses that knowledge to guide lesson planning resulting in student learning that is meaningful and connects with other areas to be studied.	displays solid content knowledge and applies this to guide student learning consistently making connections within & among different disciplines, or displays evidence of making connections with real world examples.	1. displays extensive and current content knowledge and is able to convey this knowledge to students in a meaningful way; 2. applies knowledge to guide student understanding; 3. extensively makes connections within and among different disciplines and concepts; 4. demonstrates evidence of continuing pursuit of greater knowledge base and its relation to classroom learning.
The teacher:	The teacher:	The teacher:	The teacher:	The teacher:	The teacher:
B. plans effective lessons.	plans lessons that have no clearly defined structure, or the structure is chaotic and the time allocations are unrealistic for student ages and abilities.	plans lessons with a recognizable structure although the structure is not uniformly maintained throughout, but most of the time allocations are reasonable for student ages and abilities.	plans lessons that have meaningful structure and cover the major areas as outlined by Hunter. All activities are developmentally appropriate and align with state standards.	plans lessons with clearly defined structure, activities are varied and organized, time allocations are reasonable for student ages and abilities, and are aligned with clear objectives derived from the state standards.	1. plans lessons whose structure is clear and allows for different pathways of learning; 2. plans activities that are individualized, varied and engaging; 3. assessments align with activities and have clear objectives derived from state standards; 4. provides for differentiated instruction;

Appendix D (continued)

	Does Not Meet Expectations	Needs Improvement	Proficient	Exceeds Expectation	Master Teacher (Teacher must meet every item)
The teacher:	The teacher:	The teacher:	The teacher:	The teacher:	The teacher:
C. implements instructional objectives/lessons effectively.	presents unorganized content with poor examples, seldom links content to prior student knowledge, and paces the lesson inappropriately for student learning.	presents unorganized content with few examples, inconsistently links to prior student knowledge, and often paces the lesson inappropriately for student learning.	presents organized content lessons that use modeling to help students grasp meaning, utilizes links to help student attach meaning to new learning, pace of lesson may be a little too fast or a little too slow on occasion.	presents clearly explained, structured, well organized content with examples that students recognize, links all new information to students' prior knowledge, structured, well organized content with examples, links it to students' prior knowledge, and paces the lesson appropriately for most students to gain closure.	1. presents clearly structured, well organized content including authentic examples from the real world; 2. links to prior student knowledge consistently using metaphors for explanation; 3. paces the lesson appropriately depending on the student grouping; 4. allows for student reflections, closure, and evaluation.
The teacher:	The teacher:	The teacher:	The teacher:	The teacher:	The teacher:
D. demonstrates the ability to communicate effectively with students.	confuses students with directions and procedures, speaks or writes vocabulary that is limited, inaccurate, or inappropriate to students' age or ability level and uses inequitable response opportunities.	uses oral or written directions that are not consistently clear, limited, or excessively detailed; may use inappropriate directions or procedures for student ages, abilities, or interests; and is inconsistent in providing equitable response opportunities.	uses oral or written directions and procedures that students can follow. The directions or procedures are appropriate for the students' age but may not always provide appropriate responses.	uses clear oral and written directions and procedures which are appropriate to the student's age, abilities, and interests, and consistently provides equitable response opportunities.	1. uses clear, expressive oral & written detailed directions & procedures appropriate to the student's ages & interests which can be articulated and restated by the students; 2. has students regularly restate the directions in order to check for understanding, 3. consciously plans for including all students in response opportunities. 4. utilizes multiple methods for responses.

Appendix D (continued)

	Does Not Meet Expectations	Needs Improvement	Proficient	Exceeds Expectation	Master Teacher (Teacher must meet every item)
The teacher:	The teacher:	The teacher:	The teacher:	The teacher:	The teacher:
E. demonstrates the ability to motivate students.	uses questions & discussions limited to lower levels of Bloom's taxonomy (knowledge & comprehension) such that students appear unmotivated, inadequate wait time, limited active engagement of students, & frequently ignores student questions and interests.	uses questions & discussion of limited levels of Bloom's taxonomy (K,C, App), inconsistently provides adequate wait time, attempts to engage students and some seem motivated, & accommodates students' questions or interest with minimal results.	uses questions & discussion of various levels of Bloom's taxonomy (K,C, App, analy, syn) so that students appear motivated, provides adequate wait time, engages students in active learning, and accommodates student questions/interests effectively eliciting discussions.	uses questions & discussion of various levels of Bloom's taxonomy (K,C, App, analy, syn) such that all students are consistently motivated, provides appropriate wait time so that all students are engaged in meaningful active learning; encourages students to express their interests in order to enhance learning; & effectively elicits discussion and input from all students on a regular basis.	1. Uses internal alignment of objectives, questions, activities, and assessments at the higher levels of 2. Blooms (analysis, synthesis, evaluation); 3. Provides adequate wait time so that students are allowed to come to conclusions, make connections and give input about their conclusions; 4. engages students in various active learning strategies in order to create a constructivist environment; and 5. accommodates student questions & interests in order to effectively elicit discussions & input from all.
The teacher:	The teacher:	The teacher:	The teacher:	The teacher:	The teacher:
F. utilizes appropriate variety of teaching techniques and materials.	uses learning activities and/or assignments, materials and resources which ineffectively support instructional objectives or engage students, groups inappropriately for instructional objectives or student needs.	uses a limited variety of activities and/or assignments, materials, and resources which support instructional objectives, varies groups and/or teaching techniques infrequently.	uses multiple learning activities, assignments & materials that provide means for students to attain knowledge on which objective is based; varies the instructional groups (flexible grouping) and varies the teaching techniques to fit student needs.	uses learning activities, assignments, materials, and resources that support instructional goals & engage students in meaningful learning, regularly varies instructional groups or teaching techniques as appropriate to the different instructional objectives & provides for student.	1. uses a variety of learning activities, assignments, materials, and resources that enhance & extend instructional objectives; 2. engages all students in meaningful learning; 3. varies instructional groups &/or teaching techniques as appropriate to the instructional objectives in activities that extend learning; 4. offers student choice.

Appendix D (continued)

	Does Not Meet Expectations	Needs Improvement	Proficient	Exceeds Expectation	Master Teacher (Teacher must meet every item)
The teacher:	The teacher:	The teacher:	The teacher:	The teacher:	The teacher:
G. uses appropriate assessment activities.	uses assessments which lack congruence with curricular and instructional objectives, fails to develop clear criteria and benchmarks for students, adheres rigidly to an instructional plan even when a change is needed.	uses few or limited assessment techniques but they are congruent with curricular and instructional objectives, establishes assessment criteria and standards that are either unclear or not clearly articulated to students, and infrequently adjust lessons appropriately to engage students causing loss of instructional time.	provides a variety of assessments congruent with curricular and instructional objectives, utilizes established assessment criteria, and articulates them to students, uses classroom assessment results to plan for instruction, and makes adjustments to lessons as needed successfully engaging students with minimal loss of time.	designs multiple assessments that align with the curricular and instructional objects, establishes & conveys assessment criteria to articulate success or needs to students, utilizes both individual class assessments as well as standardized assessments to plan and implement lessons as well as on the spot assessments to adjust lessons which will engage students more thoroughly with no loss of time.	1. designs and shares to whole faculty a variety of assessments congruent w/curricular & instructional objectives; 2. establishes precise/specific criteria and benchmarks & articulates them clearly to students; 3. regularly uses classroom and standardized results to plan for individual & group learning; 4. makes ongoing adjustments during lessons to successfully engage students with no loss of time.

Evaluators Comments:

Evaluatee's Comments: (optional)

Appendix D (continued)

Performance Area II: Classroom Management   **Date:**

	Does Not Meet Expectations	**Needs Improvement**	**Proficient**	**Exceeds Expectation**	**Master Teacher (Teacher must meet every item)**
The teacher:	The teacher:	The teacher:	The teacher:	The teacher:	The teacher:
A. demonstrates management of students.	has not established consistent standards of conduct or made the standards clear to students, and fails to monitor student behavior or responds inappropriately to students.	establishes standards of conduct for most situations, but fails to make them clear to all students, monitors and responds to student behavior with inconsistent results.	establishes standards of conduct and conducts discussions so that they are clear to all students, assist students in self-monitoring behavior and the following of class rules, responds to misbehavior consistently.	makes standards of conduct clear to all students with student conduct indicating that they have accepted the standards and are self-disciplined, monitors student behavior so that student behavior is generally appropriate; responds to misbehavior effectively, timely, respectfully, and with sensitivity.	1. makes standards of conduct clear to all students with students actively & consistently upholding them and being self-disciplined; 2. monitors student behavior in a subtle and preventative way so that student behavior is entirely appropriate w/o exceptions; 3. responds to misbehavior effectively, timely, respectfully, and sensitively; and 4. assist other teachers with disruptive students when needed.
The teacher:	The teacher:	The teacher:	The teacher:	The teacher:	The teacher:
B. demonstrates management of instructional time.	seldom engages students who are not working productively.	occasionally organizes tasks thoroughly enough to prevent off-task behavior from occurring when teacher is involved with other students.	organizes both the environment and students for learning tasks such that students are focused and involved with the activity.	organizes tasks and manages students so that most students are engaged at all times and are moving students toward self-management.	1. enables students so they work independently in a productive and engaged manner at all times; 2. students assume responsibility for productivity, & 3. all students demonstrate 80% or above achievement throughout the entire year.
The teacher:	The teacher:	The teacher:	The teacher:	The teacher:	The teacher:
C. organizes the educational setting.	handles classroom routines, transitions, and materials inefficiently, resulting in significant loss of instructional time.	establishes procedures for classroom routines, transitions, and handling materials that function only moderately well, resulting in some loss of instructional time.	establishes procedures for smooth classroom routines, transitions and handling of materials that incurs little loss of instructional time.	establishes procedures for smooth classroom routines, transitions and handling of materials so that class time is used effectively and enables students to assume responsibility for efficient use of instructional time.	1. establishes routines and procedures that create a classroom where students take responsibility for managing their time; 2. class time is utilized totally without any loss of time ever; 3. students work together to assist each other without teacher direction.

	Does Not Meet Expectations	**Needs Improvement**	**Proficient**	**Exceeds Expectation**	**Master Teacher (Teacher must meet every item)**
The teacher:	The teacher:	The teacher:	The teacher:	The teacher:	The teacher:
D. demonstrates expectations for behavior and achievement	conveys minimal expectations for student behavior and achievement.	conveys moderate and/or inconsistent expectations for student behavior and achievement.	conveys high expectations for student behavior and achievement which are exhibited by students.	consistently utilizes techniques so the environment is one that establishes and maintains high expectations for student behavior and achievement which students consistently exhibit.	1. establishes and consistently provides students with the knowledge and ability to be involved in a learning community with high expectations for the success of all students; 2. Student achievement is consistently at or above proficient for all students within the classroom.

Evaluator's Comments:

Evaluatee's Comments:

Appendix D (continued)

Performance Area III: Interpersonal Relationships

	Does Not Meet Expectations	Needs Improvement	Proficient	Exceeds Expectations	Master Teacher (Teacher must meet every item)
	The teacher:	The teacher:	The teacher:	The teacher:	The teacher:
A. demonstrates effective interpersonal relationships with students.	responds inappropriately or does not respond to students' questions or interests, shows little sensitivity to the needs of students, and rarely promotes students' self-control or positive self-image.	accommodates students' interests/questions but with minimal results, intermittently shows sensitivity to the needs of students and occasionally promotes students' self-control and positive self-image.	accommodates students' questions or interests successfully, demonstrates sensitivity to students on a regular basis, and promotes students' self-control, positive self-image and acceptance of others.	encourages students' questions or interests to enhance learning and demonstrates sensitivity on an on-going basis to students; improves positive student self-image, self-control, and acceptance of differing views and values through instruction.	1. encourages students' questions and interests to incorporate into and enhance learning while demonstrating sensitivity to all students; 2. improves positive student self-image, & self-control through specifically designed instruction; 3. designs lessons that focus on assisting students to understand and internalize acceptance of differing views, cultures, and values.
	The teacher:	The teacher:	The teacher:	The teacher:	The teacher:
B. demonstrates effective interpersonal relationships with staff and administration.	maintains negative and/or self-serving relationships with staff and administration, shows little or no interest in interacting with educational staff.	maintains cordial relationships with staff and administration, intermittently shows interest in activities of staff and planning.	provides support and cooperation in relationships with staff and administration, regularly shows interest in activities of staff and/or working cooperatively with colleagues in planning activities.	provides support and cooperation in relationships with colleagues; takes initiative in helping others on the staff; and works collegially with staff and administration in planning activities.	1. provides support & cooperation in relationships with colleagues; 2. volunteers to participate in school and district projects, 3. makes a substantial contribution at the school as well as the District levels; 4. takes the initiative in helping others in the faculty &/or the department; 5. assumes a leadership role in a major

Appendix D (continued)

	Does Not Meet Expectations	Needs Improvement	Proficient	Exceeds Expectation	Master Teacher (Teacher must meet every item)
The teacher:	The teacher:	The teacher:	The teacher:	The teacher:	The teacher:
C. demonstrates effective interpersonal relationships with parents and other community members.	provides little or no written or verbal required information to parents about the instructional program or student progress; responds insensitively or not at all to parent concerns. The teacher shows little or no interest in interacting with parents/patrons.	provides minimal required information to parents about the instructional program and intermittently shows interest in the concerns and needs of the parents/patrons.	provides frequent information to parents about the instructional program and about positive and negative aspects of student progress, responds to parent/patron concerns with great sensitivity.	provides frequent information to parents about the instructional program and about both positive and negative aspects of student progress; includes students in the communication as appropriate; responds to parent/patron concerns with great sensitivity; & is a positive spokesperson for the school and district.	1. Provides frequent information to parents about the instructional program and all school events (on at least a bi-weekly basis; 2. provides information to parents about student progress both positive and negative on an on-going basis (at least monthly); 3. includes students in communication as appropriate (student led or involved conferences) as appropriate; 4. responds to parent concerns in a timely fashion (within 48 hours) and with great sensitivity.

Evaluator's Comments:

Evaluatee's Comments: (Optional)

Appendix D (continued)

Performance Area IV: Professional Responsibilities

	Does Not Meet Expectations	**Needs Improvement**	**Proficient**	**Exceeds Expectations**	**Master Teacher (Teacher must meet every item)**
The teacher:	The teacher:	The teacher:	The teacher:	The teacher:	The teacher:
A. demonstrates professionalism in the execution of duties.	often fails to meet school related responsibilities such as being punctual, supervising students, turning in required paperwork, and performing duties as assigned.	is inconsistent in meeting school related responsibilities such as being punctual, supervising students, turning in required paperwork, and performing assigned duties.	consistently meets school related responsibilities (punctual, supervision, paperwork and reports, duties); willingly helps others and takes on additional duties or responsibilities when requested by administration.	effectively performs school related responsibilities and sometimes offers to volunteer for additional responsibilities in assisting others in duties.	1. consistently performs all school responsibilities above expectations, 2. frequently volunteers to assist others & 3. frequently volunteers for additional responsibility without being requested to do so.
The teacher:	The teacher:	The teacher:	The teacher:	The teacher:	The teacher:
B. demonstrates effectiveness in maintaining information and student records.	maintains an insufficient system of information on student progress in learning, or keeps the system in disarray; makes no instructional changes based on information about student progress, and provides little or no feedback to the students. The teacher maintains records poorly for instructional and non-instructional activities, resulting in errors, confusion, and missed or unmet deadlines.	inconsistently maintains information about student progress in learning, makes few instructional changes based on information, and provides feedback irregularly. The teacher maintains adequate records for instructional and non-instructional activities, but requires frequent monitoring to avoid errors and to meet deadlines.	maintains information on student progress in learning, uses this information to guide instruction, provides feedback regularly to students, provides accurate and timely information on all instructional and non-instructional activities, and consistently meets deadlines.	maintains an effective system for providing student progress in learning; utilizes both classroom and other information to guide instruction for students; provides on-going feedback to students; provides accurate and on-going information on all instructional activities within the class and other classes as related to specific students; and consistently completes all needed reports on time.	1. maintains an outstanding system for providing information on student progress in learning; 2. includes student input on progress; 3. uses classroom as well as other sources of information to guide instruction; 4. provides feedback regularly to both students and parents; 5. regularly provides accurate and timely information on all instructional and non-instructional activities; 6. seeks opportunities for student input as appropriate.

	Does Not Meet Expectations	**Needs Improvement**	**Proficient**	**Exceeds Expectation**	**Master Teacher (Teacher must meet every item)**
The teacher:	The teacher:	The teacher:	The teacher:	The teacher:	The teacher:
C. participates in professional growth activities.	engages in minimal professional development activities to enhance knowledge or skill, and does not consistently implement new learning from professional development activities that are provided.	participates in professional development activities when they are required or convenient, but incorporates/ implements little of the new learning.	seeks opportunities for professional development to enhance content knowledge and pedagogical skill, and incorporates new skills/knowledge into current practices.	seeks opportunities for professional development to enhance content knowledge and pedagogical skill, incorporates new skills/knowledge into current practices, and tracks the results of the new implementation.	1. seeks opportunities for professional development to enhance content knowledge and pedagogical skill; 2. makes a systematic attempt to conduct research or to pilot new programs; 3. Consistently provides workshops to share new learning with others.
The teacher:	The teacher:	The teacher:	The teacher:	The teacher:	The teacher:
D. demonstrates participation in school and district projects.	avoids becoming involved in school and district activities/ projects.	participates in school & district activities/projects when specifically asked.	volunteers to participate in school and district activities/ projects..	volunteers to participate in school and district activities/ projects, making a positive contribution.	1. regularly volunteers to participate in school and district activities/ projects; 2. makes a substantial contribution; 3. assumes a leadership role in major activities; and 4. conveys the need for participation to others on staff.

Evaluator's Comments:

Evaluatee's Comments (Optional):

Appendix E: Wentzville School District Formative Evaluation

Teacher: School:

Subject or Grade: Evaluator:

This form contains information gathered from classroom observation and the attached

formative data collection log.

Observation Date: Time:

Formative Date Collection Log:
Date: Date: Length of Observation:

PERFORMANCE CRITERIA

I. TEACHING TECHNIQUES:

	Does Not Meet Expectations	Needs Improvement	Proficient	Exceeds Expectations	Master Teacher
A. Demonstrates appropriate content knowledge					
B. Plans effective lessons					
C. Implements instructional objectives/lessons effectively					
D. Communicates effectively with students					
E. Demonstrates ability to engage students					
F. Uses appropriate variety of teaching techniques & materials					

Appendix E: (continued)

PERFORMANCE CRITERIA

II. CLASSROOM MANAGEMENT:

	Does Not Meet Expectations	Needs Improvement	Proficient	Exceeds Expectations	Master Teacher
A. Manages students, time and materials					
B. Manages instructional time					
C. Organizes the educational setting					
D. Demonstrates high expectations for students behavior and achievement					

Comments:

Appendix E: (continued)

PERFORMANCE CRITERIA

III. INTERPERSONAL RELATIONSHIPS:

	Does Not Meet Expectations	Needs Improvement	Proficient	Exceeds Expectations	Master Teacher
A. Demonstrates effective interpersonal relationships with students					
B. Demonstrates effective interpersonal relationships with educational staff and administration					
C. Demonstrates effective interpersonal relationships with parents and other community members					

Comments:

Appendix E: (continued)

PERFORMANCE CRITERIA

IV. PROFESSIONAL RESPONSIBILITIES:

	Does Not Meet Expectations	Needs Improvement	Proficient	Exceeds Expectations	Master Teacher
A. Demonstrates professionalism in execution of duties					
B. Demonstrates effectiveness in maintaining information and student records					
C. Participates in professional growth activities					
D. Participates in school and district projects					

Comments:

Overall Evaluator
Comments:

Teacher
Comments:

_____ _____   _____ _____

Evaluator's Signature   Date   Teacher Signature   Date

Appendix F: Wentzville School District Summative Evaluation

WENTZVILLE R-IV SCHOOL DISTRICT

TEACHER SUMMATIVE EVALUATION REPORT

Teacher's Name   Bldg. Assignment:

Evaluatee's Signature/Date   Evaluator's Signature/Date

*Although I may not agree with all of the ratings and statements included in this Evaluation Report, I have had the opportunity to review the contents of this instrument and have been given the opportunity to clarify my position on those areas where agreement was not achieved.

Directions:

1. Beside each criteria, please check the appropriate performance level which best describes the evaluatee's performance on that item. (*criteria has been adapted from the work of Charlotte Danielson).

2. At the end of each performance area section, a comment space is provided. Use of this space is encouraged.

This Summative Evaluation is based in part on formative observations conducted on the dates and for the times listed below:

Recommendations:

APPENDIX F: (continued)

SUMMATIVE EVALUATION REPORT   **DATE:**

Performance Area I: Teaching Techniques

CRITERIA	NEEDS IMPROVEMENT	MAKING PROGRESS	PROFICIENT	MASTER
The Teacher….	The teacher:	The teacher:	The teacher:	The teacher:
A. demonstrates appropriate content knowledge.	Displays insufficient content knowledge or makes few connections among divisions of the discipline and among different disciplines, makes content knowledge errors, and is unable to correct student content errors.	Displays some content knowledge but infrequently makes connections among divisions of the discipline & among different disciplines, displays basic content knowledge but is unable to articulate connections either to the real world setting or to other curricular areas.	Displays sold content knowledge and applies this to guide student learning consistently making connections within & among different disciplines, or displays evidence of making connections with real world examples.	Displays extensive, current knowledge & applies it to guide student learning extensively making connections within and among different differet disciplines, demonstrates evidence of continuing pursuit of greater knowledge base.
B. plans effective lessons.	Plans lessons that have no clearly defined structure, or the structure is chaotic and the time allocations are unrealistic for student ages and abilities.	Plans lessons with a recognizable structure although the structure is not uniformly maintained throughout but most of the time allocations are reasonable for student ages and abilities.	Plans lessons with clearly defined structure, activities are varied and organized, time allocations are reasonable for student ages and abilities, and are aligned with clear objectives derived from the state standards.	Plans lessons whose structure is clear and allows for different pathways of learning., act ivies are varied and engaging, assessments align with activities and have clear objectives derived from state standards, and provide for differentiated instruction.
C. implements instructional objectives/lessons effectively.	Presents unorganized content with poor examples, seldom links content to prior student knowledge, and paces the lesson inappropriately for student learning.	Presents unorganized content with few examples, inconsistently links to prior student knowledge, and often paces the lesson inappropriately for student learning.	Presents structured, well-organized content with examples, links it to student' prior knowledge, and paces the lesson appropriately for most students to gain closure.	Present structured, well-organized content including authentic examples, links to prior student knowledge, paces the lesson appropriately & allows for reflection & closure.
D. demonstrates the ability to communicate effectively with students.	Confuses students w/directions & procedures, speaks or writes the vocabulary that is limited, inaccurate, or inappropriate to students' age or ability level and uses inequitable response opportunities.	Uses oral or written directions that are not consistently clear, limited, or excessively detailed; may use inappropriate directions or procedures for student ages, abilities, or interests; and is inconsistent in providing equitable response opportunities.	Uses clear oral & written directions and procedures, which are appropriate to the students' age, abilities, and interests, and consistently provide equitable response opportunities.	Uses clear, expressive oral & written detailed directions & procedures appropriate to the student ages & interest, which can be articulated and restated by the students. The teacher consciously plans for including all students in response opportunities.

CRITERIA	NEEDS IMPROVEMENT	MAKING PROGRESS	PROFICIENT	MASTER
E. demonstrates the ability to motivate students. materials.	Uses questions & discussions limited to lower levels of Bloom's taxonomy (knowledge & comprehension) such that students appear unmotivated, inadequate wait time, limited active engagement of students & frequently ignores student questions and interest.	Uses questions & discussion of limited levels of Bloom's taxonomy (K, C, App), inconsistently provides adequate wait time, attempts to engage students and some seem motivated, & accommodates students' questions or interest with minimal results.	Uses questions & discussion of various levels of Bloom's taxonomy (K, C, app, analy, syn) so that students appear motivated, provides adequate wait time, engages students in active learning, and accommodates student questions/interest effectively eliciting discussions.	Uses questions & discussion of various levels of Bloom's taxonomy (KCAAS & eval), such that all students are consistently motivated, provides appropriate wait time, engages all students in meaningful active learning, and encourages student questions/interests to enhance learning & effectively elicit discussion.
F. utilizes appropriate variety of teaching techniques and materials.	Uses learning activities &/or assignments, materials & resources which ineffectively support instructional objectives or engage students, groups inappropriately for instructional objectives or engage students, groups inappropriately for instructional objectives or student needs.	Uses a limited variety of activities &/or assignments, materials, & resources which support instructional objectives, varies groups and/or teaching techniques infrequently.	Uses learning activities, assignments, materials, & resources that support instructional goals & engage students in meaningful learning, varies instructional groups or teaching techniques as appropriate to the difference instructional objectives, & provides for student choice.	Uses a variety of learning activities, assignments, materials and resources that enhance & extend instructional objectives, engages all students in meaningful learning & varies instructional groups &/or teaching techniques as appropriate to the instructional objectives in activities that extend learning/off student choice.

CRITERIA	NEEDS IMPROVEMENT	MAKING PROGRESS	PROFICIENT	MASTER
The Teacher: G. uses appropriate assessment activities.	The teacher: Uses assessments which lack congruence with curricular & instructional objectives, fails to develop clear criteria and benchmarks for students, adheres rigidly to an instructional plan even when a change is needed.	The teacher: Uses few or limited assessment techniques but they are congruent with curricular & instructional objectives, establishes assessment criteria & standards that are either unclear or not clearly articulated to students, and infrequently adjust lessons appropriately to engage students causing loss of instructional time..	The teacher: Provides a variety of assessments congruent with curricular & instructional objectives, establishes assessment criteria, & articulates them to students, uses classroom assessment results to plan for instruction, and makes adjustments to lessons as needed successfully engaging students with minimal loss of time.	The teacher: Provides a variety of assessments congruent w/curricular & instructional objectives, establishes precise/specific criteria and benchmarks, & articulates them clearly to students, regularly uses classroom and standardized results to plan for individual & group learning, makes ongoing adjustments during lessons to successfully engage students with no loss of time.

Evaluator's Comments:

Evaluatee's Comments: (Optional)

APPENDIX F: (continued)

SUMMATIVE EVALUATION REPORT   **DATE:**

Performance Area II: Classroom Managements

CRITERIA	NEEDS IMPROVEMENT	MAKING PROGRESS	PROFICIENT	MASTER
The Teacher….	The teacher:	The teacher:	The teacher:	The teacher:
A. demonstrates management of students.	Has not established consistent standards of conduct or made the standards clear to all students, and fails to monitor student behavior or responds inappropriately to students..	Establishes standards of conduct for most situations, but fails to make them clear to all students, monitors and responds to student behavior w/inconsistent results.	Makes standards of conduct clear to all students with student conduct indicating that they have accepted the standards and are self-disciplined, monitors student behavior so that student behavior is generally appropriate; responds to misbehavior effectively, timely, respectfully, & with sensitively.	Makes standards of conduct clear to all students with students actively upholding them & being self-disciplined, monitors student behavior in a subtle & preventative way so that student behavior is almost entirely appropriate, and responds to misbehavior effectively, timely, respectfully, & sensitively.
B. demonstrates management of instructional time.	Seldom engages students who are not working productivity.	Occasionally organizes tasks thoroughly enough to prevent off-task behavior from occurring when teacher is involved with other students.	Organizes tasks and manages students so that most students are engaged at all times and its moving students toward self-management.	Enables students so they work independently in a productive and engaged manner at all times, with students assuming responsibility for productivity
C. organizes the educational setting.	Handles classroom routines, transitions, and materials inefficiently, resulting in significant loss of instructional time..	Establishes procedures for classroom routines, transitions, & handling materials that function only moderately well, resulting in some loss of instructional time.	Establishes procedures for smooth classroom routines, transitions, & handling materials that incurs little loss of instructional time..	Establishes procedures for smooth classroom routines, transitions & handling of materials so that class time is used effectively and enables students to assume responsibility for efficient use of instructional time.
D. demonstrates expectations for behavior & achievement	Conveys minimal expectations for student behavior and achievement.	Conveys moderate &/or inconsistent expectations for student behavior & achievement..	Conveys high expectations for student behavior & achievement, which are exhibited by students.	Consistently utilizes techniques so the environment is one that establishes and maintains high expectations for student behavior & achievement which students consistently exhibit..

Evaluator's Comments:

Evaluatee's Comments: (Optional)

APPENDIX F: (continued)

SUMMATIVE EVALUATION REPORT   **DATE:**

Performance Area III: Interpersonal Relationships

CRITERIA	NEEDS IMPROVEMENT	MAKING PROGRESS	PROFICIENT	MASTER
The Teacher….	The teacher:	The teacher:	The teacher:	The teacher:
A. demonstrates effective interpersonal relationships with students.	Responds inappropriately or does not respond to student' questions or interests, shows little sensitivity to the needs of students, and rarely promotes student's self-control or positive self-image…	Accommodates students' interest/questions but with minimal results, intermittently shows sensitivity to the needs of students and occasionally promotes student self-control & positive self-image.	Accommodates students' questions or interests successfully, demonstrates sensitivity to students on an on-going basis, and promotes student self-control, positive self-image & acceptance of others.	Encourages students' questions or interests to enhance learning and demonstrates sensitivity to all students, improves positive student self-image, self-control, & acceptance of differing views and values through specifically designed instruction.
B. demonstrates effective interpersonal relationships with staff and administration.	Maintains negative &/or self-serving relationships w/staff & administration, shows little or not interest in interacting with educational staff..	Maintains cordial relationships w/staff and administration, intermittently shows interest in activities of staff and planning..	Provides support & cooperation in relationships w/staff & administration, regularly shows interest in activities of staff &/or working cooperatively with colleagues in planning activities.	Provides support & cooperation in relations with colleagues, takes initiative in helping others on the staff, and works collegially with staff & administration in planning activities.
C. demonstrates effective interpersonal relationships with parents and other community members.	Provides little or no written or verbal required information to parents about the instructional program or student progress; responds insensitively or not at all to parent concerns. The Teacher shows little or no interest in interacting with parents/patrons.	Provides minimal required information to parents about the instructional program & intermittently shows interest in the concerns and needs of the parents/patrons.	Provides frequent information to parents about the instructional program & about positive & negative aspects of student progress, responds to parent/patron concerns with great sensitivity.	Provides frequent information to parents about the instructional program & about both positive & negative aspects of student progress, includes students in the communication as appropriate, responds to parent/patron concerns with great sensitivity, and is a positive spokes person for the school and District.

Evaluator's Comments:

Evaluatee's Comments: (Optional)

APPENDIX F: (continued)

SUMMATIVE EVALUATION REPORT   **DATE:**
Performance Area IV: Professional Responsibilities

CRITERIA	NEEDS IMPROVEMENT	MAKING PROGRESS	PROFICIENT	MASTER
The Teacher….	The teacher:	The teacher:	The teacher:	The teacher:
A. demonstrates professionalism in the execution of duties.	Often fails to meet school related responsibilities such as being punctual, supervising students, turning in required paperwork, and performing duties as assigned.	Is inconsistent in meeting school related responsibilities such as being punctual, supervising students, turning in required paperwork, and performing assigned duties.	Effectively performs all school related responsibilities and sometimes offers to volunteer or assist others.	Effectively performs all school responsibilities, frequently volunteers to assist others or volunteers for additional responsibility.
B. demonstrates effectiveness in maintaining information and student records.	Maintains an insufficient system of information on student progress in learning, or keeps the system in disarray; makes no instructional changes based on this information about student progress, and provides little or no feedback to the students. The teacher maintains records poorly for instructional and non-instructional activities, resulting in errors, confusion, and missed or unmet deadlines.	Inconsistently maintains information about student progress in learning, makes few instructional changes based on information, & provides feedback irregularly. The teacher maintains adequate records for instructional & non-instructional activities, but required frequent monitoring to avoid errors & to meet deadlines.	Maintains information on student progress in learning, uses this information to guide instruction, & provides feedback regularly, provides accurate & timely information on all instructional & non-instructional activities, and consistently meets deadlines.	Maintains an effective system for information on student progress in learning, includes student input on progress,, uses this information to guide instruction, & provides feedback regularly, and provides accurate & timely information on all instructional & non-instructional activities regularly, and seeks opportunities for student input as appropriate.
C. participates in professional growth activities.	Engages in minimal professional development activities to enhance knowledge or skill, and does not consistently implement new learning from professional development activities that are provided.	Participates in professional development activities when they are required or convenient, but incorporates/implements little of the new learning.	Seeks opportunities for professional development to enhance content knowledge and pedagogical skill, and incorporates new skills/knowledge into current practices..	Seeks opportunities for professional development to enhance content knowledge & pedagogical skill, makes a systematic attempt to conduct research or to pilot new programs, and is willing to share new learning with others.
D. demonstrates participation in school and District projects.	Avoids becoming involved in school & District activities/projects.	Participates in school & District activities/projects when specifically asked.	Volunteers to participate in school & District activities/projects, making a positive contribution..	Volunteers to participate in school and District activities/projects, making substantial contribution, and assumes a leadership role in major activities.

Evaluator's Comments:

Evaluatee's Comments: (Optional)

Vitae

Brian Lee Clemons

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brianclemons@wentzville.k12.mo.us

Career Objective:

To gain a Doctorate of Education from Lindenwood University – January 2008

Education:

Administrator Specialist Degree from Lindenwood University

Masters Degree in Administration from Lindenwood University

Bachelors of Science Degree from the University of Missouri - St. Louis

Professional Experience:

Wentzville School District, Administrator, 2003 – present

Francis Howell School District, Assistant Principal, 2002-2003

Fort Zumwalt School District, Teacher, 1997-2001

Interests and Activities:

My interests and activities include Christianity, my family, professional growth, and

athletics. I have been involved in community youth work and missions work.

References:

Scott Swift (Principal) – (636) 327-3928

Rick Beauchamp (Principal) – (636) 625-4537

Dr. Larry Dyer (Pastor) – (636) 561-1757