

2.0. Introduction

The review of related literature is essential to identify the area of research in which one can conduct research work. It presents the comprehensive insight to the researcher regarding prior conducted researches in a particular area, methodology of research, findings as well as what yet has not been investigated. Besides these, such attempts enhance the theoretical basis for research. The review of related literature identifies and articulates the relationship between literature and the present field of research.

The present review of related literature focuses on the various aspects of teacher evaluation to understand the prevailing practices in the field of education and its impact. The researcher has restricted the review of related studies to teacher evaluation at the school level only keeping in mind the objectives of this study.

2.1. Classification of Review of Related Literature

In this chapter the researcher has classified the researches into the following thematic sections.

- Review of studies related to teacher evaluation Policies, Practices and its Impact and Professional Development
- Review of studies related to Perception towards Teacher Evaluation Systems
- Review of Studies related to Methods of Teacher Evaluation
- Review of Studies related to Barriers to Teacher Evaluation

2.1.1. Studies related to Teacher Evaluation Practice, Impact and Professional Development

2.1.1.1. Studies related to Policy and Practice

Levandowski (2000) conducted a study on teacher evaluation policy and procedures and teachers' perceptions of their supervisor's behavior. The purpose of a cross-sectional survey was to investigate teacher evaluation procedure and policy was administered to the faculties of 18 randomly selected schools in New York State. The responses of 447 K-12 public school teachers were gathered to examine various interrelated factors (like supervisory skills, procedures employed, criteria used, teacher characteristics and active involvement of teachers in their own evaluations) thought to influence the effectiveness of teacher

evaluation. Cronbachs Alpha was used to develop the scales and Pearson Correlations and multiple regression were utilized to analyze associations between dimensions.

Findings of the study: The data indicates associations between (a) interrelated factors, like supervisory behaviors, procedures, etc., thought to contribute to effective teacher evaluation and both measures of perceived teacher evaluation effectiveness; (b) teachers' reports of their supervisors' behaviors and active teacher involvement in their own evaluations; (c) teachers' reports of their active involvement in their own evaluations and their perceptions of evaluation effectiveness; and (d) teacher accountability for their teaching and student's learning and teacher professional development. The study also provides the opportunity to explore additional ingredients of effective teacher evaluations, such as the multidimensional concept of trust, which is desired as a result of our dependency on the services of other people

Bonsignore, Haley, & Manchion (2012) conducted a study on an educational leadership doctoral project: Teacher evaluation policies and practices at the district level. This report describes a project focused on quality teacher evaluation practices. Because of Missouri state requirements, district leaders need resources to assess their teacher evaluation practices. These tools were not provided by the state. The process reviewed literature on effective practices and literature on effective teacher evaluations and identified issues that exist in the connection between them. Constructs were created which supported the development of the audit tool that local leaders can use to support their own teacher evaluations. Auditing practices were assessments for educational leaders to perform quality insurance for improving current practices. Audits assist leaders in improving their current district teacher evaluation practices. After reading the literature looking for relationships between teacher effectiveness and teacher evaluations, constructs were identified that were then reviewed by an expert panel. To address the issue identified earlier, a tool was created which reflects current auditing procedures, to assist district administrators in assessing their teacher evaluation practices. The tool was then piloted in a graduate level educational leadership course. By using the Personnel Standards created by the Joint Committee on Standards for Educational Evaluation, English's Curriculum Standards, and components suggested by auditing consultants, the tool provides leaders a way to internally monitor a district's teacher evaluation practice.

Findings of the study: Findings of the study revealed some recommendation. 1. Policy Makers should mandate non---negotiable components within Missouri's Teacher evaluation practices to ensure fairness, consistency, and promotion of effective teaching. 2. The Team recommends several district leaders be involved when auditing teacher evaluation practices. The Leadership committee should include: board members, superintendent, human resource director, professional development leaders, building principals, teacher leaders, and other constituents dealing directly with the teacher evaluation process on a leadership level. 3. District Leaders should utilize resources the project team identified as important: the Performance Based Teacher Evaluation (1999), The Personnel Evaluation Standards (1989), as well as authors such as Danielson, Peterson, and Stronge as resource while improving current practice."

Waite (2018) critically examined the promotion of teacher agency in New York State's teacher evaluation policies. The purpose of this qualitative research study was to provide a critical analysis of New York State's teacher evaluation policies to document and understand how teacher agency is promoted in these policies. Methodologically, Fairclough's elements of critical discourse analysis are employed to understand how power sources are used to define the parameters of ideologies (text), discourse practices and social practices related to teacher representation and teacher agency in New York State's policies.

Findings of the study: This analysis led to four major findings of the study. 1. Over time, cultural themes constituted in New York State teacher evaluation policy remained consistent in promoting teachers as agents of change, i.e. effective teachers make a difference in student learning. 2. Over time, structural themes constituted in New York State teacher evaluation policy lessened in promoting teacher engagement and involvement in state/local development of policy as the political strength of the Governor's office increased. 3. Over time, material themes constituted in New York State teacher evaluation policy promoting building teacher capacity increased in guidance as well as policy documents. 4. The discourses of the RTTT rules, including their drivers and levers, appear to influence New York State's teacher evaluation policy formation.

Headen (2014) conducted a study titled "A Comparative Analysis of Teacher Evaluation Policy." The purpose of this study was to examine select state teacher evaluation policies and the literature on teacher evaluation for the larger purpose of informing teacher evaluation policies and practices in Alabama. The goal is to make Alabama education

policymakers and leaders aware of the current trends in teacher evaluation and an analysis of their successes and failures. The research was based on a comparative policy analysis using qualitative methods. The study includes a comparative data matrix, which includes anchors and sub anchors from five states: Georgia, Tennessee, New York, Illinois, and Alabama. The move toward new teacher evaluation policies and models has been eminently contested and debated by all stakeholders. Several implications for states and teachers emerged from this study, including the following: (a) creating new teacher evaluation policies using multiple measures, (b) using student data as a percentage of a teacher's final evaluation rating, and (c) the need for teachers to have a voice in the development of the new teacher evaluation policies.

Lolis (2014) conducted a study on the impact of New York State teacher evaluation policy on collaboration among 4th grade teachers? The purpose of the study was to examine the lived experiences of a group of fourth grade teachers during the implementation of a new high stakes teacher evaluation policy during the simultaneous rollout of new student learning standards. It looks at the consequences of quantifying professional practices on teachers' professional lives, specifically on their willingness to work together. How policy is rolled out deeply impacts not only its successful implementation but also the professional lives of its teachers. In-depth intrinsic case study method was applied to collect data. Document and interview were used as a tool. Elementary school's teachers formed the sample of the study

Findings of the study: Findings of the study revealed that 1. The effect of summative evaluations went contrary to promoting teacher collaboration, an essential component to improving teacher effectiveness. 2. Key findings in this study suggest that when implementing a new policy involving scored teacher evaluations, principals must ensure that a culture of trust is cultivated in their school; that they must follow through on their promises. They also must take care to set clear expectations and provide clarity on criteria for summative teacher evaluations. Not doing so creates distrust, cultivating impressions of subjectivity and nepotism. It also fosters resentment and competition among colleagues, and ultimately leads teachers to question the reliability of the evaluation process. 3. it is important to note that this study found that the anticipation of receiving summative scores produced effects that impeded collaboration. New York State policy makers implemented a new teacher evaluation mandate in order to improve teacher practice. However, the effect

of summative evaluations was contrary to promoting teacher collaboration. 4. The implementation of teacher evaluation policy needs to consider that collaboration, as a leadership strategy, is fragile.

2.1.1.2. Studies related to the Impact of Teacher Evaluation Practices and Professional Development

Santos-Camerino (2005) carried out a study on teacher evaluation and its impact on teacher practice. The main purpose of this study was to determine the impact the current California Stull evaluation process has on improving teacher practice. The secondary purpose was to analyze other school factors that contribute to the improvement of teacher practice. This study took place in an urban, high-performing elementary school that has made considerable growth according to the California Academic Performance Index (API) compared to other schools similar to them for the past three years. In this qualitative study the researcher explored the impact of the evaluation process on teacher practice by the following: (1) conducting an extensive review of documents at the state, district and site level (2) administering surveys to teachers (3) conducting interviews with teachers and site administrators and (4) observing in and outside of classrooms. The urban, high-performing elementary school selected for this study is a multi-track, year-round school. The school is comprised of a diverse population of approximately 1,230 students in grades kindergarten through fifth grade. Of the diverse population of students that attend this school the largest group is Hispanic (75%), followed by Asian (8%), African American (11%) and other ethnicities (6%). Because of the high-poverty area, 100% of the students receive free lunch. Approximately 80% of the students speak English as a second language. Research suggests that the teacher evaluation process tends to not include the teacher as a participant in the learning process. In contrast, the findings in this study found teachers to be active participants in an alternative evaluation process.

Findings of the study: 1. The research findings in this case study established a basis for teacher evaluation that supports teachers in their practice. 2. The research findings highlighted the impact of self-reflection as one of the most significant basis for improved teacher practice. 3. The research findings also suggested other factors such as strong instructional leadership, effective professional development, strong collaboration, focus on student achievement, decisions based on data and parent involvement to have also played an impact on teacher practice and thus, student learning.

Wissmann (2005) conducted a study on teacher research as an alternative to traditional evaluation, its impact on five master teachers and their principal. This qualitative case study examined the impact on five master teachers who engaged in teacher research as an alternative to the traditional evaluation process. The principal's learning was also chronicled through field notes. Data on each participant was collected through individual interviews, written reflections and research reports, and through final oral presentations before peers and administrators. The researcher/principal blended theories of adult learning, quality professional development, and leadership to create a framework for the teacher research course as alternative evaluation.

Findings of the study: The findings of the study revealed that 1.As a result of the experience, teachers became more efficacious collaborating with other professionals, capitalizing on collective wisdom. Hence, the collective learning of the group was greater than the more limited learning during the traditional evaluation process. 2. School leaders cannot assume differentiated evaluation via professional development will have a positive effect on practice. Instead, they must pay close attention to the conditions that maximize the learning of master teachers by (1) providing opportunities for reflection and refraining, (2) building a supportive culture of teamwork .and collaboration, (3) capitalizing on the collective wisdom of the group, and (4) scaffolding for successful experiences that increase teacher efficacy. 3. The principal in this study reconciled the conflict between accountability and professional learning by concluding that accountability for the participants flowed from the learning rather than from the evaluator's more limited observation of teaching. It was established that the needs of master teachers differ from those of the novice, making a case for the creation of differentiated evaluation systems. 4. Finally, the researcher proposed expanding the mental model of principal as leader to include principal as teacher and teacher as leader. 5.By viewing leadership through the lens of teacher, the principal has the potential to change the culture of schools to reduce isolation, create communities of professional learners, and elevate the status of teachers in order to have a greater impact on student achievement.

Zarro (2005) carried out a study titled, 'The impact of teacher evaluation on teacher practice: A case study'. This case study examined the impact the current teacher evaluation process had on teacher practice at a high-achieving urban high school. This study described the factors that influenced teachers' professional growth and identified elements that

contributed to effective teacher practice. This study also examined the school district's policy and strategy for carrying out teacher evaluation and the manner in which this policy affected school level efforts in implementing the evaluation process. A secondary school satisfying an established set of criteria was the subject of this case study. This study used a mixed-method approach. A quantitative survey of 52 questions centered on areas that addressed the study's research questions was instrumental in garnering teacher perceptions about their teaching practice, the evaluation process, and other factors affecting the school's efforts. Two types of statistical analyses were performed, descriptive analysis, measuring the frequencies of teacher responses, and reliability coefficient analysis, measuring consistency and reliability of the survey results. Qualitative methods dominated the study; instruments representative of the case study approach-interviews, observations, and document review-were utilized.

Findings of the study: 1. Findings implied that the current teacher evaluation process as it is implemented in California high schools is in need of change in order to generate a more significant impact on improving teacher practice to the degree the law intended. 2. Findings strongly supported the concept that quality professional development and a healthy school culture are catalysts for improving classroom instruction and student learning. 3. It is recommended that the state adopt the Peer Assistance and Review (PAR) law as a model for the teacher evaluation process, and direct school boards and their collective bargaining units to develop a multi-track system that evaluates teachers according to years of service and classroom performance. 4. Personal growth and professional development should be a major component of this new teacher evaluation process. 5. Finally, schools should focus on building a healthy, nurturing school culture in an open school climate that promotes learning for students and all stakeholders in the school community.

Rapkine-Miller (2006) examined the role of teacher evaluation in improving teaching practices at a California elementary school. This study investigated whether the teacher evaluation process impacted teacher performance in support of student learning in an urban school. The study examined how the elementary school identified in the case study conducted its teacher evaluation process, the role of the administration and teachers in the process, and how the school's culture impacted the school's success. A Title I urban, public elementary school in Los Angeles, California, was selected for the study as a result of its high student achievement, as measured by the California Academic Performance Index and

Academic Yearly Progress. A qualitative methodology, a case study model, was chosen for its natural ability to create clear boundaries by focusing on a specific issue or problem. In this case study the researcher used the following strategies to analyze the data analysis gap: (a) interviews with individuals, (b) a survey of the participants, (c) direct observations, and (d) the collection of documents and relevant artifacts. In order to triangulate the investigation, the researcher collected 15 completed surveys, and individual interviews were conducted with a total of four administrators and seven teachers at the case study school and district.

Findings of the study: Analysis of the data indicated that the California teacher evaluation process did not appear to have a significant impact on teacher performance. Although the district applied the California teacher evaluation process based on the Stull Bill and the district's collective bargaining contract, and the elementary school implemented these procedures, other factors contributed to the school's effectiveness, including the establishment of a professional learning community, effective leadership, and student performance data collection and analysis. Both teachers at the case study school and the administrators perceived these other factors as having a greater impact on teacher performance and student achievement at the school site.

Traynor-Nilsen (2006) conducted study titled, '*The teacher evaluation process: Impacts and implications on teacher behavior in the classroom. A case study on the link between teacher evaluation and the student success in a California elementary school.*' The purpose of the study was to determine if the teacher evaluation process as practiced in California impacts teacher behavior in the classroom, which ultimately leads to improved student achievement. The study searched for other factors, which might be present at the high performing urban elementary school that worked in conjunction with, or as a supplement to, the teacher evaluation process. An urban public K-5 elementary school in Orange County, California was selected for the study. This site was chosen because of its high student achievement accomplishments over the last several years as measured by California's Academic Performance Index (API). Additionally, this site met all Adequate Yearly Progress (AYP) performance factors outlined by No Child Left Behind legislation. A qualitative case study approach was utilized. Document reviews, observational field notes, and open-ended interview questions lent themselves well in the investigation to determine what impact was made in teacher behaviors in the classroom through the

evaluative process. Individual interviews were conducted with the district superintendent, the assistant superintendent of educational services, the assistant superintendent of human resources, the site principal, and four (13%) teachers at the case study school. To triangulate the data, a survey was used to support individual teacher responses. Surveys from 13 (43%) teachers at the case study school were returned to the researcher and analyzed. Data were further triangulated by comparing the findings at the case study school to the Broad Best Practices Framework in conjunction with the Leadership Frames from Bolman and Deal (1997).

Findings of the study: Analysis of the data indicated that the teacher evaluation process, although implemented according to California law (the Stull Bill), does not have a major impact on teacher behavior in the classroom as practiced at this site. Factors that were seen as impacting teacher performance were collaboration and professional development opportunities, accountability factors (data-driven decision-making), strong leadership, and a cohesive (schoolwide) focus.

Hadfield, et.al. (2012) conducted a study on assessment of state models of value-added teacher evaluations, alignment of policy, instruments, and literature-based concepts. The team's investigations addressed the degree to which the value-added teacher evaluation policies align with the teacher evaluation instruments and the degree to which both the policies and instruments align with the practices supported by the literature. The project addresses the alignment by using a discrepancy analysis.

This project developed a knowledge base through reading literature, analyzing existing state policies related to teacher evaluation, and analyzing teacher evaluation instruments which utilize a value-added approach. The team identified gaps in alignment with value-added teacher evaluation methods, as currently used, by performing a discrepancy analysis through three components. The components consisted of developing a knowledge base through reading literature on the topic of value-added teacher evaluation, analyzing state teacher evaluation policies and legislation related to value-added evaluation and gathering value-added teacher evaluation instruments from those states implementing this type of evaluation system. This analysis provided the team with an overview of the components of value-added evaluation. The team established a set of criteria for value-added teacher evaluation systems. They assessed each state's system and noted the alignment in suggested practices. The results of this analysis were then assembled into recommendations and

outcomes for states and schools to utilize in the implementation of their value-added teacher evaluation models. The project determined although many states are beginning to implement value added teacher evaluation instruments, there are alignment concerns between what the literature deems best practice and current practice.

Findings of the study: The project team identified eight components which if put into practice would strengthen the alignment of value-added teacher evaluation instruments, policies, and practices. 1. Value-added models utilize student test scores 2. Value-added models measure student growth 3. Value-added teacher evaluation models contain several years of convergent evidence 4. Value-added teacher evaluation models possess student test scores that are valid, fair, and reliable 5. Value-added teacher evaluation models address missing test scores and missing data points 6. Value-added teacher evaluation models account, but do not adjust for race, socioeconomic status (SES), general ability, and prior achievement 7. Value-added teacher evaluation models randomly group students and randomly allocate teachers 8. Value-added teacher evaluation models possess calculations sufficiently complex in design or the instrument possess instructional sensitivity

Gholam (2012) conducted a study on teacher evaluation instruments/systems in Lebanon and other major Arab countries in comparison to evidenced-based characteristics of effective teacher evaluation instruments. This problem-based learning project focuses on analyzing teacher evaluation instruments in Arab Countries. The team looked at different teacher evaluation practices and the key characteristics of an effective teacher evaluation system. Based on the foundational knowledge, the project team utilized the emergent criteria to organize and analyze the different practices and attributes of effective teachers. The project team developed five standards: Instruction, Assessment, Learning Environment, Communication, and Professional Responsibilities. Each of the five standards included indicators. To validate the standards and indicators, a user panel consisting of ten school principals conducted a review. After refining the standards and indicators of teacher evaluation instruments, the team gathered information from 29 private schools in Lebanon and other Arab countries. The project team conducted a discrepancy analysis between the emergent characteristics of effective teacher evaluation and the information obtained from the 29 schools.

Findings of the study: The results of the discrepancy analysis indicated there was a discrepancy between schools and between countries in terms of best practice in teacher

evaluation. The team presented an overall analysis of the results. Based on the discrepancy results, six recommendations were made to three different audiences. The recommendations were presented to guide schools in Lebanon and other major Arab countries in implementing effective evaluation instrument/systems. For the effective teacher evaluation, the six recommendations are emerged from the study such as 1. Assess and revise school's current teacher evaluation instruments to make sure they include the five standards: Instruction, Assessment, Learning Environment, Communication, and Professional Responsibility. 2. Provide intensive training to school principals and head coordinators for the effective use of the teacher evaluation instrument. 3. Familiarize the teachers with the required professional teaching standards and qualities of effective teaching. 4. Gather multiple sources of evidence about teacher practice, taking into account what an effective teacher should know and be able to do to enhance student achievement. 5. Provide teachers with useful feedback and give them opportunities to improve in areas in which they score poorly. 6. Institutions of higher education should align their graduation requirements to ensure their teacher candidates demonstrate the necessary standards and indicators related to student achievement as outlined in this problem-based learning project.

Munger (2012) conducted a study on shared responsibility for teacher evaluation which was a cross-site study of principals' experiences in peer assistance and review program. The purpose of the study is to investigate the principal's role in PAR programs in seven districts, as well as the strengths and weaknesses of how supervision and evaluation are accomplished under PAR, according to the principals in this study. Peer Assistance and Review (PAR) programs offer an alternative to the traditional system of teacher evaluation and supervision. Principals in these programs share responsibility for the evaluation and support of novices and struggling veterans with expert Consulting Teachers (CTs).

Findings of the study: The findings of the study revealed that 1. The majority of principals in this study said that PAR provided a superior system of mentoring and evaluation for novice teachers than what principals alone could offer under a traditional system. 2. Stakeholders reported that the Novice PAR program alleviated the typical challenges that principals face in teacher evaluation--a lack of time and expertise, and political and cultural roadblocks. Under PAR, principals collaborated with CTs who carried out the majority of the mentoring and evaluation of teachers. 3. Principals and CTs demonstrated that authority for evaluation could be effectively shared. Several different models for sharing these

responsibilities were evident in this study. 4. Many principals were reluctant to use the Intervention component of PAR, designed to assist struggling veteran teachers. 5. Principals found the referral process to place a teacher on intervention to be too cumbersome and politically and culturally difficult. 6. Those principals who did utilize intervention reported it to be useful and preferable to a traditional process. Nonetheless, most principals said that intervention did not adequately resolve many of the problems of the traditional evaluation system for veteran teachers. Despite these challenges with intervention, the majority of principals in this study reported that PAR increased the instructional capacity of their schools by providing more effective supervision and evaluation than a traditional system could offer. 7. Furthermore, principals and other stakeholders credited PAR with fostering a collaborative culture focused on instructional improvement.

Christensen (2013) conducted a descriptive-comparative study of teacher performance evaluation on student achievement in a public school district. Using a model that focuses on the New York State teacher evaluation system, that is comprised of a rubric for observation, local student assessment scores, and student state assessment scores, this descriptive-comparative research study investigated the impact a new teacher performance evaluation system has on student achievement in the first year of its implementation. The sample participants for the study were third through eighth grade English/Language Arts teachers and Math teachers who were evaluated utilizing a new quantitative teacher evaluation system. This descriptive-comparative study found that

Findings of the study: students of more effective teachers had significantly higher achievement in both Math and ELA classrooms in grades three through eight compared to students who were taught by ineffective teachers as measured by the newly implemented New York State teacher evaluation system.

Morris (2013) conducted a program evaluation of the new annual professional performance review (APPR) teacher evaluation system in New York. This study applied a descriptive program evaluation research design to examine how closely the system approximated the Joint Committee of Program Evaluation standards and also examined the student performance data in the sample districts. The sample of the study was State of New York and eight public school districts that were awarded a 1003(g) School Improvement Grant (SIG) during the 2011-12 school year that submitted an approved APPR document.

The study utilized Stufflebeam's (1999) checklist to analyze the evaluation standards reflected in the state and districts' evaluation plans as a framework for providing formative data for the formation of evaluative conclusions about the system. The study used multiple data collection techniques including document analysis of the state and districts' evaluation documents, student achievement data for the elementary-middle and high school levels, and comparative quantitative data.

Findings of the study :1. Results indicated that the state's evaluation system was aligned with the Joint Committee Standards in the area of Utility only. 2. The document analysis portion of the study revealed that structural weaknesses contributed to the state's system effectiveness in year 1, impacting human resources, political, and symbolic aspects. In the SIG districts, plans were more aligned with the standards by the second year of the system, with all of the plans aligned in the area of Utility and Feasibility by 2012-13. 3. Finally, student performance data at grades 3-8 and 9- 12 in English Language Arts and mathematics showed no increase in SIG versus control schools after a year of the evaluation system in place, except in the area of secondary mathematics.

Musser (2013) carried out a study titled, 'From traditional to transformative evaluation promoting teacher excellence through a learning-oriented process'. This action research project engages questions about the relationship of teacher evaluation and teacher learning, joining the national conversation of accountability and teacher quality. It provides a solid philosophical foundation for changes in teacher evaluation and staff development, and analyzes past and current methods and trends in teacher evaluation. Set in the context of a suburban elementary charter school, the problems of traditional evaluation methods are confronted. The innovation proposed and implemented is Teacher Evaluation for Learning, Accountability, and Recognition (TELAR), a teacher evaluation system designed to support learning and accountability. TELAR includes multiple data points and perspectives, ongoing feedback and support, an evaluation instrument centered on collective values and a shared vision for professional work, and an emphasis on teacher reflection and self-assessment. This mixed-methods study employs both qualitative and quantitative measures to provide an enriched understanding of the current problem and the impact of the change effort.

Findings of the study: Results suggest that TELAR 1) helps teachers re-define their role as professionals in their own evaluation, positively increasing perceptions of value, 2)

promotes a culture of learning through a focus on shared values for professional work, a spirit of support and teamwork, and continuous improvement; and 3) empowers teachers to assess their own practice, self-diagnose areas for growth, and generate goals through a continuous process of feedback, reflection, conversation, and support. Implications for practice and future studies are presented.

MacCalla (2014) conducted a study on evaluating teacher effectiveness in a professional development program and considering measures for inclusion in a comprehensive teacher evaluation system. Using pre-existing data (teacher survey, expert assessment, classroom observation), from a three-year state funded Improving Teacher Quality (ITQ) science and social studies-history, urban middle school, professional development (PD) program, this study explores: the sensitivity of measures to detecting differences (within-groups and between-groups); relationships between teacher effectiveness constructs (and teacher characteristics and PD); and the extent to which depictions of teachers vary across different measures of effectiveness. This study takes a step in understanding what measures should be included in a CTES aimed at providing a complete assessment of teacher quality.

Findings of the study: 1. Findings indicate low-to-moderate-levels of sensitivity in detecting differences and high levels of construct score consistency within the expert assessment and classroom observation measures. Further, the validity and reliability of the teacher survey is questioned, eliminating it for consideration in a CTES. 2. Teacher characteristics do a poor job predicting scores on teacher effectiveness constructs, while PD participation and use of instructional strategies moderately predict construct scores. 3. Classroom observations provide a unique portrayal of teacher effectiveness and are strongly recommended for inclusion in a CTES.

Mazzagatti (2015) studied the teacher evaluation systems and their impact on the teaching strategies of high school teachers. The study explored the impact of targeted professional development in the form of a teacher evaluation system on the teaching strategies of high school educators.

Findings of the study: 1. It found that compliance to the law in itself does not create the impact on the professional development it is intended to provide. 2. The findings suggest that the evaluation instrument has the potential to impact the classroom through targeted professional development when meaningful reflection and conversations are had about

instruction in the classroom. 3. Teachers expressed the need to have evaluations focused on their professional development with deeper conversations centered around agreed upon hallmarks of sound instruction. This study was conducted only at the high school level.

Walker, T. T. (2014) carried out study on 'teacher evaluation' key components that positively impact teacher effectiveness and student achievement. The purpose of this study was to identify the key components of a teacher evaluation system used by schools and districts in response to the demands for improved teacher effectiveness and student achievement. A mixed-methods approach was implemented and 31 urban district superintendents, in six counties within Southern California completed a survey. From this pool, 10 superintendents and 5 principals were selected and participated in a semi-structured interview. Additionally, the 10 interviewed superintendents provided their teacher evaluation documents that were analyzed as a part of the document review

Findings of the Study: The findings of the study revealed that 1. school districts within urban communities that improved teacher effectiveness and increased student achievement over a three-year period, based on API results, implemented the following key components in their teacher evaluation system/tool: A personalized interaction between administration and teacher, professional development specific to teacher needs, an effective rating scale to motivate improvement, collaboration between teacher and administrator, twice-a-year self-assessments, goal setting, administrative coaching, two-three formal observations with effective and timely feedback and support. Additionally, the superintendents ultimately made a concerted effort to ensure an evaluation system that is competency and outcome-based to achieve teacher effectiveness that leads to the outcome of increased student achievement.

Chavda (2015) carried out study titled 'Development of Inspection Model based on Critical Study of Present Inspection Model at Primary Schools.' The objective of the study was to study critically present inspection model and develop new inspection model. Survey method was applied for data collection from the principals and educational inspectors. Opinionnaire was constructed to collect data collection. Collected data was analysed using t-test.

Findings of the Study: 1. Administrative inspection was getting more priority in comparison of educational inspection in the present model of inspection. It was found less helpful to check implementation of comprehensive evaluation in the schools, to measure

effectiveness of teachers' educational and professional readiness. 2 Through the new developed model, performance of the teachers and principal could be evaluated. It was also found effective to provide guidance and found its implementation.

Hoag & Richardson (2015) examined the alignment of professional development and measuring the impacts of a rubric aligned professional development program on teachers. The current study examines the impact of a PD program designed to align with a teacher evaluation rubric. Teacher evaluation scores, student achievement scores, and student growth scores were analyzed for differences and relationships between pre and post PD years and by multiple independent variables. A questionnaire, focus groups, and interviews were also utilized to gather teacher and administrator perceptions of the PD program regarding its impact on motivation, effectiveness, instructional practice, and student growth and achievement.

Findings of the study: Analysis revealed a significant difference in pre and post PD evaluation scores, achievement scores by experience, evaluation scores by grade-band, and a significant relationship between grade-level and achievement. Teachers and administrators perceived the program as beneficial and impactful, although primary teachers had a more positive outlook on the program's impacts than secondary teachers. The researchers concluded that the PD program had value for the school system, teachers, and students. Aligning PD with evaluation criteria has powerful potential to improve teacher performance, perceptions, and eventually student outcomes.

Hill, K. E. (2017) conducted study on school culture, teacher voices, and meaningful feedback which was a collective case study of teacher evaluation at three schools. Following a qualitative case study approach, this study explored teacher perspectives of evaluation at three different school districts in the Northeast. Teacher experiences indicate that there is merit to standards-based and peer evaluation models, particularly when the evaluation tool focuses on providing relevant and practical feedback for improvement. The study also revealed the importance of school culture for the effectiveness and acceptance of teacher evaluation. Finally, the findings suggest that teachers should be involved in the process of developing and implementing an evaluation system to encourage acceptance and use of the model.

Patel (2020) studied on titled 'An Evaluation of The Gunotsav Programme Implemented in the Field of Primary Education in South Gujarat'. Using survey method, data was

collected from the teachers, principals BRC coordinators and Diet lecturers. Chi square was applied for data analysis.

Findings of the Study: The findings of the study revealed that 1. Gunotsav is successful in bringing awareness among stakeholders about education Gunotsav program should be conducted at the end of the semester. 2. According to the majority of principals Gunotsav was more effective in std. 1 to 5 for educational achievement. However, the principals also believed that remedial work after diagnosis was useless for intelligent students and according to teachers remedial work was waste of time for intelligent students. 3. Intensive monitoring should be done during remedial work after Gunotsav and teachers found the monitoring during remedial class was effective. Besides this, the DIET lecturers also suggested that during whole year monitoring should be continued intensively. 4. Teachers and principals believed that the more subjectivity was found in students' evaluation by teachers in self-evaluation components of Gunotsav. 5. Majority of teachers, principals, BRC coordinators and DIET lecturers suggested 100% schools should be evaluated by the external evaluators. 6. there was one kind of fear found in students and teachers which should be removed.

2.1.2. Studies related to Perception towards Teacher Evaluation System

Ramirez & Alfredo (2005) examined the principals' actions in the performance appraisal system for teachers in successful schools in Texas. The objectives of the study were: 1) to identify elementary, middle and high school principals' perceptions regarding their instructional leadership actions in the performance appraisal of teachers in successful schools in Texas. 2) to study on instructional leadership actions that serve to enhance efforts at improving teaching and learning through a comprehensive teacher evaluation system in Texas.

The research design was a multiple case study that included one elementary school, one middle school one high school within the same school district to identify the actions of principals with regard to the performance appraisal system for teachers in Texas at effective schools.

Findings of the study: the findings of the study revealed that 1) principals in successful schools in Texas use comprehensive teacher evaluation systems as a basis for improving instruction by monitoring instruction, trying annual campus staff development and training activities to the PDAS, and integrating a multiyear teacher evaluation process. 2) the

principals utilized the comprehensive teacher evaluation system to provide support to teachers in need of assistance, as a summative tool, monitor instruction, provide staff development and training opportunities for teachers, set clear expectations and to ensure compliance with policies and procedures in the district. 3) principal, indeed, use the performance appraisal system as a basis to improve instruction.

Scot & chad (2005) conducted a study on building principal perceptions and use of various teacher performance evaluation methods in large Arkansas school districts. The objectives of the study were 1) to study school principals' perceptions of importance of seven identified teacher performance evaluation methods. 2) to study the use of the seven evaluation methods by the principals. 3) to study survey responses for significant differences between middle school, junior high school principal groups. The sample consisted of 225 building principals in school districts. Discrepancies were found in mean values on six of the seven identified evaluation methods when the principal perceived importance rating was compared to the principal use rating. The only evaluation method that did not show a discrepancy in mean values was classroom observation.

Findings of the study: The findings of the study revealed that 1) principal's perception of importance ratings showed they not only perceive classroom observations to be the most important, but also nearly always use this method in evaluating teachers. 2) of 156 total respondents to the survey instrument, 98% of Arkansas secondary school principals use classroom observations as a method of teacher performance evaluation. 3) of those responding 67% used at least one of other evaluation methods in combination with classroom observations when evaluating teachers. 4. There were no significant differences found between middle school, junior high school, and high school principal responses concerning their perceptions of importance and use of the several identified teacher performance evaluation methods

Wormmeester (2005) conducted a study on High school teachers' and administrators' perceptions of the teacher evaluation process in California's public schools. This dissertation is a quantitative research study on the teacher evaluation process in California public schools, with a special focus on high school. The aim of this research is to provide quantitative data on the perception held by teachers and site administrators concerning the current California public school teacher evaluation process in order to increase the understanding of the evaluation system. To this end, a statewide computer survey of

teachers and site administrators was used to collect quantitative data on the attitudes and perceptions of the current teacher evaluation system. All data was collected during the same time frame using a thirty-six question Likert style Internet survey. The data was analyzed by comparing a series of independent variables to two dependent variables, an index of teacher and administrator perception of adherence to standards and an index of satisfaction with the current method of teacher evaluation. The independent variables were respondent's current position, school's Annual Performance Indicator (API) score as it related to being over 800 or below 800, district size, and years of experience.

Findings of the study: The findings revealed dissatisfaction with the current evaluation system in a number of areas, including a lack of improvement for teacher instructional practices, little information to guide staff development, the negative impact of collective bargaining, teacher tenure, and insufficient administrative time and training.

Doherty (2009) studied the perceptions of teacher and administrators in a Massachusetts suburban school district regarding the implementation of a standards-based teacher evaluation system. The purpose of this study is to analyze the perceptions of teachers and building-level administrators in a Massachusetts suburban public-school district regarding the effectiveness of a standards-based teacher evaluation system. This dissertation is based on a mixed method study which analyzes teacher and administrator perceptions in regards to improved teacher instruction, sustained school improvement, increased student learning, and elevated professional growth. This study also analyzes the positive and negative impacts of implementing a standards-based teacher evaluation system. Findings were based on quantitative data gathered from 170 teachers and 14 administrators in the Massachusetts suburban school district through the use of the Teacher Evaluation Profile (TEP) questionnaire and qualitative data from 10 focus group sessions with teachers and administrators. The data was analyzed by level (elementary, middle, and high school), status (professional status and non-professional status), and position (teacher and administrator).

Findings of the study: 1. The quantitative and qualitative results indicated that elementary teachers perceived the district teacher evaluation system as having a stronger impact on improved teacher instruction, sustained school improvement, increased student learning and elevated professional growth than middle and high school teachers. 2. High school teachers and high school administrators perceived the district teacher evaluation system as

having the least impact on improved teacher instruction, sustained school improvement, increased student learning and elevated professional growth. 3. In addition, recommendations were made to improve the current standards-based teacher evaluation system used in the district studied. These recommendations included differentiating the teacher evaluation system, reducing the amount of paperwork in the process, increasing the number of informal observations and walkthroughs, developing differentiated rubrics for different teaching positions, and using multiple sources of data.

Himmelein (2009) carried out an investigation of principals' attitudes toward teacher evaluation processes. This dissertation used an electronic survey administered to public school principals in Northwest Ohio to investigate current teacher evaluation practices, attitudes towards current evaluation practices and attitudes toward proposed methods of gathering evidence for the teacher evaluation process.

Findings of the study: The findings of the study revealed that 1. Principals are the primary evaluators of classroom teachers, but they have received little comprehensive training in teacher evaluation processes. 2. Frequency of evaluation is based on contract status with new teachers receiving the most frequent evaluations. Most principals are dissatisfied with current processes that are, most commonly, based on formal classroom observation. Although principals believe the primary purpose of teacher evaluation is to help teachers improve, they do not believe current formal evaluation processes are useful in determining teacher effectiveness. 3. Results also indicated principals are most open to including informal observations; observations of interactions with colleagues, parents and student; and measures of student progress into the formal evaluation process.

Myricks (2009) conducted a study on principals' perceptions on the use of formative evaluation to assist Marginal Teachers. This study provided a careful examination of the perspectives of school principals regarding the evaluation of marginal teachers in Georgia. The purposes of the study were to find out how principals use formative evaluations and how they perceive the usefulness of formative evaluation to assist marginal teachers. This research consisted of two stages: mail questionnaires and telephone interviews. The participants in this study included 25 principals who completed the mail questionnaire. Of these participants, five principals were interviewed during stage two of the study. The researcher employed a questionnaire to gather a snapshot of the participants' opinions about the usefulness of teacher evaluation. Interviews provided data about participants'

experience with the formative evaluation process and its use with marginal teachers. Principals acknowledged that teacher evaluation is useful in assisting marginal teachers.

Findings of the study: The overall findings of this study revealed that 1.the majority of the principals surveyed and interviewed agreed that teacher evaluation is useful to improving the learning experiences for all students, the learning environments, and teachers' knowledge. 2. The perceptions of the principals support the importance of informal and formal observations, the use of a variety of processes to evaluate teachers, and the use of informal conversations as components of the teacher evaluation process.

Barton (2010) carried out a study on principals' perceptions of teacher evaluation practices in an urban school district. This study investigated K-12 principals' perceptions of teacher evaluation practices in an urban northern California school district. Data were collected through the administration of a survey. Of the 79 surveys distributed to school principals, 52 were completed and returned. Upon receiving the surveys, frequencies, percentages, means, and dependent sample t-tests were employed to analyze the data. The inductive analysis approach was used to code open ended responses.

Findings of the study: Findings of the study revealed that 1. principals find formative and summative evaluation approaches are more effective for non-tenured teachers. However, they find the evaluation process is more supportive of tenured teachers when only formative approaches are applied. 2. Principals find the process time intensive and lacking a clear purpose. Additional barriers ranged from teacher unions, to a lack of district support and inconsistency of implementation among principals. 3. Principals seek reform in teacher evaluations where all parties find the process meaningful despite tenure status. Furthermore, principals seek a more comprehensive process that includes both formative and summative approaches.

Killian (2010) conducted a study on administrators' and teachers' perceptions of the efficacy of the Missouri performance -based teacher evaluation model. The purpose of the study was to measure perceptions of Missouri's secondary public school administrators and teachers regarding teacher evaluation and the Missouri Performance-Based Teacher Evaluation model. The quantitative survey method was applied. The research population for this study consisted of administrators and teachers in public school districts throughout the state of Missouri. The survey contained three questions regarding geographic

information, years of service and size of school district along with twenty-three Likert-scale questions and two constructed-response questions focused on leadership and teacher evaluation.

Findings of the study: The findings of the study revealed that 1. There are significant differences between the teacher and administrator responses. Administrators consistently rated the model higher than teachers. 2. The qualitative data collected for this study revealed few differences in the way Missouri's secondary public school administrators and teachers perceive the Missouri Performance-Based Teacher Evaluation process and its efficacy according to the Performance-Based Teacher Evaluation criterion. 3. Both groups consider the Missouri Performance-Based Teacher Evaluation a slightly helpful tool in some situations, but quite inadequate in others according to the Performance-Based Teacher Evaluation criterion. 4. The two constructed-response questions gave respondents an opportunity to comment with the administrators having slightly more positive comments but both groups producing more negative comments than positive ones from the study, public school districts across. 5. Missouri can learn the importance of engaging in communication and best leadership practices in order to increase student achievement. Secondary public school administrators and teachers can gain an understanding of evaluator expectations and the benefits of how timely, constructive feedback, professional development and positive relationships improve the educational environment.

Shough (2010) examined the standards-based teacher evaluation a professional development tool for improving instruction. In this study, a standards-based teacher evaluation was designed by a district committee and tested to determine its viability for changing teacher performance and its usefulness as a professional development tool. Teachers were observed and evaluated using the newly created rubrics in August and November. Participating teachers and administrators were surveyed on their perceptions of reliability, validity, usefulness, and the system design. Focus group participants also discussed their perceptions of reliability, validity, usefulness, and the system design.

Findings of the study: Findings revealed that 1. teacher performance improved with the use of the standards-based teacher evaluation. 2. The four-point rubric provided administrators with a tool to differentiate among teacher proficiency levels to promote professional growth. 3. Administrators believed that the pilot standards-based teacher evaluation provided more specific and reliable feedback to teachers than the evaluation that

is currently used. However, teacher perceptions of the standards-based evaluation were less positive than teacher perceptions about the current evaluation.

Arp (2013) conducted case studies of teacher satisfaction with three plans for evaluation and supervision. The purpose of this study was to identify which plans for evaluation and supervision are most satisfactory to teachers. The study's participants come from three school systems in northwest Georgia. The study examines relationships between teachers' perceptions of five processes of evaluation: role of supervisor, formative/summative purposes of supervision, clarity of communication, time evaluated, and teacher participation in the plan. In addition, the study examines the relationship between years of teaching experience in the district and the plan for evaluation and supervision, as well as the relationship between evaluation time and plan for evaluation and supervision. The study procedures included identification of districts with differing plans for evaluation and supervision. Once districts were identified, elementary teachers were surveyed. Two survey instruments were combined for use in this study: the first from Ebemeier (2003) and the second from Dollansky (1998). The survey includes questions from a variety of literature on teacher satisfaction. The survey had 229 teacher respondents from the three districts. Analysis of variance and chi square were used to analyze survey responses after preliminary analyses. The three districts each align with research in the literature. District A aligns with collaborative supervision, District B with directive supervision, and District C with non-directive supervision.

Coutler (2013) carried out a qualitative study of teacher and principal perceptions of Washington State Teacher Evaluation Instruments: Danielson, Marzano, and Cel 5d+. The purpose of this study was to describe the level of support teachers and principals have toward the new mandated teacher evaluation instruments in the state of Washington. This study explored whether or not this current course of action is what was best for teachers and principals. This study challenged the political support of teacher evaluation reform with the philosophical support of the teachers and principals who were the most impacted by the change. A qualitative study based on participant interviews was completed in six school districts from the state of Washington during a two-month period. The districts were selected based on equal representation of three evaluations instruments used in that state (Danielson, Marzano, and CEL 5D+). A total of six school districts participated by

providing a willing teacher and principal for an interview. There were a total of twelve participants interviewed.

Findings of the study: The results of the study revealed that 1. the new evaluation too cumbersome and unrealistic with the current structure of time and resources allocated in the educational system. 2. The new teacher evaluation instruments are good tools in fostering the development of teachers but lack in the ability to fairly evaluate teachers. 3. Implications involved lawmakers and principals. Lawmakers are advised to implement educational change cautiously. The complexity of education requires educator input on time, resources, reality, and fairness. Principals need more support.

Hill (2013) conducted a study titled, 'Walking the tightrope: Secondary school principals' perspectives on teacher evaluation.' This qualitative study highlights the perspectives and experiences of secondary school principals as they conduct teacher evaluations.

Findings of the study: The findings of the study revealed that: 1) teacher evaluation provides principals an opportunity to demonstrate instructional leadership; 2) principals experience professional isolation in the teacher evaluation process; 3) principals are concerned about the demands on their time; 4) principals seek autonomy but not isolation in their position; and 5) principals grapple with their role as middle managers.

Pham (2013) studied the implementation of standards-based teacher evaluation in Vietnamese secondary schools in a case study in Dong Thap. This study explores the perceptions of teachers, school principals, and other administrators about the new teacher professional standards, the accompanying standards-based teacher evaluation system, and opportunities for improving teacher professionalism that might lead to increases in student learning. This case study utilized qualitative and quantitative data collected in Dong Thap, a Southern province in Vietnam. Quantitative data were from surveying 285 participants including 218 teachers, 54 principals, and 13 other administrators. Analysis of variance (ANOVA) was utilized to determine if there were differences in perceptions among the three role groups on several key policy components. Follow-up qualitative data were collected from (1) a focus group with nine principals, (2) semi-structured interviews with 29 teachers and five principals, and (3) notes from fieldwork and open-ended questions of survey. Data transcripts were assigned in ATLAS.ti for coding and analyzing by describing and grouping into themes to answer research questions.

Findings of the study: Findings of the study revealed that 1. finding suggested teachers, school principals, and administrators support efforts to upgrade teacher professional standards and standards-based teacher evaluation. 2. In general, administrators and principals hold more positive views toward both the process of implementing standards (i.e., the fairness of the standards based evaluation process, its likely impact on teaching) and the types of evaluation (i.e., personnel, inspection, merit, standards-based) affected by the new policy. 3. Regarding social aspects of the new policy (i.e., social trust, available channels of communication, teacher's norms and commitment to new procedures), there were also differing perceptions associated with role groups. 4. In general, regarding social trust, means for all three role groups were relatively low; however, principals and other administrators held more favorable views regarding social trust than teachers. The same pattern was true for perceptions about channels of communication. In contrast, regarding norms, expectations, and sanctions, teachers held significantly more positive views than either other administrators or principals. This suggests teachers perceive they are committed to fulfilling the requirements of the policy, especially regarding increased meetings. Lower means on norms from administrators suggest some skepticism from administrators regarding teachers' willingness and commitment to comply with the new teacher evaluation policy.

Wacha (2013) studied the teacher perceptions of the teacher evaluation process. This study was conducted to investigate teacher perceptions of the evaluation process. The goal was to assist school leadership in studying and understanding current practice for the purpose of improving the evaluation process and offering suggestions for change. Three data collection methods were utilized: A 4-point Likert scale survey, an open-ended questionnaire, and semi-structured interviews. The results of the data revealed that most teachers viewed the current evaluation process as neither an effective measure of their teaching nor an effective way to improve student learning.

Findings of the study: Findings of the study revealed that 1. Although most teachers revealed a negative perception of the current evaluation process, they were in agreement that teacher evaluation had the potential to improve teaching and learning if the process were reformed to involve continuous input by both supervisors and teachers.

Campbell (2014) conducted a study on the understanding the teacher performance evaluation process from the perspective of Jamaican public-school teachers. This study

investigates teachers' perceptions of and experience with the Jamaican Ministry of Education, teacher performance evaluation process established in 2004 to determine the effectiveness of the system. This qualitative research engaged fifteen (15) trained teachers from across the island of Jamaica teaching in various public schools. The data was gathered through face-to-face interviews.

The Findings of the study: findings of the study revealed that 1) teachers see the value in teacher performance evaluation. They understand that teacher performance evaluation can provide both opportunities for individual teacher growth and development, and at the same time holding teachers accountable. 2) The present teacher performance evaluation system is being performance with high levels of variation in schools. The cycle/steps are being adjusted, modified, simplified, ignored, and changed by individual school administrators based on their understanding of the process, dedication to the process, ability to conduct teacher performance, training received and time constraints. 3) Teachers revealed the ways in which the present teacher performance evaluation system has obstructed or supported their work, the problems they have with the present system and the implications for teacher growth and development. 4) The present Jamaican teacher performance evaluation system does have the potential to impact teacher development, support teachers' work, holding teachers accountable, and influencing student achievement and school-wide effectiveness, if carried out properly by administrators who are equipped with the necessary skills, if teachers are educated on the purpose of teacher performance evaluation and how it can support their work and if done in an environment that trust, collegiality and collaboration.

Clark (2014) carried out study on principals' perceptions concerning teacher evaluation in Nebraska public schools. The purpose of this mixed-methods explanatory study was to explore the perceptions of Nebraska public school principals regarding teacher evaluation, and whether the administrators considered teacher effectiveness in the classroom as part of the teacher's evaluation. Additionally, if administrators considered teacher effectiveness in the teacher's evaluation, did it result in the dismissal of teachers identified as "ineffective" by administrators. The study participant pool included all the principals of Nebraska public school districts with the exception of one district. The quantitative phase, a 45-item survey, garnered information concerning perceptions of the principal participants. The qualitative phase, an 11-question interview, informed the results of the quantitative data. The completed sample size of 260 from a total pool of 796 possible respondents was achieved

for the quantitative phase; ten principals were interviewed from a purposive sampling of 87 principals.

Findings of the study: The results indicated 1. Nebraska public school principals evaluated for teacher effectiveness and dismissed teachers identified as "ineffective" by administrators. 2. The principals stated they could identify the effective teacher through the teacher evaluation instrument they used, using only classroom observations as the basis of the evaluation. Others indicated they used multiple measures. 3. Nebraska principals gave unsatisfactory ratings for performance and a notice of non-renewal or termination to probationary or tenured teachers. They did so at a rate greater than their counterparts in "The Widget Effect" (Weisberg, Sexton, Mulhern, & Keeling, 2009) study. However, Nebraska principals also counseled teachers out of the profession rather than give teachers a notice of nonrenewal or termination, which Weisberg et al. did not address.

Erickson (2014) conducted a study titled, 'Fostering Teacher Learning Through Relationships and Dialogue: Principals' Perceptions of Implementing a Teacher Evaluation Plan.' This study examined how five school principals in a large urban school district experienced and perceived the implementation of a standards-based teacher evaluation plan. Two semi-structured interviews and one focus group interview was conducted with the five principals to understand their perceptions and to hear about their experiences regarding the evaluation plan. The collected data was analyzed and interpreted with open coding. Key categories emerged from the data (a) principals believe that trusting relationships with teachers are essential to their work (b) growth minded principals empower teachers to learn and improve practice within evaluation events, and (c) the obligation of the principal to conduct teacher evaluation does not need to be a limitation to teacher learning.

Findings of the study: This study found that 1. the principals' beliefs about teaching and learning influence their decisions and actions in the evaluation process. Although challenged by obstacles to implement the evaluation plan, these five principals are satisfied with the teacher evaluation process. 2. Based on these principals' descriptions of obstacles to successful implementation, recommendations to policy makers and educational leaders who shape evaluation processes include ongoing evaluator training, designing professional development from evaluation system data, and creating explicit connections between the evaluation system and other district work

Paufler (2014) investigated a teacher evaluation system and studied the school administrator and teacher perceptions of the system's standards of effectiveness. The purpose of this study was to examine the perceptions of school administrators and teachers within one of the largest school districts in the state of Arizona with regards to the design and implementation of a federally-supported, state policy-directed teacher evaluation system based on professional practice and value-added measures.

Findings of the study: Findings of the study revealed that 1. The perceptions of school administrators and teachers, considering their lived experiences as the subjects of the nation's new and improved teacher evaluation systems in context, must be better understood if state and federal policymakers are to also better recognize and understand the consequences (intended and unintended) associated with the design and implementation of these systems in practice. 2. the system has not uniformly impacted teachers' professional practice in any meaningful way, at least not to the extent intended.

Pendleton (2014) conducted a study on the misunderstanding and miscommunication and how the stakeholders interpret the teacher evaluation process in Louisiana. The purpose of this study was to describe the perceptions of teachers, teacher-leaders, and administrators to determine how classroom teachers should be assessed for proficiency during their evaluative process. In the 2012-2013 school year, the Louisiana Department of Education implemented a new statewide teacher evaluation system, called Clear Overall Measure of Performance to Analyze and Support Success (COMPASS). Piloted in a few schools across the state of Louisiana, COMPASS has undergone significant changes since its implementation. This evaluation system was the single evaluative tool used in this study to explore the validity of assessment factors in determining teacher proficiency and the value teacher opinions have in the development and implementation of an evaluative process. Using an explanatory, sequential, mixed methods research design in 26 school districts across the state of Louisiana, the study included a survey instrument administered to 575 participants consisting of teachers, teacher-leaders, and school and district leaders. There were three homogeneous focus groups of teachers, teacher-leaders, and school leaders for a total of 15 participants from central, north and south Louisiana.

The findings of the study: Findings of the study revealed that 1. The evaluation process lacks equity in goal setting, the assigned weight of student achievement on teacher proficiency should be re-evaluated, and teacher development is not supported consistently.

Nelson (2015) conducted a study titled, ‘Teacher Evaluation: Teachers’ Past Experiences and their Responses to Impending Reform.’ The purpose of this study was to gain insight into the teacher evaluation experiences of contemporary teachers and to learn about their opinions of potential changes to the teacher evaluation system in Illinois. Teacher demographics, methods of evaluation, typical ratings of performance, the purpose of teacher evaluation, critical components of the teacher evaluation process, differentiation in an ideal evaluation tool, determinants for financial rewards, and the composition of student achievement data to be used in teacher evaluations were topics of inquiry. An explanatory mixed methods design was utilized to complete this study.

Findings of the study: Findings of the study revealed that 1. Findings indicated that competent evaluators, precise standards, and adhered to procedures are the three most critical components in a teacher evaluation system. 59% of participants typically received an excellent rating, yet only 46% expected to receive such a rating. 2. Only 21% agreed that an ideal evaluation system should be tied to financial rewards, but 48% agreed that student achievement is a critical component of the teacher evaluation process.

Frasier (2017) examined the teacher perceptions of the relationship between evaluation policy and teacher practice in a North Carolina school system. The purpose of his mixed methods study was to examine how a state-wide standardized evaluation policy utilized in North Carolina affects the work of high school teachers in a single school district under varying school and individual conditions. Specifically, this study focuses on teachers who offer perspectives from varying combinations of the following school-level variables: status at a high or low evaluation condition school and status at a high or low evaluation effectiveness school, and the following individual variables: status as a Mathematics or English teacher, years of experience, and licensure level.

Findings of the study: The results of this study suggest that 1. The characteristics and capacity of an observer do matter in how the observation protocol is interpreted and implemented. 2. The evaluation climate and culture, or evaluation scenario of a school, may also influence the ways in which teachers find evaluation motivating and how teachers approach feedback from evaluation. 3. The results of this study provide insight into the relationship between teacher evaluation and classroom practice, an area that has previously been under researched despite the impact other high-stakes accountability policies have had on teaching practices and the teaching workforce. results suggest that ongoing formative

feedback by an observer or by multiple observers who can identify what good teaching looks like in a context is more valuable and motivating to teachers than a summative assessment. The policy examined in this study is problematic because it tasks administrators with conducting high-stakes evaluations and providing formative feedback to all teachers up to four times a year. 4. Yet, principals often lack the training and time resources to evaluate teachers in a high-stakes manner and to simultaneously provide constructive feedback to allow for systematic improvements. 5. To accomplish a better balance, evaluation would need to be lower stakes, more formative, and focus on all teachers, not just a concentration of newer teachers.

Jaffurs (2017) carried out a study titled ‘Teacher Perceptions of Teacher Evaluation Using the Teacher Performance Assessment System and Factors That Contribute To Teacher Quality, Professional Growth, And Instructional Improvement Over Time.’ This research triangulates teacher evaluation, self-reflection and their roles in improving teacher quality. The prevailing thought is that teachers who willingly engage in more formalized self-reflection and self-assessment yield higher degrees of teacher effectiveness as measured on a local teacher evaluation. The central focus of this study will investigate tenured teachers’ perceptions of the effect of their teacher evaluation tool on teacher quality and other factors that contribute to a teacher’s improvement of instructional performance over time. The researcher would also like to investigate the extent to which teacher cohorts – differentiated by demographic data - engage in formalized practices of self-reflection about their own teaching practice. Lastly, the researcher would like to determine whether or not tenured teachers who are evaluated with the local teacher evaluation tool actually improve their teacher effectiveness over time. This study was conducted in a public, K-12 school system with 1420 teachers employed - 39 of which are National Board Certified. This school system is located in a rural/suburban school system and has utilized its current teacher evaluation system since 2000.

Findings of the study: The findings of this study indicated that 1. the majority of teachers – disaggregated by demographic teacher cohort - viewed their local teacher evaluation system somewhere along the continuum of neutral to satisfactory as a tool for building a teacher’s effectiveness over time. 2. The overwhelming majority of teachers embraced the post-conference as the most impactful part of the entire evaluation process in building teacher quality; the least impactful was the preconference. 2. Additionally, teacher

respondents – agnostic of demographic – opined that while the local teacher evaluation system was perceived to be a both quality control and a compliance factor for teachers, less than half of all respondents believe that the system, assists teachers *formatively* as a tool for professional development. 3. Per the respondents, it should be noted that the teacher evaluation system elicited the strongest reactions – both positive and negative – in teachers having experienced more than 20 formal observations. 3. The research also conveyed that most teachers reported that there was much more embedded self-reflection in the evaluation system than hypothesized; most prominently, teachers cited that *audio-taping, reviewing student performance data, completing a self-reflective checklist, and engaging in unstructured self-reflection* were a few of the assorted self-reflective activities were facilitated by the evaluation system. 4. Moreover, the data clearly demonstrated that all teachers engage in high degrees of reflection regardless of demographic cohort and a majority of teachers claim to already know how to “self-reflect.” In other words, the highest self-reported degree of reflection were those teachers already rated as “highly effective” in the local evaluation system. 5. A prevalent trend in the data was that degrees of self-reflection matter and build more pronounced levels of teacher effectiveness over time. 5. In essence, the fact that teachers participate in reflection does not seem to impact teacher quality; rather, the degree and amount to which one reflects is actually what matters in building instructional capacity in teachers. 6. Other noticeable trends in the data were as follows: more years of teaching experience was inversely related to the degree to which a teacher self-reflects; over 30% of teachers with more than 20 years of experience reported that that they do no self-reflect at all; the non-NBCT teacher cohort out reflects the NBCT cohort; NBCT teachers had the highest average evaluation rating out of every teacher cohort; and, teaching experience seems to mute any lack of reflection in a teacher’s evaluation rating;7. The other noticeable trend was that more formal observations for teachers did not translate into higher evaluation ratings over time. 8. Overall, the two most impactful professional development activities cited by teachers were the following: participation in professional learning communities and peer coaching and mentoring, respectively.

Carrol (2018) studied the effect of the New Jersey teacher evaluation on self-efficacy and school culture. Teachers’ perceptions of their evaluation instruments can affect their sense of efficacy in the classroom and view of school culture. The purpose of the study was to explore the relationships that exist between teacher efficacy, perceptions of school culture

and the evaluation tool used in a school system and the resultant statistical analysis of those relationships and the degree to which they exist and possibly affect student learning.

Findings of the study: Results indicated that 1. teacher self-efficacy is unaffected by teachers' perceptions of the evaluation system. 2. Results also indicated that school culture is affected by the teacher evaluation system especially in the area of professional collaboration. 3. Teachers want to perform well on evaluations, but feel that needed collaboration time with colleagues is often sacrificed to complete insignificant tasks connected to the evaluation system.

2.1.3. Studies related to Methods of Teacher Evaluation

2.1.3.1. Review of studies related to Self -Evaluation

Haynes (1988) studied the impact of the teacher self-appraisal as it relates to the Texas teacher appraisal system summative evaluation. This study examined the impact of the teacher self-appraisal document on increasing the summative evaluation rating of the Texas Teacher Appraisal System. Two questions were addressed. The first question was designed to determine to what degree the self -appraisal influenced evaluation ratings in each of the five domains. The second research question was utilized to determine if there was a difference in the degree of specificity of teachers' revising their self-appraisals from teachers who did not revise the self-appraisal.

Findings of the study : Recommendations from this study included: (1) determining the relevance of the teacher self-appraisal as it relates to the school districts comprehensive evaluation system; (2) providing district-wide in service for principals and teachers to emphasize importance of the end product, but also the process used to achieve the end product; (3) monitoring of teachers is not only the achievement scores of their students' success, but also strategies utilized in classroom instruction and management;(4) balancing of expectations between the end product(achievement scores) and the process (strategies); (5) revising the current researcher's self-appraisal to resemble the previous document utilized by the district known as a "plan of action"; (6) providing quality staff development for teachers to encourage experiment in classroom; and (7) creating an atmosphere conducive to collaborating planning in buildings by principals.

Beaty (1989) conducted a study on effectiveness of five selected strategies for using teacher self-evaluation as an administrative tool in the improvement of instruction in selected elementary schools in Nebraska as perceived by elementary teachers and principals. The purpose of the study was to determine the effectiveness of five selected strategies for using teacher self-evaluation as an administrative tool in the improvement of the instruction. 103 principals and 309 teachers were the sample of the study and Likert type of the scale was constructed to collect data. The five strategies which mentioned in purpose of the study are goal setting, growth contracting self- observation, self -rating and self- ranking.

Findings of the study: Findings of the study revealed that **1.** Self- evaluation which includes the setting of goals for improvement by teachers and methodical monitoring and reporting of progress toward those goals is considered by elementary principals and teachers effective in the improvement of instruction in the elementary schools. **2.** Self-evaluation which includes comparison of performance to standards, analysis and ranking of teaching strength and self- observation of teaching is considered somewhat effective. **3.** Utilize five strategies in elementary school. **3.** Self -evaluation is always used in conjunction with other types of teacher evaluation. **4.** Admin should be cognizant of the importance of teacher evaluation in the achievement of instructional improvement. **5.** The researcher strongly indicated that an administrator can have a strong direct effect on the quality of instruction within a school. Monitoring, supervising and enabling teachers to meet instructional goals are considered essentials leadership function

Struyk (1990) conducted a study on teacher self-evaluation procedures for assessing classroom management strategies during transitions. The purpose of this study was to develop self-evaluation procedures by which teachers can analyze videotapes to assess their classroom management strategies during transitions. A Transition Observation Instrument (TOI) was developed for recording classroom management variables. A User's Manual was developed that contains the classroom management concepts, principles, and terms needed by teachers to complete the TOI. The User's Manual also outlines the procedures for videotaping the class session and instructions for completing the TOI. As the User's Manual and the TOI were developed, formative evaluation were conducted using a pilot test and an expert review process to provide information for (a) improving the usability of the TOI, (b) establishing the relevance of the TOI, and (c) improving the clarity and effectiveness of the User's Manual. After revising the User's Manual and TOI in light

of the information obtained from the pilot test and expert review, a field test was conducted to provide further formative information on the (a) inter- and intra-rater reliabilities of the TOI, and (b) clarity and effectiveness of the User's Manual

Findings of the study: Results indicate that 1. the TOI and the procedures are valid and usable, 2. the TOI provides practical information, and 3. the User's Manual effectively communicates the information needed in order to use the TOI. 4. Review data suggest that classroom teachers respond favorably to the self-evaluation procedures and are willing to use them.

Ahuja (2000) carried out a study titled 'The relative effectiveness of two different peer coaching programs and a Self-Evaluation program with elementary teachers using direct instruction.' This study examined the effects of structured peer coaching (SC), self-devised peer coaching (SD), and self-evaluation (SE) for providing ongoing support to in-service teachers. Eleven participants were divided into three groups (SC, SD, SE). Both peer coaching groups (i.e., SC, SD) consisted of four participants each (i.e., one coach and three participants), and the SE group consisted of three teachers. The coach of the SC group and the teachers of the SE group used structured observation and feedback instruments. The coach of the SD group evolved observation and feedback techniques. Both coaches (i.e., SC and SD groups) and teachers (i.e., SE group) changed behaviors by, (a) evaluating videotapes, (b) conducting coaching/self-evaluation sessions, (c) practicing self-reflection, (d) providing feedback and, (e) setting objectives. A multiple-baseline design was used to analyze the effects of the two interventions on three dependent variables (i.e., teacher presentation, error correction, and student response behaviors). The design had four Phases: (a) Phase 1 (Baseline), (b) Phase 2 (Intervention-I teacher presentation), (c) Phase 3 (Intervention-II error correction), and (d) Phase 4 (Maintenance).

Findings of the study: Findings of the study revealed that Findings of the study revealed that 1. Members of the SE group had the highest percent correct occurrences of target behaviors during the two instructional Phases and they maintained the criterion-level performance during Phase 4. 2. Two members of the SD group reached the criterion-level performance for target behaviors during the two instructional Phases and maintained their performance during Phase 4, one member of this group was unable to reach the criterion-level performance during Phase 2 at which point intervention was discontinued for this participant. 3 Only one member of the SC group reached the criterion-level performance

for all three target behaviors, but was unable to maintain performance during Phase 4. 4. Participants of the SE group required the fewest number of instructional sessions to complete the intervention as compared to the participants of the two coaching groups.5. Members of the SD group required fewer coaching sessions as compared to the participants of the SC group. These results indicate that self-evaluation was the most effective and the most efficient staff development technique. Additionally, as compared to a structured coaching format, a self-devised coaching format may be more desirable for in-service teachers.

Graham (2004) conducted a study on teacher self-evaluation and its effect on professional growth and teacher-principal relationships. The purpose of this study was to identify the various areas of education that the teacher self-evaluation process affected and to determine the overall effect on teacher's professional growth. This study was designed to explore the effect of teachers using a self-evaluation process on the teacher's professional development. The study was also designed to investigate the effect on the relationship between the teacher and their building principal. The researcher used a qualitative research design. Interview data and growth plans were collected from fourteen elementary teachers and ten junior high teachers. The researcher used in-depth interviews to collect the data. To triangulate the efforts of the data, a focus group was used. The focus group was designed after the researcher had identified emerging themes and checked the themes with those previously interviewed. The focus group included six members of the twenty-four that had previously been interviewed, three elementary teachers and three junior high teachers.

Findings of the study: Findings of the study revealed that 1. The study's data indicated that teachers using the self-evaluation process were aware of their own strengths and weaknesses and sought out knowledge to improve their teaching skills. 2. The process increased the work or contact they had with their administrators. 3. The study concluded that self-evaluation does affect teacher's professional growth and the relationship between teachers and their building principal.

Sosanya-Tellez (2010) conducted a study on transformative teacher evaluation focusing on self- evaluation for high performing teachers: how to make teacher evaluation meaningful for high-performing teachers. This study explores Wood's (1998) call for a move from traditional to transformative evaluation. Ten high performing teachers field-

tested a self-evaluation handbook. They explored study options designed to help them critically reflect on their own teaching, connect with students, reflect, and set new goals.

Findings of the study: Findings of the study revealed that 1. The role of the principal is essential to this work. The principal must be a collaborative leader that engenders trust and creates a space for dialogue. The ability of teachers to determine the topics for the next lesson, to self-evaluate and to talk openly are essential elements to the success or failure of this approach. This requires humility and invitation to explore ideas on the part of the principal. 2. Participating teachers also examined their own values, beliefs and customs that were formerly unexamined. 3. Teachers desired insight, knowledge and reflection with others. They welcomed a framework to guide their reflection. Some were unsure of what they expected, while the love and passion of the principal and her support has sustained enthusiasm for teaching.

Frimannsdottir (2010) explored self-evaluation in six Icelandic compulsory schools and it was a multi-site comparative case study. This study explored program evaluation done by school staff or other stakeholders of the schools on their own practice or programs. General practice of self-evaluation was studied in six compulsory level schools in Iceland. Additionally, one self-evaluation component was studied in each of the schools. Personal interviews, observations, and document analysis were used to look at actions as well as to investigate thoughts and intent. The study explored how six Icelandic compulsory schools practice self-evaluation, where purpose, practice, and use were the center of attention. The study uncovered broader issues that address the organization of program evaluation in schools, inconsistency in the categorization of issues that are, or are not, self-evaluation, as well as confusing and unpredictable use of evaluation terms. Instrumental use of results was found in all schools and use of process was observed in three of the schools.

Findings of the study: Results suggested that school-evaluation can be problematic when preparation is absent, terms and roles are poorly defined, and no resources are available. Nevertheless, there were signs that it can be a constructive tool in school management and school improvement when it is plainly organized with a distinct purpose.

2.1.3.2. Studies related to Peer Evaluation

Jancic (2004) explored the evaluation and the implementation of Peer Assistance and Review (PAR) with non-tenured teachers in California. This exploratory case study examines methods of teacher assessment and evaluation and implementation of California's Peer Assistance and Review (PAR) program for teachers at one high school in California. The research examines California Assembly Bill AB X I, reviews teacher assessment and evaluation practices and literature, and employs qualitative and practitioner-based methodologies to gather descriptions of PAR implementation and perceived effects of PAR. Exploratory survey was conducted.

Findings of the study: Findings of the study revealed that 1. The study suggests that current teacher evaluation practices and new teacher support frameworks may be improved upon with the establishment of a new knowledge base, one focusing on the role of teachers and institutional leaders, and an increased reliance on same-subject department colleagues at the secondary school level to provide mentorship to new teachers. 2. new teachers recognize their own limitations and appreciate assistance when it comes in the form of what they believe that they need at the time, and that new teachers are resilient. 3. This study suggests that the new teachers at BHS believed that they would have derived more benefits from the PAR practices of teacher evaluation if they had been provided with specific suggestions regarding ways to improve, and if there had been more opportunities to follow up by conducting additional observations or by providing additional professional development activities that focused on strategies to address teaching standard. 4. Findings show that teachers turned toward one another for support as they felt they had no control over state formulas that would determine the points they would receive from student growth scores. Teachers in this study helped one another and shared resources on test materials that would assess learning of the new CCSS.

Hartloff (2014) carried out a study titled 'Peer Involvement in Teacher Evaluation: A Multiple case study.' The problem this research addressed was the efficacy of teacher evaluation systems and how evaluative practice can be improved from the perspectives of principals and Consulting Teachers (CTs) with experience in the PAR program.

Findings of the study: Findings of the study revealed that 1. The study found principals and CTs had mixed reactions regarding the inclusion of PAR as a multiple measure for

teacher evaluation. All participants' perceptions of the role of the CT included the common language of supporter, helper, coach, and mentor, which matched the PAR documents from each district. 2. The data showed that subjectivity, fear, and lack of time, negatively impacted the traditional teacher evaluation process and that involving peers in the process could be beneficial. 3. Including multiple measures in evaluating teachers can help to distribute the accountability for effective practice among peers to improve the connection between the intent behind evaluation and the practice of it. 4. All study participants indicated that opening up the practice of teaching to one another, administrators and teachers alike, benefits all involved in education. 5. The findings of this study suggest that classroom practice can improve when peers are supporting one another as mentors and/or coaches, including peers in the teacher evaluation process could help to support the purposes of teacher evaluation better than the traditional evaluative practices.

2.1.3.3. Studies related to Portfolio

Andrejko (2000) studied the teacher portfolios for growth-oriented evaluation. The purpose of the study was to assess teacher and principal perceptions of the use of the teacher portfolio in facilitating growth-oriented teacher evaluation. Growth-oriented teacher evaluation systems are more effective since they can provide information on the strengths of teachers and the areas in which they may need improvement. The study research questions focused on teacher and administrator perceptions of the teacher portfolio's effect on the quality of evaluation. Issues of use for promoting change in teaching behaviors and attitudes, clarification of teaching standards and goals, and the role of teacher evaluation were explored. The portfolio process was examined as to the level of difficulty, the time involved in creating a portfolio, and its value in reflective teaching. Finally, the use of teacher portfolios as a differentiated supervision option was investigated. Using an equivalent pre and posttest design, volunteer teachers from 14 public elementary, junior high/middle, and high schools were divided into three groups: a control group which used traditional evaluation, experimental group 1 using traditional evaluation and the teacher portfolio, and experimental group 2 using the portfolio only. The Teacher Evaluation Profile (TEP), developed by Stiggins and Duke, was used to gather pre and posttest data. Structured interviews provided qualitative data.

Findings of the study: Findings of the study revealed that 1. The results of the study indicated both principals and teachers found the portfolio could provide sufficient evidence

of a teacher's knowledge and skills, serve as a tool for professional development, and provide a more comprehensive picture of teacher performance over time. 2. Teachers used the portfolio as a basis for reflection on their teaching, thus having an effect on their teaching practices. 3. Administrators used the portfolios to monitor professional growth plans and reported their role in evaluation to be one of partner rather than critic. 4. Teachers reported changing their teaching behaviors as a result of the teacher portfolio. 5. Administrators reported seeing evidence of these changes in the portfolios. Administrators viewed the teacher portfolio as an appropriate option in a differentiated supervision model. 6. Teacher portfolios facilitate the collection of the data over time that can be reviewed in self-reflection, peer collaboration, or in partnership with the supervisor.

Attinello (2004) explored the teachers' and administrators' perceptions of the value of portfolio-based teacher appraisals for evaluation and professional growth. The purpose of this study was to examine the use of the teacher portfolio as an assessment and professional development tool in a teacher appraisal process. It explored teacher and administrator perceptions of the value of portfolio-based teacher appraisals for evaluation and professional growth. Using a mixed method descriptive design, data was collected from teachers and administrators from 23 schools in a rural/suburban county school district in the southeastern region of the United States where portfolios were in place for four years. Teacher and administrator surveys developed by Tucker, Stronge, and Gareis were adapted and utilized to provide both quantitative and qualitative data. Document review, interviews, and focus groups provided additional qualitative information for the study.

Findings of the study: The results of the study indicated that 1. teachers and administrators perceived that teacher portfolios were more accurate and comprehensive than a one-shot observation, portfolios were a useful tool for professional growth, the time required to develop and review portfolios was reasonable, and portfolios have an effect on teaching practices. 2. Administrators were significantly more positive in their perceptions related to the comprehensiveness of portfolios, their reflective nature, their ability to promote teacher growth, the reasonableness of the time required by teachers for portfolio development, and the issue of portfolios promoting good teaching practices. 3. Both groups identified teacher reflection as an important advantage and the time requirement as a crucial disadvantage of the portfolio process. 4. results of the study, despite teacher and administrator concerns

related to some of the disadvantages of the process, indicated that portfolios showed promise as a tool for teacher evaluation and professional growth.

2.1.4. Studies Related to Barriers to Teacher Evaluation

McKay (1998) conducted a study titled ‘The implementation of new teacher evaluation procedures in a Massachusetts school district: A problem in organizational culture.’ The purpose of this research was to analyze, through a single school case study, the implementation of a new teacher evaluation system. The research was focused on exploring the culture associated with the previous evaluation system, factors leading to implementation of the new evaluation system and the extent to which the school was able to transform expectations for teacher evaluation. Other goals of the study included an assessment of various leadership roles in the implementation of the new system and factors that triggered the process. A single school case study and qualitative methodology were used in the research. A number of source documents provided supporting data. Seventeen members of the subject district were interviewed for the study, including a stratified sample of the subject school and six other subjects from the district level. Research findings were developed with reference to theory and to relevant background literature. A model that analyzes the goals of a teacher evaluation system was developed for this research and presented.

Findings of the study: Findings of the study revealed that **1** The results indicate that a positive culture of evaluation did not exist prior the to 1995 introduction of the new evaluation system. Findings indicate significant progress in the establishment of a new evaluation culture. **2.** A contract agreement introduced teacher growth provisions into the evaluation process and was accomplished through a confluence of factors including a history of labor-management collaboration, School Committee turnover, administrative and teacher leadership, and state-level education reform efforts. **3.** The findings provide strong support for a focus on school culture in the development of teacher evaluation practices which actively support teaching and learning.

Gaudino (2008) carried out a study on key issues in the teacher evaluation process of a catholic school system and its implications for policy and practice. The purpose of the study was to examine teacher evaluation in a Catholic school system and the problematic and recommended practices that effect teacher formative development in the teacher evaluation

process and to study the perceptions of the principal and teachers. Three focus groups of teachers and three focus groups of principals representing the schools in the Diocese of Wheeling-Charleston were conducted by the researcher. Focus groups were chosen as the method of data collection to best explore and understand the full range of perceptions of the principals and teachers about the teacher evaluation process. The problematic and helpful aspects of the current teacher evaluation process and elements to promote teacher formative development within the teacher evaluation process were discussed by the teachers and principals.

Findings of the study: The findings of the study revealed that 1. A close relationship was found between the problematic and recommended practice identified in the literature and by the focus groups. 2. Additionally, the focus groups stressed the inclusion of Catholic Identity as the most important component of the teacher evaluation process. 3. The principals felt that formal evaluations are “much less helpful than informal observations.” Several principals stated that they only do formal observations because “it’s required” and they consider it “a necessary evil.” 4. Many teachers conveyed that they prepare and teach a lesson far better than their normal everyday routine for their formal observation. 5. All principals in the group agreed that this is a good way of monitoring teacher performance on a daily or weekly basis. 6. All focus groups felt that an evaluation process should give teachers an opportunity to self-reflect. 7. All three teacher focus groups stressed the importance of principals giving feedback to veteran teachers. Most veteran teachers felt that their principals were not giving them enough feedback. 8. Some veterans acknowledged that they saw this as a sign of trust and compliment that; and discuss their professional practice collaboratively with both colleagues and the administrator.

Goldstein (2003) conducted a study on teachers at the professional threshold, distributing leadership responsibility for teacher evaluation. This research explores a case of role expansion for teachers. In the context of the implementation of Peer Assistance and Review (PAR) across California, some school districts are formally involving teachers in the summative evaluation of other teachers. The study asked: (1) How do teachers and administrators within a school district make sense of the new role of teacher as evaluator of other teachers that comes with PAR? (2) How, if at all, are the leadership functions for teacher evaluation redistributed as a result of this new role? and (3) What do teachers and administrators perceive as the outcomes of the new role for the quality of teaching practice?

The study employed an embedded single-case design in one urban school district over two and one half years, and utilized repeated observations, interviews, and surveys.

Findings of the study: Findings of the study revealed that 1. The data show that consulting teachers held responsibility for teacher evaluation despite program ambiguity that left their authority ambiguous, due to their perceived expertise in providing high quality support and conducting standards-based evaluations. 2. Due to confidence in consulting teachers' evaluative recommendations among stakeholders, consulting teachers' willingness to recommend dismissals, the oversight of a PAR panel which made it a public process, and the integral involvement of the teachers' union, the rate of dismissal for the teachers in the program was dramatically higher than typical for the district studied. 3. Despite the perceived positive effect of the program on teaching practice and accountability, the district steadily moved away from teachers holding primary responsibility for teacher evaluation towards more codified involvement of principals in the PAR evaluation process.

2.2. Implications for the Present Study

A lot of significant fact that are useful for this study came to light after this review of related literature. The researcher limited the studies for review of related literature to school level only. The review of related literature makes it clear that various researches have been carried out in the field of teacher evaluation. Through the review of related literature, it was found that teacher evaluation is a common practice in the present time. The researcher came across many studies related to teacher evaluation system, most of them were conducted abroad.

For the review purpose, the studies are categorized into four parts. The studies on policy and practice conducted by Levandowsky (2000), Bonsignor et. al. (2012), Waite (2018), Headen (2014). Lolis (2014); on practice and impact by Santos-Camerino (2005), Wissmann (2005), Zarro (2005), Rapkin Miller (2006), Traynor-Nilsen (2006), Gholam (2012), Mazzagati (2005), Morris (2013), Hoag (2015), and Morris (2013); on school culture by Hill (2017); on components of teacher evaluation by Walker (2014) on assessing model by Hadfield (2012); on shared responsibility by Munger (2012); on traditional to transformative teacher evaluation by Musser (2013); on satisfaction by Arp (2013).

Some studies were conducted on perceptions of school functionaries towards teacher evaluation. The researcher found studies on perceptions of teachers only towards teacher evaluation which included study on teachers' experience to implement reform by Nelson

(2015), on relationship between evaluation policy and teacher practice by Frasier (2014), on factors contributing to teacher quality, professional growth, instructional improvement by Jauffer (2017); on self- efficacy and school culture by Carrol (2018) and on satisfaction by Arp (2013).

Besides the teachers, there are studies on the perceptions of principals towards teacher evaluation practice by Barton (2010), Clark (2014); principal's attitude towards teacher evaluation process by Himmelein (2009), on principals action by Ramirez (2005), on fostering teacher learning through relationship and dialogues by Erickson (2014), on formative evaluation by Myrick (2009), performance evaluation method by Scot & Chad (2005), on principals' perspectives on teacher evaluation by Hill (2013). There are also studies on perceptions of teachers and administrator together related to standard based teacher evaluation by Doherty (2009), Sough (2010), Pham (2013), Pauffler (2014); on efficacy-based teacher evaluation method by Killian (2010) on inspection model by Chavda (2015) and on Gunotsav Pate (2020). Attempts have been made to study perception of teachers, teacher leaders, school and district leader on misunderstanding and miscommunication and how stakeholders interpret teacher evaluation process by Pendleton (2014).

The researcher came across studies related to teacher evaluation methods such as self-evaluation, peer -evaluation and portfolio. On self-evaluation, studies were found on impact of self -appraisal conducted by Haynes (1998); on effectiveness of five selected strategies for using self -evaluation by Beaty (1981); on self- evaluation procedure for assessing classroom management on relative effectiveness of two different peer coaching program and self -evaluation program by Ahuja (2000); on teacher's self -evaluation and its effect on professional growth and teacher principal relationship and on self- evaluation for high performing teacher by Tellez (2010). On peer -evaluation researcher found studies conducted by Jancil (2004); on evaluation and implementation of peer assistance and review with non- tenure teachers and by Hartloff (2014); on peer involvement in evaluation. On portfolios the researcher came across the studies conducted by Andrejko (2000) and Attinello (2004) on teacher portfolio for growth-oriented evaluation and teacher and administrators' perceptions of the value of portfolio-based teacher evaluation responsibility. `

The researcher came across studies related to barriers of teacher evaluation done by McKay (1998), Gaudino (2008) on problems in organization culture and key issues in teacher evaluation process respectively.

It is observed that besides considering perception/perspective of school functionaries, the studies were conducted concerning school culture by Carrol (2018), Hill (2017) external accountability environment, self- efficacy by Carrol (2018), principals' experience by Munger (2012), principal's attitude by Himmelein (2009), principal's perspective by Hill (2013), Leadership style by Posada (2005), supervisory behaviour by Levandowsky (2000), teacher's satisfaction by Arp (2013), factors contributing to teacher evaluation Jaffurs (2017).

The researcher found from the review of related literature that researches in the field of teacher evaluation were done using qualitative, quantitative as well as mixed-method research designs. For the study of teacher evaluation various research designs were followed by the researchers such as survey- exploratory survey, quantitative survey, cross sectional survey, mixed method descriptive design, case study, conceptual and empirical design, quasi experimental, comparative analysis using qualitative design. There were studies following case study such as in -depth intrinsic case study by Lolis (2014), single case study by Goldstein(2003), McKay(1998), multiple case study by Ramirez(2005), multiple comparative case study by Frimansdottir (2010) qualitative case study by Wissmann(2005), multimethod case study by Santos-Camerino (2005), Traynor-Nilsen (2006), mixed method case study by Doherty (2009) exploratory case study by Jancis (2004) case studies by Zarro (2005), Rapkine-Miller (2006), Arp (2013), Pham (2013). Chavda (2015) and Patel (2020). It was also found that survey was a common type of research followed by the researchers. The survey method was followed by Barton (2010), Killian (2010), Shough (2010), computer survey by Wormmeester (2005), online survey by Mazzagatti (2015) electronic survey by Himmelein (2009), Mixed method exploratory study by Clark (2014). Other methods such as experimental design pre and post-test design were followed by Andrejko (2000), mixed- method descriptive design by Attinello (2004), qualitative research design by Ahuja (2000), exploratory, sequential mixed method design by Pendleton (2014), descriptive comparative study by Christensen (2013), and mixed method action research by Musser (2013).

The researcher restricted the review of literature related to teacher evaluation to school education only which included elementary to secondary school level. The sample were selected applying purposive sampling, random sampling and multi stage (stratified proportional sampling technique. Purposive sampling technique was applied to select the sample for qualitative studies. So, the sample of the studies included teachers, principals, administrators, mentors, district administrators such as district superintendents, assistant

district superintendents, assistant superintendents of human resource. The sample selected included teachers by Lolis (2014), MacCalla (2014), Campbell (2014), Nelson (2015), Jaffurs (2017) Sonsanya (2010); elementary school teachers by MacKay (1998), Christensen (2013), Arp (2013); urban elementary school teachers by Traynor-Nilsen (2006) High-school teacher by Frasier (2017); Secondary school teachers by Zarro (2005), High school teachers by Jancis (2004); elementary and junior high school teacher by Ahuja (2000), secondary and higher secondary school teachers by Campbell (2014). Principals were selected by Ramirez (2005), Scot (2005), Himmelein (2009), Myrick (2009), Barton (2010), Munger (2012), Hill (2013). Clark (2014). Erickson (2014); whereas teacher and principals were selected in the same study by Beaty (1989), Gaudino (2008), Coulter (2013), Shough (2010). teachers and administrators by Goldstein (2003). Attinello (2004), Rapkin-Miller (2006), Doherty (2009) Wormeester (2005). Killian (2010); teachers, principal and administrator by Pham (2013); educational leaders by Bonsignor et. al. (2012); district teachers, district teacher- leaders together by Pendleton (2014), superintendent and principals by Walker (2004) principals and inspectors by Chavda (2015),and teachers, principals, BRC coordinator, Diet lectures as sample by Patel (2020) For the collection of data, the researcher found the tools such as questionnaire, document, Likert scale, semi structured interview, open-ended in-depth interview, focus group interview, checklist, observation, field note, official website, student achievement data, documents, relevant artifact. For qualitative method of research, interview was a common tool applied by researchers such as Andrejko (2000), Rapkine-Miller (2006) Lolis (2014), Goldstein(2003), Santos-Camerino (2005), Wissmann (2005), Myrick (2009), Rosa (2011), Coulter (2013), Clark (2014), McKay (1998), Doherty (2009), Frimannsdottir (2010), Musser (2013), Walker (2014); structured interview by Sonsanya-Tellez (2010); semi structured interview by Campbell (2014), Pendleton (2014), Wacha (2015); open ended interview by Traynor-Nilsen (2006); focus group interview by Ahuja (2000), Attinello (2004), Shough (2010), Richardson and Hoag (2015); semi structured and focus group interview by Erickson (2014), Pham (2013).

Besides these, other tools for data collection were applied such as document by Santos-Camerino (2005), Rapkine-Miller (2006), Traynor-Nilsen (2006), Zarro (2009), Frimannsdottir (2010)Morris (2013), Lolis (2014), McKay (1998), Attinello (2004); observation field note (Goldstein ,2003), Struyk (1990), Santos-Camerino (2005), Zarro (2005), Traynor-Nilsen (2006), Rapkin Miller (2006), Christensen (2010), Frimannsdottir (2010),Pham (2013); Artifacts by Rapkin-Miller (2006), Sonsanya -Tellez (2010);

students' achievement data by Morris (2013) and checklist by Morris (2010). The common tool for survey is survey tool, questionnaire and likert scale. Survey tool applied by Goldstein (2003), Zarro (2005), Santos-Camerino (2005), Rapkine-Miller (2006), Shough (2010), Gravenor (2011), Arp (2013), Musser (2013), Campbell (2014), MacCalla (2014), Mazzagatti (2015), Jaffurs (2017); questionnaire by Myric (2009), Doherty (2009), Pham (2013), Richardson & Hoag (2015), Pendleton (2014); Likert scale by Beaty (1989), Levandowski (2000), Wormeester (2005), Killian (2010), Mazzagatti (2015), Wacha (2015) and opinionnaire (Patel ,2020).

The collected quantitative and qualitative data were analysed applying data analysis techniques such as frequencies, content analysis, descriptive analysis, documentary analysis, triangulation, comparative quantitative data, data comparison matrix, significance testing, frequency analysis of variance, chi-square, statical adjustment running multiple testing of significance, qualitative comparison, Pearson correlation and multiple regression and anova. Various data analysis techniques were applied such as Pearson correlation and multiple regression by Levandowski (2000); comparative data matrix Headen (2014); t-test Barton (2010), Chavda (2015), Christensen (2013); ANOVA by Pharm (2013), Arp (2013); Chi square by Arp (2013), Patel (2020) relevant significant testing, statical adjustment for running multiple test of significance McCalla (2014); frequencies and percentage Mazzagatti (2015), statistical and descriptive analysis Zarro (2005), discrepancy analysis (Gholam ,2012); triangulation (Ahuja ,2000), Santos-Camerino (2005), Rapkine-Miller (2006), Traynor-Nilsen (2006),; reviewing artifacts by Sonsanya-Tellez (2010): Documentary review/analysis Santos-Camerino (2005), Rapkine-Miller (2006), Traynor-Nilsen (2006), Zarro (2009), Frimannsdotir (2010), Morris (2013), Lolis (2014), McKay (1998) and Attinello (2004).

Out of the literature reviewed, the researcher found that most of the studies were conducted abroad. The researcher could find few studies related to Gunotsav and Inspection in India specially in Gujarat at the government elementary school level. The researcher did not come across studies in teacher evaluation under different management types of school considering various sources of teacher evaluation. So, the researcher decided to undertake this study. The present study is undertaken to find out different practices in teacher evaluation going on in the elementary schools of Tapi district of Gujarat run by different managements.