

THE STATE OF TEACHER EVALUATION IN INDIANA

This study was designed to analyze data in the instructional domain of teachers who had been evaluated utilizing the Standard for Success teacher evaluation software. The research questions were: 1) What was the impact of Standard for Success as a system of teacher evaluation management and feedback? 2) Was there improvement in teacher performance as represented by evaluation data of those teachers whose schools have utilized Standard for Success consistently over a three-year period? Quantitative data was collected in the Standard for Success system over a three-year period. A comparative study was conducted utilizing 2016 SFS data between a cohort and non-cohort group of teachers. Teachers in the cohort group had utilized Standard for Success for three consecutive years, those in the non-cohort group had utilized Standard for Success for less than three years. The experimental two-group design was created to determine if a significant difference existed between the cohort and non-cohort groups. An analysis of trend data over a three-year period of the cohort group was analyzed as well. Analysis of collected data showed that there was a significant difference between the cohort and non-cohort groups. In addition, the cohort group demonstrated significant improvement measured by trend data over a three-year period. Based on findings, it was concluded that the treatment of an evaluation system that provided analysis of performance indicators and cultivated a feedback rich culture had a positive impact on professional growth and development of teachers as measured by evaluation data.