ALL ARE INVITED TO ATTEND

The final, public dissertation defense for:

Jiefang Hu

Tuesday, February 17, 2015
in
Higgins 275
at
10 a.m.

TEACHER EVALUATION BASED ON AN ASPECT OF CLASSROOM PRACTICE AND ON STUDENT RELATIONSHIP ANALYSIS BETWEEN STUDENT LEARNING ACHIEVEMENT: OBJECTIVES AND VALUE-ADDED MODELING

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ABSTRACT:

With teachers being largely held accountable for student learning outcomes, it is of critical importance to identify effective and ineffective teachers through developing a successful teacher evaluation system. Addressing the call to explore indicators of teacher effectiveness and enhance the traditional methods and practices of teacher evaluation, this study extends the current efforts of investigating different approaches to measuring teacher effectiveness and explores the relationship between two indicators of teacher effectiveness. Using data from a school district of North Carolina, this study focused on two sets of teacher effectiveness indicators: the value-added estimates based student test performance and growth, and the quality of student learning objectives developed by teachers. Based on student achievement outcomes in mathematics and reading across five grades and three years, different hierarchical linear models were employed to obtain teachers’ VAM estimates with prior years of achievements, student background characteristics, and teacher level covariate adjusted for at each stage of the models. The Weighted Least Square analysis, logistic regression, and point-biserial analysis were adopted to examine the variations in the relationship among teachers’ VAM estimates and SLO quality, as well as the SLO attainment status across years and grades. The HLM results revealed teachers’ VAM rankings obtained at different stages of the models fluctuated, which caused the correlations with SLO quality to vary. In addition, the WLS results indicated that the correlations between VAM and SLO quality varied across years and grades as well. No strong evidence was found between the associations of SLO quality and attainment status, as well as those between teachers’ VAM estimates and whether their SLOs were achieved.