University of Missouri – St. Louis

The Graduate School
Announcement

An oral examination in defense of the dissertation for the degree
Doctor of Education, Educational Practice

Kevin M. Martin

Ed.S. in Educational Administration, August 2012, University of Missouri-St. Louis
M.Ed. in Educational Administration, May 2011, University of Missouri-St. Louis

Elevating Teacher Quality: Teacher Tenure Reform
Applying Lessons from Other Fields

Date: March 24, 2016
Time: 3:00 – 4:30 p.m.
Place: 259 Marillac Hall

Abstract
The increased pressure of changing how teacher evaluations are conducted and increasing the level of
teacher quality are pushing schools to reform. Due to changes in state mandates and federal laws, schools
are required to demonstrate teacher effectiveness and student growth in teacher evaluations to assure
students are receiving top quality education. Some districts in the state of Missouri have begun to reform
their process to address 21st century teaching approaches and strategies. While examining and applying
lessons from civil service and institutions of higher learning, aspects of tenure and post-tenure review can
be applied to public k-12 school districts tenure process. This literature review has helped me identify the
history and processes of tenure in conjunction with various viewpoints of the pros and cons of the current
tenure systems in America. I was able to identify several recommendations to reform the current public k-
12 school districts tenure process for Missouri to elevate teacher quality. When teachers and administrators
along with colleagues work collaboratively through a teacher evaluation process, individuals involved from
all stakeholder groups can have positive perceptions towards evaluations and tenure. By reforming the
current tenure system in Missouri, it can assure we elevate teacher quality while increasing the needed
skills for our students to be successful in today’s global competitive market.

Defense of Dissertation Committee
Kathleen Sullivan-Brown, Ph.D. (Chair)
Carole Basile, Ed.D. (Co-Chair)
James Shuls, Ph.D.
Sharonica Harding, Ph.D.