Oral Defense Announcement
University of Missouri – St. Louis Graduate School

An oral examination in defense of the dissertation for the degree
Doctor of Philosophy in Education with an emphasis in Educational Leadership and Policy Studies

Mustafa Icel

M.Ed. in Educational Leadership, June, 2008, University of Cincinnati
B.A. in Physics, July, 1997, Yuzuncu Yil University, Van, Turkey

The CS Teacher Evaluation Model: Exploring Teacher and School Leader Perceptions and a Model for Improving Teacher and Student Growth

Date: 10/19/2018
Time: 1:00-3:00pm
Place: TLC

Abstract
This study investigates the teacher evaluation model used by Concept-managed charter schools. The STEM-focused, college preparatory Concept Schools is a management company manages 31 charter schools in seven different states in the U.S. The Concept Schools (CS) teacher evaluation model was created based on the Danielson Framework and has been used in all CS-managed schools since 2011. This dissertation will use data from three consecutive teacher evaluations to create a predicting model for K-12 school districts. The model will analyze an individual teacher’s performance growth and predict future performance. The study use both qualitative and quantitative methods. For qualitative research, researcher interview seven teachers and six principals. For analysis of interview data, the thematic analysis method was used. The quantitative part of research collects teacher’s evaluation scores and students standardized math and reading scores. The Structural equation modeling (SEM) and the statistical analysis including estimating fit indices, errors, and model parameters ran by Analysis of Moment Structures. The study finding indicates that there is no overall significant relation between teacher evaluation scores and students’ students standardized test scores. However, there is a significant relation between year 2 and year 3 scores and effect on student standardized test score is .26. This study also highlights; open dialogue between teacher and principal important to have meaningful feedback, there is need for non-core subjects training, clear rubrics will assist trust between teachers and principals. Finally, findings indicates that Targeted or need-based PD plans for teachers that could have more potential in an area of improvement

Defense of Dissertation Committee
Matthew Davis, Ph.D. - Chairperson
Keith Miller, Ph.D.
Thomasina Hassler, Ph.D.
Phyllis Balcerzak, Ph.D.