This study investigated Career and Technical Centers in Michigan and their teachers’ and principals’ perception of the teacher evaluation system, which includes a student growth mandate. CTE center teachers and principals were asked to contribute their perceptions on how well their teacher evaluation systems provide information to improve teaching and learning. Differences between teachers and principals were explored in this study.

The study was quantitative in design using survey research to obtain perceptions of CTE center teachers and principals. The data collection tool utilized a Likert scale moving from strongly disagree to strongly agree. Open-ended questions provided system quality information from respondents. Demographic data was also investigated. Quantitative analysis, including frequency, descriptive statistics, analysis of variance, and regression were employed for analysis.

Principals and teachers from 37 CTE centers in Michigan were invited to participate in the survey, with 201 (26.6%) responding. Over 90% of the respondents were teachers. Frequency and descriptive statistics revealed the perception of the teacher evaluation system used in their CTE centers was not perceived by teachers as an effective teacher evaluation tool, with means of 44 of the 68 content questions at or below the midpoint of the scale. Perception of the evaluation system by the principals was
perceived as effective, with means of 30 of the 34 content questions at or above the midpoint of the scale. Statistical differences between teachers an faculty were identified, with the principals’ perception significantly more positive in all categories. Various input variables were found to be predictors of perceptions of teachers’ performances.

The results of this study suggest that both teachers and principals agree the evaluation system used in their CTE centers is not a tool to better diagnose teaching and learning. There is, however, a significant difference in perception between teachers and principals on how effective their individual evaluation is. Recommendations for improvements to the CTE teacher evaluation system are discussed in this study.