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The Effects Of Peer Coaching Model Of Evaluation

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THE EFFECTS OF PEER COACHING MODEL OF EVALUATION

BY

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**Submitted in partial fulfillment of the
requirement for the Degree of Doctor of Education
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ABSTRACT

THE EFFECTS OF PEER COACHING MODEL OF EVALUATION

This study will examine a model of peer coaching to evaluate teachers in an elementary school district as an alternative to the traditional evaluation method administered by a Certified Supervisor. The general purpose of teacher evaluation is to safeguard and improve the quality of instruction received by students (Kremer, 1988), so boards must provide a process that allows and encourages supervisors and teachers to work together to improve and enhance classroom instructional practices.

One elementary school district (K – 8) in central New Jersey was chosen to participate in this investigation. The total student population was approximately 2,170 and the district employed 200 certified staff members. All certified teachers in this school district were asked to participate in this study. Survey instruments were distributed to all certified teachers. The teacher survey consisted of 21 questions on collegiality and school culture, and 26 questions on instructional practices utilizing a Likert format.

According to this study, the district appeared to have a positive school culture and the teachers genuinely seemed to enjoy working there. The teachers took advantage of the comprehensive professional development. Some teachers went above and beyond and opted to have two evaluation options. The teachers overall had several years experience and new teachers hired to the district were hired with experience. There was open communication between administration and staff. The administration empowered

the teachers to be part of the committee to represent themselves as professionals and the teachers were actively involved in writing the standards. According to the interviews, teachers stated that they spent more time with their colleagues discussing instructional practices and as a result instructional practices improved. Trust was seen as essential component of the Peer Coaching model of evaluation.

Future research may be broadened to include different grade levels such as early childhood and middle school. Gender may be an area to focus on or to research administrator's perception of peer coaching. Additionally, expanding the number of school districts involved and looking at the wealth of the district to see if financial resources alter teacher perceptions is recommended.

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CHAPTER I

Introduction

Teacher evaluation has continued to be problematic in its approach, implementation, and overall usefulness. These problems are due to lack of understanding, championing, controversy, and perceived threat.

This study will examine a model of peer coaching to evaluate teachers in an elementary school district as an alternative to the traditional evaluation method administered by a certified supervisor.

The general purpose of teacher evaluation is to safeguard and improve the quality of instruction received by students (Kremer, 1988) so boards must provide a process that allows and encourages supervisors and teachers to work together to improve and enhance classroom instructional practices. Beerens (2000) extends the purpose to include three main reasons to evaluate teachers: (a) to improve teacher effectiveness, (b) to encourage professional growth, and (c) to remediate or eliminate weak teachers. Danielson and McGreal (2000) state that the literature over the past 35 years has consistently supported two significant findings. First, teachers and administrators have always recognized the importance and necessity for evaluation; they have had serious misgivings, however, about how it was done; and the lack of effect it had on teachers, their classrooms, and their students.

Second, evaluation systems designed to support teacher growth and development through an emphasis on formative evaluation techniques produced higher levels of satisfaction and more thoughtful and reflective practice while still being able to satisfy accountability demands.

On the whole, the school reform movement has ignored the obvious: What teachers know and can do makes the crucial difference in what children learn.

The teacher is the indispensable element in the school. In the report *What Matters Most: Teaching for America's Future* asserts that:

Teacher expertise is the single most important determinant of student achievement. Recent studies consistently show that each dollar spent on recruiting high-quality teachers, and deepening their knowledge and skills nets greater gain in student learning than any other use of an education dollar.

(National Commission on Teaching & America's Future, 1996, p.4)

Since teachers deal with complex problems, they should be evaluated as professionals, which means that their standards should be developed by their peers and their evaluation should focus on the degree to which they solve professional problems competently (Soar, Medley, & Coker, 1983).

Therefore, we need a form of evaluation that will reflect a more enlightened view of teaching that will aim higher in creating their curricula, and designing their programs, and that will, in the very process of being implemented through supervised residences in the schools, introduce new forms of mentoring, collaboration, and collegiality (Shulman, 1987).

Even the nation's two largest teacher unions (American Federation of Teachers, AFT; National Education Association, NEA) with a combined membership of nearly 4 million teachers have taken an increasingly active role in discussions surrounding peer assistance and review programs. As Kercher (1997) noted,

Peer review is probably the most powerful demonstration that teachers create and display knowledge of practice. In the twenty or so school districts that have tried it, teachers have found that peer review brings higher standards to teaching. It significantly changes the conception of teaching work by recognizing the importance of engagement and commitment as well as skill and technique. It recognizes a legitimate role for teachers in establishing and enforcing standards in their own occupation. For unions, it represents both a radical departure from established industrial norms and a rediscovery of traditional craft union and guild function. (as cited by Anderson & Pellicer, 2000)

Murray and Grant (1999), sets in place some of the key issues regarding peer review:

Many of the educational reform agendas advanced over the past 15 years have argued that improving educational outcomes depends upon giving teachers more control of their practice. The argument has been offered that to professionalize teaching, there is a need to change the traditional teacher evaluation model from teachers as workers who are supervised and evaluated by administrators to a more collegial design. At the same time, public criticism of teachers' unions and particularly the failure of unions to address teaching incompetence, has become increasingly vocal. In this context, the American

Federation of Teachers and more recently the National Education Association have supported efforts of local unions to reframe teacher evaluation procedures. Teacher peer review and intervention for teachers having difficulty have been proposed as alternatives for improving both the teacher evaluation process and educational outcomes. (p. 194)

The State of New Jersey has administrative code covering evaluation of staff.

New Jersey Administrative code requires the following:

Boards must adopt comprehensive policies and procedures concerning the evaluation of tenured staff. These policies and procedures should be developed by the chief school administrator in consultation with the tenured working staff members. An annual written performance report for each tenured teaching staff member must be prepared by a certified supervisor. (N.J.A.C. 6:3-4.3, 2001/2002)

An equivalency and waiver process adopted in 1995 by the New Jersey Board of Education permitted the Commissioner to grant districts a waiver to study and permit evaluation of tenured staff through peer coaching.

This elementary school district decided that major changes were needed in their supervision model. A committee consisting of teachers and administration was formed in 1996 to discuss the importance of teaching excellence. This committee chose Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching* (1996), to help them set teaching standards. In addition to this book the committee did further research and committed themselves to a three year revision plan.

In fall of 1997, each staff member was given a copy of Danielson's (1996) book. Using the four domains of the frameworks, the committee designed their own standards that were unique to their district. These standards were approved by the Board of Education in the spring of 1998.

After, the committee established the criteria for judging teaching performance. The criteria was high expectations, developmental appropriateness, accommodating students with special needs, equity, cultural sensitivity, and appropriate use of technology. Then the committee focused on the method to be used for supervision. The committee opted to use a differentiated model of assessment, where performance would be directly linked to identify effective teaching standards. The rationale for the differentiated model consisted of treating teachers as professionals. Giving them choices, encouraging collegiality by allowing teachers to work together. Teachers focused on student learning, outcomes, and administrators focused on teachers requesting help.

In addition, to the traditional observation and evaluation based on the newly approved standards, the tenured teachers could choose from many options. The choices were interactive journals, portfolios, action research, curriculum projects, collegial partnerships, mentoring, peer coaching, and teacher designed projects.

In the 1998-1999 school year, the pilot year, the elementary school staff were given a choice to stay with the traditional evaluation method or the new model method. Twenty-four out of twenty-five teachers engaged in new model options, while six teachers chose classroom observation.

During the 1999-2000 school year, the majority of teachers chose to continue with the alternate models. The teachers opted to stay with the new model even though they

knew it required greater effort on their part, however, they found it worth the effort. As the school year came to a close, a growth plan was developed for the 2000-2001 school year.

Purpose of Study

Peer coaching requires fundamental changes in the methodology of evaluation. The purpose of this study will be to contrast, compare, and analyze the traditional model of evaluation and that of peer coaching. The focus will be an elementary school district evaluating tenured teaching staff. Three key areas will be studied: (a) changes in teacher instructional practices and efficacy, (b) impact on overall culture and collaboration, and (c) identify trust as a significant component of peer coaching.

Problem Statement

Evaluation of professional teaching staff is in the process of change but this change has been slow, cumbersome, and adversarial. Gitlin and Smith (1989) state "tension is based largely upon a silent struggle between ideological forces that support surveillance, hierarchy and bureaucracy, and the contesting forces of reflection, collegiality and collectivity" (p. 167).

This review will examine the effect and impact of a peer coaching model versus a traditional evaluation method at an elementary school district. Teachers will volunteer to be included in the peer coaching model while others will be evaluated in the traditional manner. Both will fall under the auspices of New Jersey Administrative Code, Title 6.

Research Questions

This study addressed the following research questions:

1. What relationships did teachers in each of the two groups perceive between specific attributes of teacher evaluation models and the overall impact of culture and collaboration?
2. Do teachers who select peer coaching as an alternative model of evaluation, demonstrate different instructional methods or efficacy compared with teachers who are evaluated under the traditional method?
3. Is trust perceived by teachers being evaluated in a peer coaching model different than that of teachers evaluated in the traditional model?

Delimitations and Limitations

The following have been identified as possible limitations of the study:

1. The results of this study may not be generalizable to other populations.
2. This study was limited to an exploration of change and improvement in instructional practices by teachers that may be associated in student achievement.
3. The data may be affected by the Hawthorne Effect with teachers perceiving that they are part of a new and exciting process.
4. The volunteer tenured teachers may have the characteristics of teachers who foster their own professional growth irrespective of the teacher evaluation process.
5. Peer coaching is only one of the innovative reform movements at

this school district. That could account for any measured differences in collegiality or changes in instructional practices.

Definition of Terms

Annual Professional Summary (Traditional Evaluation): This is the annual written report required under New Jersey Administrative code for all tenured teachers. The report shall include performance areas of strength, performance areas needing improvement, an individual professional improvement plan, and indicators of pupil progress and growth (N.J.A.C. 6:3-4.3).

Change in Instructional Practices: This is the movement from traditional teacher directed activities to a variety of student directed activities, and/or the utilization of technological resources, interdisciplinary activities, and a new range of assessment strategies (New Jersey State Department of Education, 1995).

Collegiality: This is the presence of four types of interactions between and among teachers: (a) Teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practice; (b) Teachers are frequently observed and provided with useful critiques of their teaching; (c) Teachers plan, design, research, evaluate, and prepare teaching materials together; and (d) Teachers teach each other the practice of teaching (Little, 1982).

Peer Coaching: Is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the work place (Robbins, 1991). Peer coaching is also a set of non-judgmental practices

build around a planning conference, observation, and a reflecting conference, when established between peers (Costa & Garmston, 1993). Peer coaching is the process of teachers helping teachers apply a given set of instructional practices through mutual goal setting, classroom observation, and feedback sessions that encourage the analysis of data recorded during the classroom observation. Peer coaching incorporates the steps of the clinical supervision model and has also been called *colleague consultation*, *collegial coaching*, and *peer supervision*.

Assumptions

Following are the assumptions made by the researcher for this study:

1. Tenured teachers involved in the study will have received satisfactory or above evaluations prior to inclusion in the study.
2. Teachers have perceptions about teacher evaluations and will report these perceptions actively.
3. The survey instruments will accurately measure the reliability and validity of the survey questions.
4. The attribute of trust will be identified through the interview process.

Theoretical Perspective

The differentiated system of supervision was proposed by this districts committee to encourage and facilitate professional growth and enhance performance. The rationale for the differentiated model included the following beliefs: (a) Teachers as professionals should be offered option and choices; (b) Collegiality is fostered by enabling teachers to

work together; (c) Administrators focus efforts on those teachers needing or requesting assistance; and (d) Teachers will focus on student learning outcomes (Spitz, 2001).

Central to this study is the premise that participation in peer coaching may result in greater collegiality among teachers. If greater collegiality exists among teachers involved in peer coaching then there could be greater change in instructional practice and greater trust in using teacher evaluation to make changes in teaching.

According to Sweeney (1993), a major reason that many schools are supporting peer coaching is that coaching promotes a deeper analysis of teaching and learning norms of collaboration and sharing, and an appropriate focus on support for adult learning. For this new philosophy of education to be successfully implemented it must be accompanied by a profession-wide paradigm shift (DiFlavio, 2001). This shift can only happen in a system where peer coaching creates an atmosphere in which teachers never stop learning. Peer coaching is a method which promotes innovation and perfection of ones teaching skills by allowing two teachers to share each others teaching methods in a non-threatening atmosphere.

CHAPTER II

Literature Review

Peer coaching requires fundamental changes in the methodology of evaluation. The purpose of this study will be to contrast, compare, and analyze the traditional model of evaluation and that of peer coaching. The focus will be an elementary school district evaluating tenured teaching staff. Three key areas will be studied: (a) impact on overall culture and collaboration, (b) changes in teacher instructional practices and efficacy, and (c) identify trust as a significant component of peer coaching.

This review of literature is to examine the research related to traditional teacher evaluations and compare, contract, and analyze it with the peer coaching model of teacher evaluation. The research also involves the key aspects of change in instructional practices, impact on overall culture, collaboration and collegiality, and to identify trust in the teacher evaluation models.

The conclusion of the literature review will be to include related studies. These related studies will be made with the application of this study in mind.

Purposes of Teacher Evaluation

According to Charlotte Danielson (2001), the first purpose and the only one recognized by legislators and policy makers, is quality assurance. As trustees of public funds who are responsible for educating a community's young people, educators in public

schools must ensure that each classroom is in the care of a competent teacher. Most educators recognize that teaching is a multi-faceted activity and that a simple, brief observation of a teacher in the classroom is not enough.

Teacher evaluation is a complicated process. It is a series of activities and actions that are interconnected and relate to a specific purpose. Since teachers deal with complex problems, they should be evaluated as professionals which means that their standards should be developed by their peers and their evaluation should focus on the degree to which they solve professional problems competently (Soar, Medly, & Coker, 1983). The emphasis of their evaluation should be on their teaching and not on them as individuals (Findley & Estabrock, 1991), and to take into consideration the involvement and responsiveness of others involved in the education process (Soar, 1991; Weade & Evertson, 1991).

Evaluation implied the necessary existence and rise of a criterion or standard to which the "something" being evaluated may be compared to determine relative worth. *Evaluation* thus differs from another term with which it is often confused namely *assessment*, which describes a process of judging something with or without an external standard or guide. All evaluation therefore is a form of assessment, but not all forms of assessment are examples of evaluation. Both organizational evaluation and assessment have basically the same purpose, which is to collect data that people in the organization may use to make decisions. In educational evaluation the purpose is to enable decision makers to determine the value of certain activities and processes used in educating children (Daresh & Playko, 1997, p. 285).

To enhance professional practice, Danielson and McGreal (2001) state the traditional approach to teacher evaluation is no longer adequate. One factor fueling the shift has been an expanded understanding of learning, and what constitutes good teaching. Another factor has been the promulgation, by professional organizations and many states and large school districts of content standards for student learning. As these entities specify what students should know and be able to do, school districts have an obligation to ensure that their teachers are able to help students meet the higher standards.

Danielson and McGreal (2001) refer to Donald Haelele (1993), who indicates that a clear sense of purpose should govern the design of a teacher evaluation system. He identifies the following purposes that must be served, arguing that a system should: (a) Screen out unqualified persons from certification and selection processes; (b) Provide constructive feedback to individual educators; (c) Recognize and help reinforce outstanding service; (d) Provide direction for staff development practices; (e) Provide evidence that will withstand professional and judicial scrutiny; (f) Aid institutions in terminating incompetent or unproductive personnel; and (g) Unify teachers and administrators in their collective efforts to educate students.

Models of Teacher Evaluation

The two principle purposes of teacher evaluation are quality assurance and professional development (Danielson & McGreal 2001). These two purposes are defined as summative (for the purpose of making consequential decisions) and those defined as formative (for the purpose of enhancing the professional skills of teachers). Screening out unsuitable candidates, dismissing incompetent teachers, and providing legally

defensible evidence are all summative functions; providing constructive feedback, recognition and reinforcing outstanding practice, providing direction for staff development and unifying teachers and administrators around improved student learning are formative.

According to Beerens (2000), one problem with teacher evaluation is that it has been used for two purposes: (a) helping the teacher improve (formative evaluation) and at the same time (b) determining the future employment status of the teacher (summative). The principal is usually the person asked to carry out both functions: coaching, encouraging, developing, and assisting the teacher throughout the year and then at the end of the year making a summative judgement about the competence of the teacher. Having one person responsible for both formative and summative aspects results in a conflict of interest and lack of trust between teacher and administrator.

The Traditional Teacher Evaluation

In the New Jersey Administrative Code, Titles 6 and 6A outlines Traditional teacher evaluation. "Every district board of education shall adopt policies and procedures requiring the annual evaluation of all tenured teaching staff members by appropriately certified personnel" (NJAC 6:3-4.3 (a), p. 9). "The policies and procedures shall be developed under the district's chief school administrator in consultation with tenured teaching staffs and shall include, but not be limited to: (NJAC 6:3-4.3(c), p. 10). Included are job descriptions, evaluation criteria, method of data collection, observation conference, use of appropriately certified personnel.

According to NJAC 6:3-4.3(b), the purpose of annual evaluation shall be to :

1. Promote professional excellence and improve the skills of teaching staff members;
2. Improve pupil learning and growth; and
3. Provide a basis for review of performance of tenured teaching staff members.

Beerens (2000) notes that for many years, the hierarchical "factory" model of check and inspect has been the dominant mode of teacher evaluation. Acheson and Gall (1987) credit this development historically to early 18th century *inspectors* whose job was later assumed by a *principal* teacher of each school.

The traditional teacher evaluation process usually involves preparation, observation, data collection, reporting and follow-up. Data collection normally entails a formal observation, followed up by a post conference. The traditional model of evaluation is primarily a summative accountability approach that is reflective of a direct instructional model (Searfoss & Enz, 1996).

Cited below is an example of traditional supervisory method of teacher reevaluation. It is taken from the Saugus Union School District's (Bixler, 1999) teacher evaluation manual in Valencia, California. The philosophy "assumes that a competent teacher works cooperatively with administrators, resource personnel, special services and other teachers to attain a satisfactory performance" (p. 1). It is based on these assumptions:

1. Teacher assessment can be more objectively measured if based on mutually established performance criteria.
2. Teachers are encouraged and helped by statements from the evaluator concerning the degree of their performance.
3. Teachers are seeking professional growth through an ongoing program of observation and evaluation.
4. Teachers need self-evaluation, which can also be a positive vehicle for improvement of instruction.

Sometime between the seventh and tenth week, a professional planning conference will be scheduled between each teacher and the evaluator (in most cases the principal or vice principal). The purpose of this conference is to review information (such as daily schedule, record keeping, student concerns, etc.), project the progress of pupils toward achieving district standards, and to establish professional yearly goals (Bixler, 1999).

History and Reason for Alternative Teacher Evaluation

According to Cruickshank and Haetele, (2001) "We currently glorify teachers whose students pass standardized tests. In the 1990s we admired those who had proven they could bring about greater student achievement. In the 1980s good teachers were those who followed Madeline Hunder's prescription for teaching success." (p. 26)

In 2000s we are becoming more focused on the product, better student scores on standardized tests, and on rewarding teachers who succeed in teaching to the test.

Opposition to the narrow definition of teacher effectiveness is mounting.

Conventional teacher evaluation warns (Barth, 1990) often resembles a meaningless ritual. "Or even worse, it becomes a recurring occasion to heighten anxiety and distance between teacher and administrator and competition between teacher and teacher (Sawa, 1984, p. 56). It is necessary to change from other traditional methods. First let's look at the alternatives. Methods of teacher evaluation have been categorized into four main models. Common law, goal setting, product, and artistic or naturalistic by McGreal (1983) and Gitlin and Smyth (1989), neatly packages them in two main categories educative and dominant, with Walsh (1987) calling them participative and controlling. Gitlin and Smyth would classify McGreal's common law, goal setting, and product models as dominant and Walsh (1987) would classify them as controlling because they are individually focused, judgmental, and hierarchical. Processes of evaluation like those by people like Madeline Hunter, that make lavish claims to being scientific and research based are really nothing more than a way of bolstering corporate, institutional, and bureaucratic interests (Smyth, 1991, p. 70).

According to McGreal, teachers and administrators are frustrated that conventional evaluation practices don't really serve the purpose of either group. He further indicates, "we can't press teachers to develop alternate sources of assessment then evaluate teachers the same way we did in 1950" (Brandt, 1996, p. 32). Teachers are being urged to move from explicit instruction models to more constructivist teaching with students actively involved with more complex outcomes. If that's what teaching is suppose to be, the old models of classroom observation, the kinds of data we collect and how we process them just don't fit very well.

The constructivist learning theory (Noalan & Francis, 1992) had a big influence on our thinking Career Development Reinforcing Excellence (CADRE). Looking through this new lens, we see the primary purpose of supervision as providing a way for teachers and supervisors to increase their understanding of teaching and learning through collaborative inquiry with other professionals. (Marshall & Hatcher, 1996, p. 42)

Unless methods of teacher evaluation explicitly challenge authoritarian commodified view of teaching, teachers will continue to be blamed for problems that more accurately reflect the priorities and failings of our economic system" (Gitlin & Smyth, 1989, p. 25). The educative and participative models, used wisely, could reduce the need for dominant, accountability forms of teacher evaluations (Gitlin & Smyth, 1989; Walsh, 1987). However, the educative, participative model cannot be mandated from above (Sawa, 1995).

Sergiovanni (1996) states that replacing executive with collegial authority will not be easy for three reasons: (a) Our present system is hampered by lack of faith; (b) Many administrators are afraid to lose power; (c) Many teachers are unwilling to accept their share of the burden of leadership (p. 153).

The research of Arnold Tannenbaum (1968) found that leaders actually increase control by giving up power. "Sharing power actually means more power for everyone. Power has the capacity to expand" (Sergiovanni, 1996, p. 154). As for teachers being unwilling to take on an additional burden, although it is true in schools that are doing peer assessment, accommodations have been made.

In addressing these three concerns of lack of faith, loss of power, and burdens of leadership, Sergiovanni's theory as schools being centers of inquiry and Burns (1978) "transformational leadership theory" may have the answers to these concerns.

I believe that a theory of the school house should provide for decisions about school organization and functioning, curriculum, and classroom life that reflect constructivist teaching and learning principles. I believe that a theory for the school house should strive to transform the school into a center of inquiry - a place where professional knowledge is created in use as teachers learn together, solve problems together and inquire together. I believe that a theory for the school house should be idea-based, and emphasize moral connections. It should evoke sacred images of what goes on, and should compel people to respond to internal rather than external reasons. I believe that a theory for the school house should be responsive to the full nature of human rationality. (Sergiovanni, 1996, p. 27).

These are the areas in the theory of the school house that I highlighted for the purpose of the discussion to answer three concerns.

Let's first discuss the moral connections in the theory for the school house that contrasts from other theories of leadership. "Moral connections come from the duties teachers, parents and students accept and the obligations they feel towards others and towards their work" (Sergiovanni, 1996, p. 34). Leadership is based on moral authority relies on ideas values and commitment.

Next, Sergiovanni discusses the human rationality part of his theory, is to adopt a means - ways - ends approach (Sergiovanni, 1996). Concentrate on people first, build

them up by increasing their capacity to function and by increasing their commitment. Link them to purposes and help them to become self managing and finally to focus on the ends that are consistent with their values. The third aspect is discussed by (Sergiovanni, 1996) a compelling challenger of the views of motivation and rationality that characterize traditional management theory, point out that our emotions count as much as our rationality, as do our preferences, values and beliefs, and also the social bonds with which we identify.

The second and third aspects of the Rationality chart reflects what constructivists research tells us about how adults learn in and out of school. In Schulman's words, "contemporary thinking about learning borrows from two recent traditions: humans as boundedly rational, and humans as collectively rational. The more complex and higher-order the learning the more it depends on reflection-looking back-and collaboration working with others" (Sergiovanni, 1996, p. 38). Constructivist principles are helpful in sorting out issues of collegiality, action research, and teacher development.

Finally, the center of inquiry refers to the school as a producer as well as a transmitter of knowledge (Sergiovanni, 1996). Teachers create their own strategies in use as they teach, taking into account unique contexts and changing circumstances. Teachers are seen as problem solvers with their students, rather than a deliver of instructions. Schaefer states that schools need to make the change into centers of inquiry.

Major structural changes would be required in school organizations to create centers of inquiry, to free the scholar-teacher from crushing teaching burdens, to establish appropriate collegial associations, to provide the necessary facilities for

study and to establish and maintain fruitful relationships with universities. (As cited in Sergiovanni, 1996, p. 155).

Sergiovanni (1996) uses much of Burns' theory of transformational leadership in his theory for the school house. James MacGregor Burns (1978), pointed out that "purpose and vision should be socially useful, should serve the common good, should meet the needs of the followers, and should elevate followers to a higher moral level" (p. 94).

In his own words, Burns (1978) defines leadership as "leaders inducing followers to act for certain goals that represent the values and motivation-the wants and needs, the aspirations and expectations of both leaders and followers" (p. 19). Transformational leaders activate higher order needs in followers by appealing to higher ideals and moral values such as liberty, justice, equality, peace and humanitarianism, as seen in Maslow's needs hierarchy (Yukl, 1994).

Yukl, (1994) builds on Burns' theory stating the extent to which a leader is transformational is measured by the leaders effect on followers. "Followers of transformational leaders feel trust, admiration, loyalty and respect toward the leader, and they are motivated to do more than they originally expected to do" (Yukl, 1994, p. 351). In discussing transformational leadership in relationship to peer appraisal, the transforming leader shapes, alters, and elevates the motives and values of teachers to rise above self interest and to become committed to a moral an ethical goal of good teaching. Each person at their own level, becomes a leader to solve problems. Working with the transformational leadership theory, and schools as centers of inquiry, the issues of lack of faith, loss of power, burden of more responsibility are challenged and answered.

Peer Coaching and Collegiality

Peer coaching is a planned, collaborative interaction that involves supported, non-judgmental approach that teachers can use to analyze and build on their teaching skills. The peer coaching process enables the coaches working in teams to learn from each other. Teachers choose to become involved in this approach is that peer coaching helps overcome the isolation many teachers experience on the job. It also gives teachers the chance to observe other teaching styles and reflect on them. This process is not about remediating teachers who are struggling, but about enhancing the skills of teacher who are already good (DeBlieu, 2002).

Bixler (1999) defines peer coaching as "...a process in which two or more professional colleagues work together for a specific predetermined purpose in order that teaching performance can be improved as well as validated" (p. 3). Its purpose has many facets, one being to reflect on current practices and from there to expand, refine, and build new skills. Other facets include: to share new ideas, to teach each other, to be involved in classroom observations, and to solve concerns in the work place. Peer coaching is non-judgmental as well as non-evaluative.

Peer coaching is a process in which two teachers visit each other's classes and later meet to discuss their observation and provide feedback on what they saw. Peer coaches strive to focus on positive reactions and solutions to possible issues, as opposed to peer visits for evaluative purposes. They may focus on ranking or rating of teaching for employment reasons (Meyer & Gray, 1996).

Beverly Showers and Bruce Joyce (1996) are two leading proponents of peer coaching. The following are four principles of peer coaching from their perspective: (a) "...all teachers must agree to be members of peer coaching teams;" (b) "...omit verbal feedback as a coaching component;" (c) "...when pairs of teachers observe each other the one teaching is the "coach" and the one observing is the "coached;" (d) "...the collaborative work of coaching teams is much broader than observation and conference" (p. 14)

Ackland (1991) distinguished between two types of peer coaching. Expert coaching occurs when one individual with acknowledged expertise observes another and provides support, feedback, and suggestion for change. Conversely, reciprocal coaching entails two teachers observing each other and exchanging feedback in an alternating fashion. Although one teacher may have greater expertise, the two learn from each other and jointly improve their instructional capacity (Kohler, Ezell, & Palusell, 1999).

Peer review focuses on teacher assessment in a collaborative environment. "Critics would argue that knowledge is a profoundly social process" (Wineburg, 1997, p. 61), and from this vantage point a focus on an individual actually distorts what the individual can do. Russian psychologist, Lev Vygotsky, demonstrates this in his more dynamic assessment of what individuals are able to do in a more social environment of collaboration.

Although collaboration is widely used, praised and researched in a variety of settings in the school environment, "none touches the heart of teaching, the direct improvement of classroom instruction" (Wineburg, 1997, p. 65). Teachers still continue to teach in isolation behind closed doors out of earshot of other adults. "It is a bitter irony

that at the same time that teachers urge students to collaborate on projects and to submit their work to peers for feedback, they as teachers can cite no analogous process among their own peers" (p. 65).

Mr. Wineburg questions, "How long can teachers sustain a community of learners among students when they have no learning community to nourish themselves?" New assessments such as site based portfolios that require significant collaboration, could help foster learning communities among teachers. "A portfolio is a measure not of what an individual can in isolation, but of what that individual can do in the midst of social community" (Wineburg, 1997, p. 65).

Like many educational innovations, peer coaching is more complex than it appears at first glance. To implement a peer coaching program which complements staff development and helps build a community of teacher scholars, educators will want to explore the following areas:

1. *The coaching process:* Typically, peer coaching models follow the steps of pre-observation conference and establishment of observation criteria, classroom observation, collection of data, data analysis, post-conference, and establishment of subsequent observation criteria.
2. *Coaching vs. Evaluation:* Whereas traditional teacher evaluation typically implies judgement by an administrator/superior about an individual's total professional performance, coaching consists of assistance by a colleague/peer in a professional development process. Successful coaching programs can only be established in an atmosphere of trust and support, where teachers feel it is safe to experiment, fail, reflect, question, solicit help, revise, and try again.

3. *Selection of coaching partners:* To help faculty to trust in the process, teachers should be allowed to select coaching partners to form teams of approximately four colleagues who observe each other regularly. As members of coaching teams structured across departments or grade levels, colleagues become more aware of their common resources and challenges, and tend to focus their observations on the target instructional practices rather than primarily on lesson content.

4. *Training of coaches:* An effective training for coaching program includes pre-coaching, follow-up training while the program is under way. Training in coaching must empower teachers by helping them identify practices that impede movement toward collegiality and equipping them with an extended repertoire of coaching skills (e.g. providing prompt, descriptive, non-evaluative feedback).

5. *Administrative support for peer coaching:* "An effective coaching program requires an active and supportive instructional leader" (Kinsella, 1993; as cited in Galbraith & Anstrom, 1995, p. 5).

Evaluators should know the subject matter, pedagogy and classroom characteristics of the teacher being evaluated (McGeachy, 1992), as well as take into consideration the fact experienced and excellent teachers are capable of pedagogical performances that education theory and research can neither explain nor predict (Schulman, 1987). Therefore, we need a form of evaluation that will reflect a more enlightened view of teaching. That will inspire teacher educators to aim higher in creating their curricula, and designing their programs, and that will, in the very process of being implemented through supervised residences in the schools, introduce new forms of mentoring collaboration, and collegiality (p. 44).

Collegial assistance has also been referred to as peer supervision, collegueship in supervision, peer assistance, peer coaching and cooperative professional development. Peer supervision is a process whereby teachers assist each other to improve instruction through observation, analysis and feedback (Glatthorn, 1987).

Peer Coaching and Trust

Clinical supervision, where the concept of collegial assistance first emerged when and Goldhammer (1969) designed a process to enable teachers and supervisors to work together. The collegial emphasis led Logan and Goldhammer to also train teachers to assist each other in the same manner. The concept of collegial assistance emphasizes the assisting rather than the assessing nature of teachers helping teachers removes the term supervision and all its connotations (Van Assen & Tracy, 1991). Sergiovanni (1996) states collegiality must be understood as a form of professional virtue. "It takes more than competence to earn trust it takes virtue" (p. 142). In teaching, professional virtue is made up of four dimensions: (a) a commitment to practice in an exemplary way; (b) a commitment to practice toward valued social ends; (c) a commitment not only to one's own practice but to the practice itself; and (d) a commitment to the ethic of caring.

There are two dimensions to collegiality as professional virtue. One is the fulfillment of an obligation toward the teaching profession and toward the school as a community. The second dimension involves why one behaves collegially.

In reviewing the literature of schools who are using peer appraisal the term trust was repeated and emphasized. Walen and DeRose (1993) state, "trust the foundation for

productive communication opens the door for self evaluation." Costa and Kallick discuss a peer assessment technique called "Critical Friends." "A critical friend, is a trusted person who asks provocative questions, provides data to be examined through another lens and offers critique of a persons work as a friend" (Costa & Kallick, 1993, p. 50). "Coaching exists in name only unless the coach and person being coached share trust and a sense of purpose" (Caccia, 1996, p. 19).

Trust is essential for teachers to be able to take a risk and overcome fear as seen in the following statements.

In discussing CADRE "teachers need to adopt a collaborative role rather than an advocacy role, be open to learning from one another, and be willing to embrace risk" (Marshall & Hatcher, 1996, p. 44).

Nonetheless, an emotional obstacle to this process is teachers fear of being observed by their peers. This legitimate concern needs to be met with calm professionalism and the reminder that only goal observation is to improve instruction, not formulate an evaluation. (Sahakian & Stockton, 1996, p. 52)

Sergiovanni (1996), in his book *Leadership for the School House*, provides a comprehensive framework for creating leadership that is more community like and democratic and responsive to what we know about human nature.

The fulfillment of four human needs and capacities are captured in the phrase "to live, to love, to learn, to leave a legacy" (Covey, S. R., Merrill, A. R., & Merrill, R. R. (1994), p. 45). To have teachers be able to fulfill their physical, emotional, social, intellectual, and spiritual needs by becoming a fully contributing member of a school by acknowledging their expertise in teaching. Teachers have the ability to leave a legacy of

effective teaching through collaboration with peers. "Meaningful, purposeful collaboration addresses the social and emotionally demands of teaching (Little, 1990), and we should not underestimate the social significance of Little's observation that effective collaboration creates that rare area in which teachers can receive credit and praise for their "knowledge, skill and judgment" Little, (1990), pp. 18-19). Teamwork provides opportunities to enjoy the social and psyche satisfaction of collective efforts (Sergiovanni, 1992).

Peer Coaching and Instructional Practice

The literature shows that peer assessment benefits teachers, "without exception, every member also said that he or she gained more from observing a peer than being observed" (Walen & DeRose, 1993, p. 45). Teachers who have access to teacher networks, enriched professional roles and collegial work feel more positive about staying in the profession (Darling-Hammond, 1996, p. 9). In an interview with Tom McGreal, McGreal states, "adults respond to positive reinforcement, that they want to be involved, that they prefer to operate in a collegial and collaborative environment" (Brandt, 1996, p. 30). A teacher interviewed about peer coaching states, "My role as a peer coach causes me to examine my own teaching more closely. I am becoming a better teacher in the process" (Searfoss & Enz, 1996, p. 41). Another positive example of collaboration from the discussion about CADRE states, "faculty reports that they are sharing more ideas and resources across disciplines; interacting with great honesty and humility to resolve problems, produce more materials and integrative courses and projects and interacting more with the entire community" (Marshal & Hatcher, 1996, p. 45). Finally, Showers

and Joyce (1996) state that teachers who shared aspects of teaching, plan together and pooled their experiences, practiced new skills and strategies more frequently, and applied them more appropriately than did their counterparts who worked alone.

Teacher unions must be more involved in teacher evaluations by working more closely with the administration. The National Education Association (NEA) voted to drop their historical opposition to pre-peer review and peer assessment, and gave the green light to any local affiliates that want to pursue it (Gutloff, 1997). Some local affiliates are adamantly opposed to the idea of teachers evaluating other teachers. In fact at the recent teachers' convention, the major topic of discussion was peer evaluations. The reason given for NIEA not wanting it are that it is the administration's job and it is the union's job to protect teachers.

The article in NEA Today, features the Columbus Peer Assistance and Review Program. The CEA President John Grossman disagrees with the previously stated reasons by saying, "I don't see the unions role as protecting every teacher no matter how bad they are. I see the unions role as guaranteeing that people don't lose their job without due process" (Gutloff, 1997, p. 5). He hopes the peer review will make a difference in teacher quality, student achievement, and redefine the roles of the union. Peer reviewers are experienced teachers released from the classroom. They serve three years, receive a stipend and then go back to teaching. These peer review teachers make at least twenty visits to the classroom and do one-to-one conferencing.

In Brandt's, Conversation with Tom McGreal, McGreal states that about 150 districts are actively involved in peer appraisal systems with as many as a thousand districts moving in that direction. Teachers are accepting the idea and so are teacher's

unions. "In maybe 20 percent of districts the associations take the position that teachers would rather not get involved but about 80 percent of them say, 'Sure we'll help out as long as we don't have to provide any evaluation information'" (Brandt, 1996, p. 32).

In another form of peer appraisal, volunteers were involved. They worked together for a year to develop trust and set up criteria. They worked in groups of three to four and paired up for the letter writing part of the assessment. "A result of observing, prompted us to ask hard questions about our own teaching styles" (Walen & De Rose, 1993, p. 47). Walen and De Rose (1993) emphasized the following from their experiences,

Administrators who support teachers are aware of the importance of empowerment and see themselves as facilitators to that end. Trust is the foundation for productive communication that opens the doors for self-evaluation. Our process is based on the premise that teachers will improve professionally when given the opportunity - that meaningful change comes from within us. (p. 47)

In reviewing the literature, collegiality and collaboration is seen throughout the United States and other countries. The following are examples of programs that work. In the Darling-Hammond (1996) article *The Quiet Revolution*, she states "we must put greater knowledge directly in the hands of teachers and seek accountability that will focus attention on 'doing the right thing' rather than on 'doing things right' in stressing reform that will empower teachers" (p. 6). Cited in this article are what other countries are doing in reference to teacher supervision, in the People's Republic of China, teachers work in teaching teams to plan lessons and do peer observations. Stigler and Stevenson note that, one reason, Asian classes are so well crafted is that there is a very systematic effort

to pass on the accumulated wisdom of teaching practice to each new generation of teachers, and to keep perfecting that practice by providing teachers the opportunity to continually learn from each other. (Darling-Hammond, 1996, p. 9)

It is also stated in many European and Asian countries, teachers spend fifteen to twenty hours per week in their classrooms and the remaining time with colleagues developing lessons, visiting parents, counseling students, pursuing research, attending study groups and seminars and visiting other schools. Compare this with the three or four hours of teachers in the United States (Darling-Hammond, 1996).

Searfoss and Enz's (1996) article *Can Teacher Evaluation Reflect Holistic Instruction?* emphasizes evaluation through collaboration. "To promote professional development, teachers must become an integral part of the assessment process within their school" (p. 39). The principal and teachers worked together to develop an instrument and process for peer assessment, named the Holistic Integrated Classroom Observation/ Assessment Guide, it organized the observation of classroom activities' into three categories; classroom environment, instructional strategies, and student assessment. "Learning to use the instrument for self-and peer- assessment encouraged teachers' personal and group reflection" (p. 41).

Promoting Career Development Through CADRE, an article by Marshal and Hatcher (1996) discusses a system that promotes accountability for and reflective inquiry about teaching and learning. CADRE or Career Development Reinforcing Excellence centers around a Collaborative Accountability Network. This network is characterized by collective goals, self and team directed appraisals, collegial dialogue, and high mutually determined performance expectations.

Schools should like it because it breaks down barriers and promotes teamwork.

The public should like it because it requires high levels of performance and accountability. Teachers should like it because it emphasizes professional support and growth. And, most important, students should benefit because it focuses on their learning and performance, which is and should be our bottom line. (p. 46)

The 360-degree feedback, another approach to evaluation includes not only peer review but feedback from any one who has contact with the teacher. This would include the principal, parents, students, and other teachers. This type of evaluation is linked to national standards, which causes many administrators to question it (Manatt & Kemis, 1997).

Another example presented is from Sahakian and Stockton's article, *Opening Doors: Teacher-Guided Observation*. In this article the focus is on the teacher generated observation model of collaboration. The staff at Buchanan H.S. wanted to stay away from the "us versus them" mentality that John Goodlad, Seymour Sarason, and others have written about where there is the adversarial positions between teachers and administrators in the traditional observation process. The program was on a volunteer basis built on trust, teachers questioning each other about observation and the evaluation left to the principal. The results were greater agreement on curriculum issues and the progressive involvement in the school's professional development program. "Peer observation allows teachers to learn about themselves; thus they become better teachers, bringing more knowledge to the classroom. When teachers learn from one another, they develop varied instructional techniques and new ideas. This results in more interesting

teaching and more opportunities for students to grow” (Sahakian & Stockton, 1996, p. 52).

Collegial assistance addresses three needs common to most teachers and schools. The primary purpose of supervision in general and collegial assistance in particular is to improve instructional effectiveness Glickman, 1990. The second need is removing the threat of assessment. Teachers naturally turn to other teachers when they need classroom assistance (Glickman, 1990; Johnson et al., 1984). The third is providing support for teachers. Collegial assistance provides teachers with an opportunity to proactively improve their teaching and problem solving skills (Van Assen & Tracy, 1991).

In follow up interviews of Rick Sawa (1995), his study clearly indicated that the preferred approach for teacher evaluation was to utilize a system of peer assistance. This would help to overcome the sort of isolation, uncertainty, and loneliness that characterizes a great deal of teaching (Walsh, 1987). Peers according to McGreal (1983), can be used in instructional improvement efforts, observation, and input by one or more teachers to another teacher for the specific purpose of assisting that teacher in improvising instruction. “You can learn more about teaching by watching peers teach than you can by having someone observe you and write an evaluation” (De Pasquale, Jr., 1990, p. 21). This method of evaluation can not take place unless there is a willingness to provide resources and to assist teachers in reaching their goals as well as open mindedness and trust among colleagues (McGreal, 1983; Sawa, 1995). “There is tension between the two major competing paradigms of teacher evaluation based largely upon a silent struggle between ideological support of forces that surveillance, hierarchy, and

bureaucracy, and the contesting forces of reflection, collegiality and collectively" (Gitlin & Smyth, 1989, p. 162).

Related Studies

In a study conducted by Kohler, Ezell, and Paluselli (1999), on reciprocal peer coaching, they discuss the growing amount of research on peer coaching for promoting changes in teacher practices. Reciprocal coaching involves two teachers observing each other and exchanging feedback. The two teachers learn from each other and improve their instructional capacity.

The purpose of this study was to examine the effectiveness of reciprocal peer coaching for promoting change in teachers conduct of student pair activities. The teachers worked alone to get a baseline, then participated in several phases of peer coaching. The results indicated two changes in the teacher's methods of monitoring their activities. "First, both teachers increased their use of suggestions, prompts, questions, and related talk to facilitate students social interaction with peers" (Kohler, Ezell, & Paluselli, 1999, p. 164). A second phase of peer coaching focused on the teachers making adaptations, which continued during the maintenance phase.

The authors found in their study, that reciprocal peer teaching resulted in teachers providing for more individualized instruction. They suggest for this to continue that school districts must provide for precise measures of teacher change and student learning. Although, "we have learned that some teachers are uncomfortable or resistant to a high degree of structure in their coaching" (Kohler, Ezell, & Paluselli, 1999, p. 164).

The post study interviews of teachers perceptions and insights were very interesting. The three teachers who maintained a high degree of adherence to the prescribed coaching procedure were interviewed. "Teachers 1 and 2 reported that social talk and adaptation strategies were important and beneficial to use with their students. Both individuals also indicated that they could not have learned these strategies without peer coaching, (Kohler, Ezell, & Paluselli, 1999, p. 164). Peer coaching benefits were not done without a considerable amount of time, effort, and resources. The district did hire substitutes to cover the classrooms during collaboration activities. However, teacher 3 was reluctant to leave her classroom with a substitute. Kohler, Ezell, & Paluselli, (1999) states this is typical of many educators who participate in coaching.

According to Grant and Murray (1999), since the 1980s the American Federation of Teachers (AFT) affiliates have taken the lead in negotiating for peer evaluation, the first being the Toledo (Ohio) Teachers Association. Other national models include Cincinnati, New York City, Minneapolis, Dade County (Florida), and Rochester, New York. A 1997 AFT member survey suggests there is a growing support for peer evaluation. Seventy-seven percent of respondents indicated that teachers' unions and administrators should share equally in assuring good quality teaching. Additionally, 77% favored peer evaluation and assistance for new teachers and 63% favored similar programs for tenured teachers who received poor evaluations.

After six years of peer review in Rochester, teachers negotiated in their most recent contract to give their colleagues the option of returning to a version of annual administrative review. Approximately half of Rochester teachers have abandoned the peer review process in favor of being reviewed by their principals. They may be willing

to assist other teachers in improving their practice, but draw the line on being their evaluator (Murray & Grant, 1999). In Toledo, Ohio, their visionary program was terminated in 1995 because of a collective bargaining dispute. However, these districts can provide tremendous assistance to local unions based on their experiences. In the places where peer evaluation continues, unions have worked hard to assure due process.

In 1992, the faculty at the Illinois Mathematics and Science Academy began pioneering a system that promotes accountability for reflective inquiry about teaching and learning. It challenged long-held assumptions about and practices in supervision, evaluation, and professional development. It was based on the belief that an interdependent system for supervision, evaluation, and professional development was not only possible, but compatible with the interconnected nature of learning itself. Career Development Reinforcing Excellence (CADRE), centered around a collaborative accountability network characterized by: collective goals, self and team directed appraisal; collegial dialogue about teaching and learning; and high mutually determined performance expectations for both faculty and administration (Marshall & Hatcher, 1996).

This program was implemented in the fall of 1994. So far, the formative data collected through faculty surveys and analyzed by professional readers are encouraging.

Faculty report that they are sharing more ideas and resources across disciplines; interacting with their colleagues with greater honesty and humility; collaborating more to resolve problems; producing more materials and integrating courses and projects; and interacting more with entire community." (Marshall and Hatcher, 1996, p. 45)

Another important outcome, teachers let down their defenses and engaged in dialogue. CADRE can be seen as a resource for others committed to a seamless system of teacher supervision, evaluation, and development.

In another program in a school in Phoenix, Arizona, teachers, with support of the principal, decided to create an evaluation instrument sensitive to and appropriate for holistic practices. It was based on recent research on supervision by Costa and Kallick, (1993), Glickman (1990), and Leithwood (1992). It provided evidence that the evaluation of teacher's professional growth has never been or should never be the sole domain of the principal. To promote professional development, teachers must become an integral part of the assessment process within their school. If teachers and administrators work together to craft and tailor an instrument and a peer-inclusive evaluation system, the opportunity for self reflection and professional growth will become a reality.

After a year of intense discussion, active collaboration, sharing professional literature and translating the dialogue into drafts, the instrument and the new process for peer assessment was ready to use. The instrument was named the Holistic Integrated Classroom Observation/Assessment Guide. It organized classroom activities into three categories: classroom environment, instructional strategies, and student assessment.

As a result of developing an evaluation instrument, the teachers gained valuable insight into their own teaching. They had ample opportunities for dialogues about their practices, and felt empowered as they grew. Reflection on teaching practices was encouraged by learning the self-and-peer-assessment instrument. One teacher expressed the group's collective views: The discussion that led to the creation of the instrument allowed me to:

better explain what I do and believe to parents. My role as a peer coach causes me to examine my own teaching more closely. I believe I am becoming a better teacher through this process. (Searfoss & Enz, 1996, p. 41)

In Charlotte Danielson's article, *New Trends in Teacher Evaluation* (2001), discusses newly developed systems of teacher evaluation that use a differentiated approach. This differentiated approach relies on different activities, procedures, and timelines for different group of teachers. This is in direct response to the 1996 publication of what matters most: Teaching for Americas Future, which is, the quality of individual teachers matters.

The typical pattern for a differentiated system consists of an annual, formal evaluation for new teachers, with formal evaluation of experienced, tenured teachers conducted only every two, three, or four years. During the non-formal evaluation years, experienced teachers engage in self-directed professional growth activities, alone or with colleagues. In addition, the evaluative criteria are frequently different for different groups of teachers (Danielson, 2001).

In schools using this differentiated approach such as the Addison School District in Illinois, the activities for experienced teachers are quite different than those for novice teachers, affording much greater opportunity for professional growth and reflection. In Coventry, Rhode Island, experienced teachers are evaluated every two, three, or four years depending on the previous evaluation cycle. Educators in Reno, Nevada, have reported that since the implementation of their new evaluation system, they have had a formal opportunity to participate in structured, highly rewarding conversation. With systems that promote professional dialogue and enhance professional learning, educators

have come to recognize the value of teacher evaluation for advancing the professional standing of teaching and have engaged in highly rewarding conversations (Danielson, 2001).

Faith Spitz, the Superintendent of Readington Township School Districts, discusses her experiences with differentiated supervision, including peer coaching in her article, *Through the Looking Glass: Teacher Evaluation Through Self Reflection* (2001). The Board of Education, in the fall of 1996, convened a district-wide committee, composed of teachers, administrators and board members, to help them define what teaching excellence should look like in our suburban, middle class, district of 2100, grade K-8 students. "The process was as important as the finished product" (Spitz, 2001, p. 29).

In the 1999-2000 school year, the district gave the teachers the choice to pursue an alternate evaluation, or to continue to pursue the traditional observation model. Eighty-two tenured teachers chose to use the alternative supervision model and only 37 chose the traditional evaluation. At the end of the 1999-2000 school year, each teacher provided his/her administrator a self-reflective summary of the progress on his/her project and the four domains of teaching that had led to the development of a growth plan for the 2000-2001 school year.

Spitz outlines the keys to success of the alternative supervision models as first "having the members of the core committee represent all constituent group was key to our success" (Spitz, 2001, p. 30). She went on to say all teachers had major input in developing the standards and designing the models.

Teacher self-reflection was cited next, as the research is clear that organizational change is the result of individuals changing themselves and their personal practices not of

"top-down" mandates (Airasian & Gullickson, 1997). Self-control gives teachers a voice and control over their practice (Spitz, 2001).

The following three keys to successes are changing mindsets, balancing control, and providing time and resources. This model treats teachers as professionals and has improved teachers' motivation and morale. It also encouraged teacher interaction and collegial sharing which has enriched the classroom. For most of the teaching staff, the major responsibility for growth is on their shoulders. Current supervision theory states that to be effective, supervisory practices must be regulated in large part by the teacher. Release time during the school day, in-service days, faculty meetings, provided time to teachers to do research and reflection, along with time the administration provided for resources such as books, professional development courses, visits to other classroom, and video tapes.

Building trust is where the greatest change has occurred. In the new model, teachers are encouraged to take risks and raise the instructional bar with no penalty for failure to achieve the mark. The stress is on "growth" (Spitz, 2001). As a result of the new supervision model, classroom instruction has been enriched and student achievement has increased. More importantly, teachers are treated and act as true professionals raising their own level of performance.

Robert Connelly (2001) writes on *The Effects of Peer Coaching* in NJASA Perspective journal, which was based on his doctoral dissertation. The purpose of his study was to examine two different models of teacher evaluation, peer coaching and traditional evaluation by a certified supervisor in a regional high school district over a three year period. The study analyzed the effect that each model had on collegiality

among teachers and change in instructional practice. The study also examined the role of trust in the evaluation process as a means of improving instruction.

The study was based on a central premise that participation in peer coaching may be one way in which to build greater collegiality among teachers. The second premise of the study was that if greater collegiality existed among teachers as a result of participation in peer coaching, then there would be greater change in instructional practice and greater faith in evaluation as a catalyst to change teaching (Connelly, 2001, p. 27).

The results of Connelly's study, which was a combination of a survey instrument and interview of tenured teachers, were very interesting. The statistical results suggest there is strong association between collegiality and participation in peer coaching for one year. The relationship between the treatment and collegiality was supported by the qualitative interviews. The respondents consistently reported the importance of bonds and relationship between the partners and how those bonds facilitated a specific focus on the improvement of instruction.

In the area of change of instructional practice, students directed activities and new range of assessment, the results were not significant for teachers who participated in peer coaching for two or three years. However, for teachers who participated in traditional evaluation for three years and those teachers who participated in peer coaching for one year provided some surprising results. There was a strong relationship between change in instructional practices in this study, student directed activity, and new range of assessment. Connelly suggests that the significant results for change in instructional practice, in favor of the group that participated in peer coaching for one year only, could

be the result of the composition of those who first participated in peer coaching as opposed to any effect by the treatment peer coaching. The results of the qualitative interviews suggest that there is a strong association with participation in peer coaching and change in instructional practice.

The results of data gathered from qualitative interviews would suggest that there may be strong support for the premise that the removal of the perceived threat of the results of traditional evaluation by a certified supervisor builds trust in evaluation as a means of improving instruction. The data also suggest that a strong interconnection among collegiality, change in instructional practice, and trust in evaluation is part of the dynamics of a peer coaching model of evaluation (Connelly, 2001).

In another study by Jenny Edwards (2001) discusses eight outcomes of Implementing Cognitive Coaching in a Synthesis of the Research:

1. Cognitive Coaching was linked with increased student test scores and other benefits for students. The other benefits consisted of decreased significantly in referring students for special education expanded their repertoires of strategies to increase student learning and creating an atmosphere of trust and non-judgmentalness in their classroom.
2. Teachers grew in teaching efficacy. Teachers grew more in the teaching efficacy on the Teacher Efficacy Scale and used more paraphrasing, asked more questions and coached students and parents more.
3. Cognitive Coaching impacted teacher thinking, causing teachers to be more reflective and to think in more complex ways. Cognitive Coaching has a high level

of impact on their thought processes in the areas of planning, teaching, analyzing, evaluating and applying. Teachers reported they were more reflective.

4. Teachers were more satisfied with their positions and with their choice of teaching as a professor. Teachers were satisfied with their position because of the support they gave to one another.

5. School Cultures became more professional. Teachers grew significantly on the Teacher Professionalism and Goal Setting Subscale of the School Culture Survey.

6. Teachers collaborated more. Teachers developed a collaborative coaching community to improve their teaching of mathematics. As they worked together to discover new insights about their teaching and higher levels of empowerment were associated with more frequent coaching conversations.

7. Cognitive Coaching assisted teachers professionally. Compared teachers who used the Cognitive Coaching format with teachers who received traditional supervision. Those who used Cognitive Coaching rated the overall quality of the observation process significantly higher.

8. Cognitive Coaching benefited teachers personally. Teachers reported having increased in themselves as well as greater sense of self.

CHAPTER III

Methodology

This study will review ways to assess the effects of a peer coaching model of teacher evaluation and a traditional model of teacher evaluation.

This chapter presents the procedures that will be utilized in conducting this study. The following headings that will be used in this chapter are "Background Data of Participants", "Instruments", "Procedures" and "Research Questions and Data Analysis." The "Background Data of Participants" outlines the background of the district and the broad traits of the individuals who were involved in this study. The heading of "Instruments," discusses in depth, detailed information regarding the survey tool and interview being used. Under the heading of "Procedures," the means of solicitation of the participants in the study are outlined. The section entitled "Research Questions and Data Analysis" discusses the questions that were answered through the study as well as statistical method used to answer the questions.

Background Data of Participants

School District

This study will examine in depth the method of teacher evaluation, peer coaching versus traditional evaluation. It will also examine the collegiality, changes in instruction in one elementary school district in Central New Jersey. At this time, this is one of a few

elementary school districts in New Jersey that is utilizing peer coaching as one of the alternative models to the traditional model of evaluation by a certified supervisor.

This district has been using the peer coaching model since the 1998-1999 school year and continues to use it at the present time. The teachers are also able to choose portfolio assessment as an alternative to traditional evaluation. The district viewed portfolio assessment as an extension of peer coaching (See Danielson, 1996 for further information).

The Superintendent in this district in Central New Jersey was asked to participate in this study. This district is considered to be a small suburban elementary district (K-8). Four schools encompass the district. The school's total student population is approximately 2,170 and consists of 200 certified staff members.

Teachers

This study attempted to survey the entire population of teachers in the elementary school district (K-8), rather than employ a method of random sampling. The manageable size of the total population and the willingness of the school district to assist in the efficient collection of the data made it practical to attempt to obtain data from the entire population. Their responses to the survey instrument will constitute one source of data for this study. This primary data will be obtained through the use of combined survey instrument to measure collegiality and change in instructional practices.

The secondary data consists of the teachers completing the *Summary CRC Teacher Survey Data* (Center for Research on the Context of Teaching, 1991), and the *Bay Area School Reform Collaborative Teacher Survey* (Center for Research on the

Context of Teaching, 1997-1998). Both scales are teacher survey scales that have been employed by the Center for Research on the Context of Teaching (CRC) as a part of its research on educational reform. Stanford University is the location for the CRC. The CRC was founded in 1987 with a five year National Center grant from the U.S.

Department of Educational Research and Improvement. Talbert (1994) reported that the CRC conducts longitudinal research combining intensive case studies of public and independent schools and teachers with analysis of national survey data to assess factors that either constrain or enable the best work of teachers and students.

The teachers who are using the peer coaching method of evaluation will be asked to volunteer to participate in a semi-structured, open-ended interview. If fewer than ten teachers, who are participating in peer coaching, opt to be interviewed, all would be interviewed individually. If more than ten teachers, who are participating in peer coaching, choose to be interviewed, then the teachers would have been randomly chosen to participate.

Instruments

The *Summary CRC Teacher Survey Data* (Center for Research on the Context of Teaching, 1991), and the *Bay Area School Reform Collaborative Teacher Survey* (Center for Research on the Context of Teaching, 1997-1998) (see Appendix A), is a single questionnaire that combined these two instruments. Two subsections of the *Summary CRC Teacher Survey Data* were used to measure collegiality. The twenty-six survey items from the *Bay Area School Reform Collaborative Teacher Survey* (Center for

Research on the Context of Teaching, 1997-1998) will be used to measure change in instructional practice.

Development of the Summary CRC Teacher Survey Data, the Bay Area School Reform Collaborative Teacher Survey, and Interview Questions

The *Summary CRC Teacher Survey Data* (Center for Research on the Context of Teaching, 1991) was derived from survey data collected as part of a 3-year study of 16 public and independent secondary schools in California and Michigan conducted by the Center for Research on the Context of Secondary School Teaching (CRC). Each survey questionnaire concentrated on different aspects of high school teaching. Many of the questionnaire items used in the survey were drawn from ongoing national surveys of high school teachers to provide national comparisons. The *Summary CRC Teacher Survey Data* (Center for Research on the Context of Teaching, 1991) provided CRC school means and standard deviations on replicated and new measures of school climate, classroom instruction, professional growth and commitment, department climate and policies and system context.

This study utilized the subsection on Collegiality and the subsection on Department Community Index from the *CRC Teacher Survey* (Center for Research on the Context of Teaching, 1991) to measure the dependent variable of collegiality. Those two subsections have been reported in the literature as part of the measures of professional community dimensions (Talbert & McLaughlin, 1994). The Collegiality Index contained in a 5-item scale where respondents indicated the extent to which they agreed or disagreed with each of the five items. Respondents circled a number 1 through 6 to

correspond with a continuum of *Strongly disagree* to *Strongly agree*. The range for responses was weighted from 5 to 30. The Alpha Reliability equaled .84. This 5-item scale was taken from the 1984 Administrator and Teacher Survey (ATS). A national mean and standard deviation existed for the Collegiality Index. The Department Community Index contained a 16-item scale where respondents indicated the extent to which they agreed or disagreed with each of the 5 items. Respondents circled a number 1 through 6 to correspond with a continuum of *Strongly disagree* to *Strongly agree*. Within the 16-item scale there was a 3-item sub-scale for Shared Technical Culture and a 4-item sub-scale for Privacy Norms. The Alpha Reliability equaled .90. No national norms existed for the Department Community Index. Means and standard deviations are available for each of the 16 school that participated in the CRC study.

Items from the *Bay Area School Reform Collaborative Teacher Survey* (Center for Research on the Context of Teaching, 1997-1998) that were associated with, "change in instructional practice" were included. For the purposes of this study, "change in instructional practice" has been defined to mean the use of a "new range of assessments."

This study utilized 26 questions from the *Bay Area School Reform Collaborative Teacher Survey* (Center for Research on the Context of Teaching, 1997-1998) (see Appendix A) to measure change in instructional practice. The survey used in this study included a section of 11 questions related to student-directedness of instruction and two sections of 15 questions related to methods of student assessment. The 11 questions associated with student-directedness employed a 6-point Likert scale rating the frequency with which an instructional activity is employed. The questions associated with methods of assessment were divided between two sections also employing Likert scales. Eight of

the questions from the first section employed a 5-point Likert scale rating the importance of the type of assessment to the teacher. Eight of the questions from the second section employed a 5-point Likert scale rating the emphasis that the respondent placed the particular type of assessment.

Another researcher, Robert Connelly, whose dissertation of peer coaching at the secondary level, submitted the 26 questions from the *Bay Area School Reform Collaborative Teacher Survey* (Center for Research on the Context of Teaching, 1997-1998) to the dissertation committee for their assistance in verifying the appropriateness and face validity of the items for assessing change in instructional practice, as defined in this study. These same questions are included as part of his recommendation to study the elementary level. This study also utilized six open-ended questions to be used in interviewing the purposeful sample of teachers who had volunteered to participate in the peer coaching model of evaluation. Patton (1990) indicated that the use of standardized open-ended questions would increase the comparability of responses and reduce interviewer bias. The questions are based on the presupposition that as a result of participating in peer coaching, judgments can be made and change has occurred. Patton further indicated that presuppositions increase the likelihood that the person being interviewed will have something to say.

The six open-ended questions used in the semi-structured interviews were related to the goals of the study, (a) to understand the phenomenon of peer coaching more clearly by exploring the experience of peer coaching from the participants' points of view, (b) to examine trust in evaluation as a route toward the improvement in instruction, and (c) to analyze the dependent variables collegiality and change in instructional practice through a

combination of methodologies (see Appendix D). Robert Connelly, the original researcher, developed the questions and submitted drafts to his dissertation committee for their review and analysis. The dissertation committee assisted in the revision of the questions and verified the appropriateness and validity of the questions for the purpose of the dissertation study. Two questions were presented alone, and four questions were presented in two sets. These interviews questions are being used to survey elementary teachers.

The first open-ended question was designed to elicit descriptions of the "experiences, behaviors, actions, and activities that would have been observable had the observer been present" (Patton, 1990, p. 290).

1. How would you describe your experiences with peer coaching to someone who has never observed or participated in peer coaching?

The second question addressed the issue of trust in evaluation and was "aimed at understanding the emotional responses of people to their experiences and thoughts" (Patton, 1990, p. 291.)

2. How do you feel about the issue of trust in teacher evaluation when evaluation is conducted with a peer?

The third and fourth questions examined the dependent variables of collegiality and change in instruction and was designed to capture "the cognitive and interpretive processes of people" (Patton, 1990, p. 291).

3. Based on your participation in peer coaching, how would you characterize your relationships with other teachers?

4. Based on your experience with peer coaching, how would you evaluate peer coaching as a model for improving instruction?

The fifth and sixth questions were also designed to capture the opinions of the teachers regarding their selection of peer coaching and reasons teachers either remain with the peer coaching model of teacher evaluation or opt out. The primary purpose of these two questions was to provide greater insight into the phenomenon of peer coaching and to gather data for further research.

5. What attracted you to peer coaching?

6. Why have you continued to participate in this model of teacher evaluation?

Permission was granted by Dr. Joan Labert from the CRC at Stanford University to utilize the 1991 scales and selected items from the 1997-1998 teacher survey (see Appendix C). Dr. Robert Connelly granted permission to use the interview questions (see Appendix E).

Procedures

The method of data collected for this study consisted of distribution and administration of the *Summary CRC Teacher Survey Data* (Center for Research on the Context of Teaching, 1991), and the *Bay Area School Reform Collaborative Teacher Survey* (Center for Research on the Context of Teaching, 1997-1998). The purpose of the administration of the surveys was to obtain descriptive quantitative aspects of the study. The purpose of conducting semi-structured interviews was to collect qualitative aspects of the area of study.

After receiving approval from the Internal Review Board (IRB) at Seton Hall University, a phone call was placed to the Superintendent of the elementary school district. During the telephone conversation with the Superintendent we discussed the purpose of the study. Once the Superintendent gave verbal permission to utilize the district in the study, a formalized letter was drafted and sent to the Superintendent (see Appendix F). This letter requested permission to administer a survey to all tenured teaching staff and to conduct semi-structured interviews with staff members who had decided to be evaluated using peer coaching method and had volunteered to be interviewed.

A packet, including a cover letter that introduced the examiner and the purpose of the study, a copy of the survey, with appropriate directions, regarding deadlines and means of returning the information to the examiner. The cover letter would also note to the teachers that their participation in the study was purely voluntary and that responses would be kept confidential. Teachers were asked to only note their name if they wished to be informed of the results at the completion of the study.

In the survey, participants were to indicate their gender, their teaching assignments, grade level(s) taught, and the total number of years that they had been teaching. The last page of the survey asked staff members who had participated in peer coaching to indicate their willingness to be interviewed as part of this study.

The following steps were adapted from Leedy (2001) and need for interviewing those teachers who met the criteria and who had volunteered to participate in the interview:

1. The interview was set up well in advance of the interview.

2. The questions that were asked in the interview were sent to participants in advance of the interview.
3. Permission to audiotape the interview and a statement indicating a willingness to participate in the study were obtained from the participants (see Appendix H).
4. The date of the interview was confirmed in writing in advance of the interview.
5. A reminder with the list of questions was sent to the participants 10 days before the interview.
6. The interviews were held on time and followed the questions that had been forwarded to the participants.
7. Following the interview, a typed transcript of the interview was submitted to the participant. Either a written acknowledgement or a corrected copy of the interview was obtained.
8. After the transcript was included in the written report of this study, that section of the report was sent to the participant for final approval and written permission to use the data in this study (Leedy, 2001, p. 201).

The use of human participants for data collection in the study necessitated adherence to strict ethical standards (American Educational Research Association, 1992). The guidelines employed in the study included the following:

Considerations of fairness, honesty, openness of intent, disclosure of methods, the ends for which the research was executed, a respect for the integrity of the individual, the obligations of the researcher to guarantee unequivocally

individual privacy, and an informed willingness on the part of the subject to participate voluntarily in the research activity. (Leedy, 2001, p. 116).

Research Questions and Data Analysis

This study proposed to answer several questions regarding teachers perception of peer coaching method of evaluation. First, the study investigated the teachers perception regarding collegiality in the peer coaching method of evaluation. Second, teachers were questioned regarding change in instructional practice. Finally, teachers were questioned about the level of trust involved in peer coaching.

This study utilized the survey instruments to collect relevant data from the school district. An ANOVA was utilized to interpret and analyze the data collected for the quantitative information. The semi-instructional interviews provided qualitative information in a case study format.

Treatment of the Data

The purpose of this section will be to review the specific treatment of the data for each of three problems.

Problem One

The first problem was to determine elementary school teachers who selected peer coaching as an alternative model of evaluation exhibited norms of collegiality that are

different than the norms of collegiality that are exhibited by elementary school teachers who selected to be evaluated under the traditional model of evaluation.

The data needed to address problem one where the responses to survey questions ranked along the 6 point continuum for the sub-section "Collegiality" and the sub-section on "Department Community Index" from the *CRC Teacher Survey* (Center for Research on the Context of Teaching, 1991). The responses gathered were obtained by having the survey given to teachers at faculty meetings in the four schools, then the teachers mail them to the researcher.

Problem Two

The second problem was to determine whether elementary teachers who selected peer coaching as an alternative model of evaluation, demonstrated changes in instructional practice that are different than the changes in instructional practices demonstrated by elementary school teachers who selected to be evaluated under the traditional model of evaluation.

The data needed to address problem two, were the responses to survey questions ranked along the various Likert scales for the 26 questions from the *Bay Area School Reform Collaborative Teacher Survey* (Center for Research on the Context of Teaching, 1997-1998) that contained three sub-sections used to measure the change of instructional practice. The responses were collected by mailing responses to the researcher.

Problem Three

The third problem was to determine the impact of perceived threat of the results of traditional evaluation used in a negative manner on building greater trust in evaluation as a route toward improvement of teaching for elementary school teachers who selected peer coaching and who had participated in peer coaching classes through professional development set up by the district.

The data was gathered through semi-structured, face-to-face interviews of the elementary teachers who met the criteria for the interview and who volunteered to be interviewed. Each interview by audio-taped and transcribed by the researcher. The data were analyzed on methods of reduction and interpretation. Cresswell (1994) reported that "the researcher takes a voluminous amount of information and reduces it to certain patterns, categories, or themes and then interprets this information using some schema" (p. 154). Leedy (2001) indicated that for case study research, the data analysis is interpretational with a search for themes and structural with a search for patterns. The dominant mode for the case study aspect of this study, was a search for patterns by comparing the results with patterns predicted from theory and the research literature and explanation building, where the researcher looks for casual links, explores plausible or trivial explanations, and attempts to build an explanation about the case (Cresswell, 1994, pp. 156-157).

CHAPTER IV

Results of the Investigation

This chapter, which is divided into two sections, outlines the finding of this study, which investigated the factors that influenced teacher's perceptions of the peer coaching model of evaluation and the traditional model of evaluation. The purpose of this chapter is to present the results of the descriptive, quantitative research design that analyzed the survey data and the results of the case study, qualitative research design employed to examine the data obtained through semi-structured interview questions. The results of the data gathered from the sections of the *CRC Teacher Survey* (Center for Research on the Context of Teaching, 1991), and the *Bay Area School Reform Collaborative Teacher Survey* (Center for Research on the Context of Teaching, 1997-1998) designed to assess the dependent variables that will be presented in the next section of this chapter. The transcriptions obtained from the recorded interviews with five teachers who participated in peer coaching and who volunteered to be interviewed. The interviews are organized according to the six interview questions asked of each teacher. The responses of each of the five teachers will be listed immediately after each of the six interview questions. The transcriptions will follow the presentation of the survey data.

Analysis of the Data

Prior to analyzing of the research data, a reliability scale was executed for the two constructs utilized in this study. SPSS 9.0 (2000), a statistical program for calculating statistics, was utilized in determining the reliability analysis scale. The reliability analysis for the two constructs are shown in Table 1.

Table 1

Reliability Analysis for the Three Condition

	CONSTRUCT	ALPHA
<i>Collegiality:</i>		
Questions 1 (a) - (e)	School Culture	.8681
Questions 2 (a) - (p)	Teacher Learning Community	.8854
<i>Instructional Practice:</i>		
Questions 3 (d), (f), (j), (k)	Commitment to all students	.5795
Questions 3 (c), (e), (i)	Commitment to all students	.5224
Questions 3 (a), (g), (h)	Commitment to all students	.7334
Questions 4 (a), (b), (f)	Commitment to all students	.6472
Questions 5 (a), (e), (g)	Commitment to all students	.7683
Questions 5 (b), (c), (d), (f), (h)	Commitment to all students	.7948

According to Abram, Cholmosky, and Gordon (2001), the above mentioned reliabilities are considered to be at least acceptable or better.

The constructs were developed by utilizing the *CRC Teacher Survey* (Center for Research on the Context of Teaching, 1991) and the *Bay Area School Reform Collaborative Teacher Survey* (Center for Research on the Context of Teaching, 1997-1998). The instrument is a five question instrument with each question comprised of several sub-questions. The questions were divided into appropriate constructs. Construct one, *collegiality* included questions 1: a-e, and question 2: a-p. Construct two, *instructional practice*, included questions 3: a-k, 4: a-g and question 5: a-h.

A total of 162 surveys were delivered during the last week of January 2002. The surveys were delivered to certified elementary school teachers in one elementary school district in Central New Jersey. In the weeks that followed, a total of 84 surveys were returned, for a total response rate of 51.9 percent.

The survey instrument also contained thirteen questions to obtain background data from the respondents. The tenth question asked those teachers who participated in peer coaching and who had opted to return to traditional evaluation to comment on their reasons for not returning to the peer coaching model. The eleventh question asked those teachers who participated in peer coaching, if they would be willing to participate in interviews conducted by the researcher. There were five teachers who participated in peer coaching who volunteered to be interviewed. The letter of informed consent, signed immediately before the interview, was conducted and audio-taped.

Analysis of the Survey

Participants responses on the *CRC Teacher Survey* (Center for Research on the Context of Teaching, 1991) and the *Bay Area School Reform Collaborative Teacher*

Survey (Center for Research on the Context of Teaching, 1997-1998), were scored according to the procedure outlined. An investigation into the responses the participants gave to each question may be helpful in the analysis of the data. It should be noted that 162 surveys were distributed and 84 were returned and utilized in this study. All 84 returned instruments were answered completely according to the examiner's specification. The possible answers on question 1 and 2 ranged from a low score of 1 or *Strongly disagree* through a high score or *Strongly agree* of 6. Scores of 2, 3, 4 or 5 were also options. Responses closer to 1 indicated the participants tendency to disagree with the instrument, whereas responses closer to 6 indicate a stronger agreement with the stated.

The possible responses for question 3 ranged from a low score of *Never*, of 1, through a high score of *Everyday*, of 6. Scores of 2, 3, 4 or 5 were also options. For questions 4 and 5 the possible responses ranged from a low score of *Not important* of 1 through a high score of *Very important* of 6. Scores of 2, 3, 4, or 5 were also options. Responses closer to 1 indicated the participants tendency to disagree with the statement, whereas responses closer to 6 indicate a stronger agreement.

Eighty-four participants responded to question 1(a), *You can count on most staff members to help you out anywhere, anytime- even though it may not be part of their official assignment*, in the following two participants or 2.4% responded with a score of 1 or *Strongly disagree*, 1 participant or 1.2% responded with a score of 2 or *Disagree*, 13 participants or 15.5% responded with a score of 3, *Tend to disagree*, 14 participants or 16.7% responded with a score of 4 or *Tend to agree*, 34 participants or 40.5% responded with a score of 5 or *Agree*, and 20 participants or 23.8% responded with a score of 6 or *Strongly agree*. Eight-one percent responded with *Tend to agree* or higher.

Question 1 (b), *Teachers in this school are continually learning and seeking new ideas*, had a total of 84 responses. Seven participants, or 8.3% reported a response of *Tend to disagree*, 21 participants, or 25.0%, indicated *Tend to agree* as their response, 29 participants, or 34.5% noted a response of *Agree*, and 27 or 32.1% of the participants responded *Strongly agree*. None of the participants responded with *Strongly disagree* or *Disagree*. The response for this question was 91.7% with *Tend to agree* or higher.

Question 1 (c), *There is a great deal of cooperative effort among staff members*, had a total of 84 responses. Two participants, or 2.4% responded *Disagree*. The response *Tend to disagree* yielded 9 responses, accounting for 10.7% for this question. *Tend to agree* reported to have 25 responses or 29.8% of the total. Twenty-eight participants, or 33.3% indicated *Agree* as their answer to this question. Twenty participants (23.8%), returned instruments had *Strongly agree* with this question. None of the participants chose *Strongly disagree* as a response. Eighty-seven percent responded with tends to agree or higher.

Question 1(d), *Staff members maintain high standards*, had the following responses. Three participants (3.6%) noted a response of *Tend to disagree*. Twelve, or 14.3% of the participants yielded a response of *Tend to agree*. Forty-four or 52.4% of the surveys had a response of *Agree*. Twenty-five or 29.8% indicated a response of *Strongly agree*. None of the participants chose *Strongly disagree* as a response. Ninety-seven five percent responded with *Tend to agree* or higher.

Question 1(e), *This school seems like a big family, everyone is so close and cordial*, had 1 participant or 1.2% respond *Strongly disagree*. Nine of the 84 participants indicated a response of *Disagree* (10.7%). *Tend to disagree* accounted for 22.6% of the

responses (19 participants). Twenty-four participants or 28.6% responded *Tend to agree*. Thirty-one (36.9%) responses were noted for *Agree* or *Strongly agree*. Sixty-six percent responded to *Tend to agree* or higher.

Respondents to question 2(a), *We share ideas about teaching openly*, utilized five of the possible six response choices. Two participants, or 2.4% responded *Disagree*. *Tend to disagree* appeared in 5 or 6.1% of the responses for this question. *Tend to agree* resulted in twenty responses or 23.8 percent. Twenty-two responses were noted for *Agree* (26.2%). Thirty-five or 41.7% responded that they *Strongly agree*. Ninety-two percent responded to *Tend to agree* or higher.

Question 2 (b), *We have very different ideas about what we should emphasize in the curriculum*, had responses in all categories. *Strongly disagree* accounted for 11 responses (13.1%). Twenty-seven (32.1%) answered *Disagree* to this question. Nineteen or 22.6% responded *Tend to disagree*. *Tend to agree* resulted in 19.0% or 16 responses. Nine participants or 10.7% were noted for *Agree*. One or 1.2% noted that they *Strongly agree*. This question was reverse coded and resulted in 67.8% responded with *Tend to disagree* or lower.

Question 2(c), *It is common for us to share samples of work done by our student*, utilized all six-response categories. Three participants, or 3.6% responded *Strongly disagree*. Five participants (6.0%) indicated that they *Disagree* with this question. *Tend to disagree* accounted for 17 responses or 20.2%, whereas *Tend to agree* received 14 responses or 16.7 percent. Forty-five participants or 53.6% indicated that they *Agree* or *Strongly agree* with this question. Seventy percent responded to tends to agree or higher.

Participants answering questions 2 (d), *This subject area faculty falls into quite different groups or cliques*, put to use all categories. Nineteen participants or 23.6% of those who answered this question *Strongly disagree*. Fourteen responses were noted for *Disagree* (17.5%). *Tend to disagree* accounted for 18 responses or 22.5 percent. Twelve participants or 15.0% responded *Agree*. Five (6.3%) responses were noted for *Strongly agree*. This question was reverse coded and resulted in 63.6 % responses with *Tend to disagree* or lower.

Question 2 (e), *We regularly meet to discuss particular common problems and challenges we are facing in the classroom*, utilized five of the six choices available. Two (2.4%) were in the category of *Disagree*. *Tend to disagree* yielded six replies or 7.1 percent. *Tend to agree* had 11 responses or 13.1 percent. Sixty-five or 77.4% of the returned surveys had *Agree* or *Strongly agree* as a response to this question. Ninety-one percent responded to *Tend to agree* or higher.

Question 2 (f), asked participants to indicate their response to *It would be inappropriate to offer help to a colleague who hasn't requested it*. Thirteen participants (15.5%) responded *Strongly disagree*, whereas 28 participants (33.3%) replied *Disagree*. *Tend to disagree* had 22 replies or 26.2% and *Tend to agree* had 12 responses (14.3%). Fourteen participants (10.7%) indicated that they *Agree* or *Strongly agree* with this question. This question is reverse coded and resulted in 75% responses with *Tend to disagree* or lower.

Question 2 (g), *We often work together to develop teaching materials or activities for particular classes*, had 1 participant respond *Strongly disagree*, which relates to 1.2 percent. Those responding *Disagree* and *Tend to disagree* received 12 responses or 15.5

percent. Eighteen participants (21.4%) indicated that they *Tend to agree*. Fifty-two or 61.9% indicated that they *Agree* or *Strongly agree*. Eighty-three percent responded with *Tend to agree* or higher.

Question 2 (h) stated, *We have little idea of each other's teaching goals and classroom practices*. Twenty-three participants (27.4%) replied *Strongly disagree*. *Disagree* received 29 responses or 34.5% of the total for this question. *Tend to disagree* recorded 16 replies (19.0%). Those responding *Tend to agree* and *Agree* each received 8 responses or 19 percent. This question was reverse coded and resulted in 80.9% responses in *Tend to disagree* or lower.

Questions 2 (i), *There is little disagreement about what subject should be taught on our subject area*, had a total of 84 responses. Three participants (3.6%) were in the category of *Strongly disagree*. *Disagree* yielded 8 replies or 9.5 percent. *Tend to disagree* had 10 responses or 11.9 percent. Fifteen (17.9%) participants replied *Tend to agree* to this question. Thirty-two or 38.1% of the returned surveys had *Agree* as a response to this question. Fifteen (17.9%) participants replied *Strongly agree*. Seventy-four percent responded to *Tend to agree* or higher.

Question 2 (j) stated, *Colleagues are generally protective of instructional materials or activities they've developed*. Twenty participants (24.1%) replied *Strongly disagree*. *Disagree* received 29.8 responses or 30.1% of the total for this question. *Tend to disagree* recorded 19 replies (22.9%). Twelve participants (14.5%) indicated that they *Tend to agree*. *Agree* resulted in 6 or 7.2% of the responses. One subject or 1.2% indicated they *Strongly agree* with the question. This question is reverse coded and resulted in 76.8% responses with *Tend to disagree* or lower.

Question 2 (k), *Relations among us are cordial and caring*, resulted in 1 participant or 1.2% responding *Strongly disagree*. *Disagree* had 3 replies (3.6%). Five (6.0%) of the participants responded *Tend to disagree*. Sixteen participants (19.0%) indicated *Tend to agree*. Twenty-four (28.6%) replied *Agree*, where as 35 participants (41.7%) responded with *Strongly agree*. Eighty-nine percent responded with *Tend to agree* or higher.

Question 2 (l), *We often seek each others advice about professional issues and problems*, utilized five of the 6 responses offered. Two participants or 2.4% responded *Strongly disagree* to this question. Seven participants (8.3%) indicated *Tend to disagree*. *Tend to agree* resulted in 20 or 23.8 percent. Twenty-five (29.8%) participants replied *Agree*. *Strongly agree* reported 30 replies or 35.7% for this question. Eighty-nine percent responded with *Tend to agree* or higher.

Question 2(m), *There is a lot of disagreement among us about how to teach each subject*, resulted in 28 participants or 33.3% reply of *Strong disagree*. Twenty-nine (34.5%) participants replied *Disagree*. *Tend to disagree* and *Tend to agree* each received 10 responses resulting in 23.8% of the total for this question. Seven (8.3%) of the participants indicate a response of *Agree*. This question is reverse coded and resulted in 79.7% responses of *Tend to disagree* or lower.

Question 2 (n) stated, *We share views of students and how to relate to them*. Two participants, or 2.4%, reported a response of *Disagree*, 6 participants, or 7.1%, indicated *Tend to disagree* as their response, 16 participants, or 19.0%, noted a response of *Tend to agree*, 31, or 36.9%, of the survey yielded a response of *Agree*, and 29, or 34.5%, of the

participants responded *Strongly disagree* as a response. Ninety percent responded to *Tend to agree* or higher.

Question 2 (o), *Most take a 'hands off' attitude towards each other's career*, had the following responses. Sixteen participants (19.0%) noted a response of *Strongly disagree*. Twenty-eight, or 33.3%, of the participants yielded a response of *Disagree*. *Tend to disagree* and *Tend to agree* each received 13 responses or 31.0 percent. Three participants (3.6%) responses were noted for *Strongly agree*. This question is reverse coded and resulted in 67.8% responded with *Tend to disagree* or lower.

Question 2 (p) stated, *We admire one another's teaching on the whole*. This question received 1 reply (1.2%) of *Strongly disagree*. Eight participants (9.5%) responded to *Tend to disagree*. *Tend to agree* received 20 responses (23.8%) where *Agree* yields 29 replies (34.5%). Twenty-six (31.0%) participants reported that they *Strongly agree* with this question. Eighty-nine percent responded with *Tend to agree* or higher.

For question 3 (a) - (k), the options available for responses are a low score of 1 for *Never*, 2 for *1 or 2 times per marking period*, 3 for *1 or 2 times per month*, 4 for *Once a week*, 5 for *A few times a week*, and 6 for *Everyday*.

Question 3 (a) stated, *Works individually on exercises, worksheets, or workbooks*. Four participants, or 5.1% of the total who answered this question responded with a score of *Never*. Eight (10.1%) of the participants responded with *1 or 2 times per marking period*. *One or two times per month* recorded 7 replies (8.9%). Thirteen participants (16.5%) replied *Once a week*. *A few times a week* had 17 or 21.5% responses. *Everyday*

accounted for 30 participants, or 38.5 percent. Seventy-six percent responded with *Once a week* or more often.

Question 3 (b), *Work in group on in-class assignments*, had the following responses, 1 participant (1.2%) chose the category *Never*, 2 participants or 2.4% had a response of *1 or 2 times per marking period*, 28 participants (7.5%) responded *1 or 2 times per month*, 8 participants, or 10.0%, responded *Once a week*, 34 participants (42.5%) responded *A few times a week*, and 29 participants, or 36.3%, responded *Everyday*. Eighty-nine percent responded with *Once a week* or more often.

Question 3 (c), *Work on a project that require data collection*, had a total of 80 responses. Seven participants, or 8.8%, reported a response of *Never*, 27 participants (35.0%) indicated *1 or 2 times per marking period*, as their response. *Once a week* and *A few times a week* each received 8 responses, or 20.0 percent. Two participants, or 2.4%, of the returned surveys had *Everyday* as a response to this question. Seventy-four percent responded with *1 or 2 times per month* or less frequently.

Question 3 (d), asked participants to indicate their response to *Review and discuss the works of other students*. Four participants (5.1%) responded *Never*, whereas 11 participants, or 14.1%, indicated *1 or 2 times per month* and *A few times a week* each received 19 responses, or 48.8 percent. Eighteen participants (23.1%) replied *Once a week* to their question. Seven participants, or 9.0%, responded *Everyday*. Seventy-two percent responded with *1 or 2 times per month* to *A few times a week*.

Question 3 (e), *Work on group investigations that extend for several days*, had a total of 79 responses. Eight participants (10.1%) responded *Never*, 22 participants (27.8%) responded *1 or 2 times per marking period*, and 25 participants, or 31.6%,

responded *1 or 2 times per month*. *Once a week* and *A few times a week* each had 11 responses (27.8%). Two participants, or 2.5%, opted for *Everyday* as a response for this question. Seventy percent responded with *1 or 2 times per month* or less frequently.

Question 3 (f), *Explain their reasoning to the class*, had 3 participants responded *Never*, which relates 3.8 percent. Those responding *1 or 2 times per marking period* received 3 responses (3.8%). Seven participants (8.8%) replied, *1 or 2 times per month*. *Once a week* yielded 12 responses (15.0%). Fifty-five participants (68.8%) responded to the categories of *A few times a week* and *Everyday*. Eighty-four percent responded with *Once a week* or more often.

Question 3 (g) stated *Listen to or observe teacher presentations*. Four participants, or 5.0%, responded *Never*. *One or 2 times per marking period* yielded 5 replies, or 6.3 percent. *One or 2 times per month* had 3 responses, or 3.8 percent. Nine participants, or 11.3%, replied *Once a week*. Twenty-nine, or 36.3%, of the returned surveys replied, *A few times a week*. Thirty participants (37.5%) responded *Everyday*. Eighty-five percent responded with *Once a week* or more often.

Question 3 (h), *Answer factual questions in a whole class setting*, had responses in five categories. *One or 2 times per marking period* and *1 or 2 times per month*, each received 5 responses, or 12.6 percent. Twenty-one participants, or 26.6%, replied *Once a week*. Nineteen, or 24.1%, of those surveyed responded *A few times a week*. *Everyday* yielded 30 responses, or 37.5% to this question. Eighty-eight percent responded with *Once a week* or more often.

Question 3 (i), *Work on an individual project that takes several days*, had 2 participants responded *Never* which relates to 2.5 percent. Those responding *1 or 2 times*

per marking period, received 18 replies, or 22.5 percent. *One or 2 times per marking period* received 18 replies, or 22.5 percent. *One or 2 times per month* had 31 responses, or 38.8 percent. Thirteen participants (16.3%) replied *Once a week*. *A few times a week* and *Everyday* each received 8 replies or 20.0 percent. Sixty-three point percent responded *1 or 2 times per month* or less often.

Participants answering Question 3 (j) *Discuss ideas for a sustained period*, had responses in all categories. *Never* accounted for 3 responses (3.8%). Eight participants (10.0%) answered *1 to 2 times per marking period*. *1 or 2 times per month* had 6, or 7.5%, replies. Eighteen participants, or 22.5%, responded *Once a week* to the question. Thirty-one participants (38.8%) replied *A few times a week*. *Everyday* yielded 14 responses, or 17.5 percent. Eighty percent responded with *Once a week* or more often.

Question 3 (k), *Reflection on their work and set future learning goals*, had 3 participants (3.8%) of those surveyed responded *Never*. Fifteen participants, or 19.0%, indicated *1 or 2 times per marking period*. *One or 2 times per month* accounted for 12 responses (15.2%). Twenty participants (25.3%) responded *Once a week*. *A few times a week* yielded 15 responses, or 19.0%, and *Everyday* accounted for 17.7 percent. Sixty-two percent responded *Once a week* or more often.

The possible ranges for questions 4 (a) - (g) ranged from a low score, of *Not important* of 1 through a high score or *Important* of 6. Scores 2, 3, 4 and 5 were also options. Responses closer to 1 indicated the participants tendency to disagree - state non importance, whereas responses closer to 6 indicates a greater importance.

Question 4 (a), *How important are each of the following kinds of assessments for you in judging how well students are learning?* Multiple-choice test put to use five of the

six categories. Twenty-one participants, or 25.6%, responded *Not important*. *Mostly not important* and *Tend to be not important* each yielded 16 responses (39.0%). Seventeen participants, or 20.7%, replied *Tend to be important*. Twelve participants (14.6%) answered *Important* to this question. Sixty-four percent responded *Tend not to be important* and lower.

Question 4 (b) stated, *Essay tests*. Twenty participants (24.7%) replied *Not important*. *Mostly not important* accounted for 4 responses which relates to 4.9 percent. Seven participants, or 8.6% responded *Tend to be not important*. Fourteen participants (17.3%) answered *Tend to be important*. *Important* accounted for 20 replies, or 24.7%, and *Very important* yielded 16 responses (19.8%). Sixty-two percent responded *Tend to be important* or higher.

Eighty-three participants responded to Question 4 (c), *Student work on open ended problems/projects*, in the following manner: 1 participant each responded to *Not important* and *Mostly not important*, (2.4%), 5 participants (6.0%) replied *Tend to be not important*, 13 participants, or 15.7%, responded *Tend to be important*, *Important* accounted for 30 responses (36.1%), and 33 participants answered *Very important* which relates to 39.8 percent. Seventy-six percent responded with *Important* and *Very important*.

Question 4 (d), stated, *Portfolio of student work*. Six participants (7.4%) replied *Not important*. *Mostly not important* received 4 responses, or 4.9%, of the total for this question. *Tend to be not important* recorded 8 replies (9.9%). Thirteen participants (16.0%) indicated *Tend to be important*. *Important* resulted in 17, or 21.0%, of the

responses. Thirty-three participants replied *Very important* which relates to 40.7 percent. Seventy-eight percent responded with *Tend to be important* and higher.

Question 4 (e), *Products of group projects*, resulted in 11 participants, or 13.3%, responding, *Mostly not important*. *Tend to be not important* received 14 responses, or 16.9 percent. Twenty-four participants (28.9%) replied *Tend to be important*. *Important* yielded 19 replies (22.9%). Fifteen participants, or 18.1%, opted for *Very important*. Seventy percent responded with *Tend to be important* or higher.

Question 4 (f), *Standardized test results*, had responses in all categories. Thirty-four (41.5%) participants replied *Not important*. Sixteen (19.5%) participants responded *Mostly not important*. *Tend to be not important* accounted for 15 replies which relates to 18.3 percent. Twelve participants (14.6%) indicated *Tend to be important* and *Important* yielded 5 responses or 6.1% of the total replies. Seventy-nine percent responded *Tend to be not important* or lower.

Question 4 (g), asked participants to indicate their response to Work samples. One subject (1.2%) responded *Mostly not important*, whereas 3 participants (3.7%) replied *Tend to be not important*. *Tend to be important* had 8 replies, or 9.8%, and *Important* had twenty-three responses (28.0%). *Very important* accounted for 47 responses, or 57.3 percent. Eighty-five percent responded *Important* or *Very important*.

The responses to Question 5 (a) - (h), ranged from a low score of 1, *No emphasis* to a high score of 6, *Heavy emphasis*. There were also options of 2, 3, 4 and five. Responses closer to 1 indicated less emphasis to the statement, whereas responses closer to 6 indicate a stronger emphasis to the question.

Eighty-three participants responded to Question 5 (a), *The student showed increased ability to: Recall factual information*, in the following: 1 participant, or 1.2%, responded *No emphasis*, 9 participants, or 10.8%, responded *Mostly no emphasis*, 18 participants (21.7%) responded *Tends to have no emphasis*. *Tends to have emphasis* yielded 31 responses which relates to 37.3 percent. Seventeen participants (20.5%) indicated *Considerable emphasis*, and 7 participants, or 8.4%, reported a response to *Heavy emphasis*. Sixty-six percent responded *Tends to have emphasis* and higher.

Question 5 (b), *Ask probing questions about subject matter*, had a total of 83 responses. Two participants, or 2.4%, reported a response of *Mostly no emphasis*, twelve participants (14.5%) replied *Tends to have no emphasis*. *Tends to have emphasis* reported to have 18 responses (21.7%). Twenty-seven participants, or 32.5%, indicated *Considerable emphasis* as their response to the question, and twenty-four participants, or 28.9%, responded *Heavy emphasis*. Eighty-three percent responded with *Tends to have emphasis* or higher.

Participants answering Question 5 (c), *Apply what he/she has learned to new questions, situations, and subjects*, put to use all the categories. Two participants responded *Mostly no emphasis*, which equates to 2.4% of the population. *Tends to have no emphasis* resulted in 1 response, or 1.2 percent. *Tends to have emphasis* had a total of 9 replies (10.8%). Twenty-four (28.9%) of those surveyed responded *Considerable emphasis*. *Heavy emphasis* accounted for 47 replies, which relates to 56.6 percent. Eighty-six percent responded with *Considerable emphasis* and *Heavy emphasis*.

Question 5 (d), *Reflect on his/her progress* had two participants (2.4%) respond *Mostly no emphasis*. Those responding *Tends to have no emphasis* and *Tends to have*

emphasis had response rate of 6 (7.2%) and 19 (22.9%). *Considerable emphasis* yielded 24 responses or 28.9%, and *Heavy emphasis* had 32 responses or 38.6 percent. Ninety point four percent responded with *Tends to have emphasis* or higher.

Question 5 (e) stated, *Master basic skills*. *Tends to have no emphasis* received 8 replies (9.6%). Eighteen participants (21.7%) responded *Tends to have emphasis*. Twenty-five participants, or 30.1%, indicated *Considerable emphasis* to this question. *Heavy emphasis* resulted in 32, or 38.6%, of the responses. Ninety percent responded with *Tends to have emphasis* or higher.

Question 5 (f), Express his/her own ideas about subject matter had the following responses: two participants, or 2.4% responded *Mostly no emphasis*, three participants (3.6%) indicated *Tends to have no emphasis*. *Tends to have emphasis* yielded 11 responses which relates to 13.3 percent. Thirty-three participants (39.8%) responded *Considerable emphasis*, and thirty-four (41.0%) participants replied *Heavy emphasis*. Ninety-four percent responded with *Tend to have emphasis* or higher.

Question 5 (g), *Work with speed and accuracy*, received replies (7.3%) of *No emphasis*. Ten participants (12.2%) responded *Mostly no emphasis*. *Tends to have no emphasis* reported receiving 23 replies (28.0%). Twenty-nine participants (35.4%) responded *Tends to have emphasis*, and eleven participants, or 13.4%, replied *Considerable emphasis*. Three participants (3.7%) responded *Heavy emphasis*.

Question 5 (h) stated, *Provide constructive feed back to other students*. This question received 3 replies (3.6%) of *No emphasis*. Four participants (4.8%) responded *Mostly no emphasis*. *Tends to have no emphasis* received twelve responses (14.5%), whereas *Tends to have emphasis* received 24 replies (28.9%). Eighteen participants

(21.7%) reported placed *Considerable emphasis* and twenty-two participants (26.5%) indicated *Heavy emphasis*. Eighty percent responded *Tends to have no emphasis* or higher.

As a reference point, Appendix I contains frequency tables noting the responses for each question.

T-Test

An independent sample t-test was utilized to determine if a statistical significance exists between the Peer Coaching Model of evaluation and the Traditional Model of evaluation. An analysis of the statistically significant items, which provided deeper investigation into the results of the study are presented. Table 2 (a) through 5 (e) and Table 3 (a) through 5 (e) provide statistically analysis of the independent sample t-test utilized to make the interpretations regarding the differences that exist between the Peer Coaching Model of evaluation and the Traditional Model of evaluation.

Table 2

Independent T-Test for Questions 1 (a) - 1 (e)

		N	Mean	Std. Deviation	Std. Error Mean
Q 1(a)	C Group Collaborative Evaluation	37	4.54	1.12	.18
	Traditional Evaluation	47	4.70	1.23	.18
Q 1(b)	C Group Collaborative Evaluation	37	4.86	.98	.16
	Traditional Evaluation	47	4.94	.94	.14
Q 1(c)	C Group Collaborative Evaluation	37	4.54	1.02	.17
	Traditional Evaluation	47	4.74	1.05	.15
	Collaborative	37	5.19	.74	.12

Q 1(d)	C Group Evaluation				
	Traditional Evaluation	47	5.00	.78	.11
	Collaborative	37	4.14	1.32	.22
Q 1(e)	C Group Evaluation				
	Traditional Evaluation	47	4.02	1.29	.19

Table 3

Independent T-Test for Questions 2 (b) - 2 (p)

		N	Mean	Std. Deviation	Std. Error Mean
Q 2(b)r	Cgroup Collaborative Evaluation	36	4.03	1.32	.22
	Traditional Evaluation				
Q 2(d)r	Cgroup Collaborative Evaluation	35	4.14	1.57	.27
	Traditional Evaluation				
Q 2(f)r	Cgroup Collaborative Evaluation	37	4.35	1.36	.22
	Traditional Evaluation				
Q 2(h)r	Cgroup Collaborative Evaluation	37	4.76	1.28	.21
	Traditional Evaluation				
Q 2(j)r	Cgroup Collaborative Evaluation	37	4.41	1.32	.22
	Traditional Evaluation				
Q 2(m)r	Cgroup Collaborative Evaluation	37	4.89	1.22	.20
	Traditional Evaluation				
Q 2(o)r	Cgroup Collaborative Evaluation	36	4.31	1.49	.25
	Traditional Evaluation				
Q 2(a)	Cgroup Collaborative Evaluation	37	4.97	1.12	.18
	Traditional Evaluation				
Q 2(c)	Cgroup Collaborative Evaluation	37	4.35	1.48	.24
	Traditional Evaluation				

Q 2(e)	Cgroup	Collaborative Evaluation Traditional Evaluation	37	5.05	1.08	.18
Q 2(g)	Cgroup	Collaborative Evaluation Traditional Evaluation	37	4.78	1.25	.21
Q 2(i)	Cgroup	Collaborative Evaluation Traditional Evaluation	37	4.35	1.40	.23
Q 2(k)	Cgroup	Collaborative Evaluation Traditional Evaluation	37	4.35	1.40	.23
Q 2(l)	Cgroup	Collaborative Evaluation Traditional Evaluation	37	4.81	1.35	.22
Q 2(n)	Cgroup	Collaborative Evaluation Traditional Evaluation	37	4.92	1.23	.20
Q 2(p)	Cgroup	Collaborative Evaluation Traditional Evaluation	37	4.81	1.13	.19

According to this study, one of the survey questions, question 5 (b), yielded a statistically significant response to the survey instrument. This question was part of the instructional practice construct. Question 5 (b), *Ask probing questions about subject matter*, yielded a mean of 5.03 ($N = 37$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 4.46 ($N = 46$). There was a mean difference of 0.57 in favor of the Collaborative Model of Evaluation. This had a noted t -value of 2.393. The significance level was .019 which was considered significant at the .05 level of significance.

The following questions did not yield a statistically significant response. Analysis of Question 1 (a), *You can count on most staff members to help out anywhere, anytime - even though it may not be part of their official assignment*, yielded a measure of

4.54 ($N = 37$) for the collaborative model of evaluation. The Traditional model of evaluation had a measure of 4.70 ($N = 47$). There was a mean difference of .16 in favor of the Traditional model of evaluation. This had a noted t-value of $-.621$. The significant level was $.536$, which was not considered to be statistically significant at the $.05$ level of significance.

An analysis of Question 1 (b), *Teachers in this school are continually learning and seeking new ideas*, yielded a mean of 4.86 ($N = 37$) for the Collaborative model of

Table 4

Independent T-Test for Questions 3 (a) - 3 (k)

		N	Mean	Std. Deviation	Std. Error Mean
Q 3(a)	Cgroup Collaborative Evaluation Traditional Evaluation	34	4.50	1.523	.261
Q 3(c)	Cgroup Collaborative Evaluation Traditional Evaluation	35	2.74	1.197	.202
Q 3(d)	Cgroup Collaborative Evaluation Traditional Evaluation	35	3.74	1.578	.267
Q 3(e)	Cgroup Collaborative Evaluation Traditional Evaluation	34	3.09	1.379	.236
Q 3(f)	Cgroup Collaborative Evaluation Traditional Evaluation	35	4.86	1.396	.236
Q 3(g)	Cgroup Collaborative Evaluation Traditional Evaluation	35	4.91	1.269	.214
Q 3(h)	Cgroup Collaborative Evaluation Traditional Evaluation	34	4.74	1.024	.176
Q 3(i)	Cgroup Collaborative Evaluation Traditional Evaluation	35	3.31	1.078	.182

Q 3(j)	Cgroup	Collaborative Evaluation Traditional Evaluation	35	4.66	1.187	.201
Q 3(k)	Cgroup	Collaborative Evaluation Traditional Evaluation	34	3.94	1.476	.253

Table 5

Independent T-Test for Questions 4 (a), (b), and (f)

	N	Mean	Std. Deviation	Std. Error Mean
Q 4(a) C Group Collaborative Evaluation Traditional Evaluation	36	3.03	1.424	.237
Q 4(b) C Group Collaborative Evaluation Traditional Evaluation	37	4.00	1.841	.303
Q 4(f) C Group Collaborative Evaluation Traditional Evaluation	36	2.17	1.384	.231

evaluation. The Traditional model of evaluation had a mean of 4.94 ($N = 47$). There was a mean difference .08 in favor of the Traditional Model of evaluation. This had a noted t-value of -.339. The significant level was .736, which was not considered to be statistically significant at the .05 level of significance.

An analysis of Question 1 (c), *There is a great deal of cooperative effort among staff members*, yielded a mean of 4.54 ($N = 37$) for the Collaborative model of evaluation. The Traditional model of evaluation had a mean of 4.74 ($N = 47$). There was a mean difference of 0.2 in favor of the Traditional model of evaluation. This had a noted t-value of -.896. The significant level was .373, which was not considered to be significantly significant at the .05 level of significance.

An analysis of Question 1 (d), *Staff members maintain high standards*, yielded a mean of 5.19 ($N = 37$) for the Collaborative model of evaluation. The Traditional model of evaluation had a mean of 5.00 ($N = 47$). There was a mean difference of .19 in favor of the Collaborative model of evaluation. This had a noted t-value of 1.129. The

significant level was .262, which was not considered to be statistically significant at the .05 level of significance.

Table 6

Independent T-Test for Questions 5 (a) - (h)

	N	Mean	Std. Deviation	Std. Error Mean
Q 5(a) Collaborative C Group Evaluation Traditional Evaluation	37	3.95	1.15	.19
Q 5(b) Collaborative C Group Evaluation Traditional Evaluation	37	5.03	1.01	.17
Q 5(c) Collaborative C Group Evaluation Traditional Evaluation	37	5.30	1.13	.19
Q 5(d) Collaborative C Group Evaluation Traditional Evaluation	37	5.08	.86	.14
Q 5(e) Collaborative C Group Evaluation Traditional Evaluation	37	4.97	1.09	.18
Q 5(f) Collaborative C Group Evaluation Traditional Evaluation	37	5.22	.85	.14
Q 5(g) Collaborative C Group Evaluation Traditional Evaluation	36	3.67	1.24	.21
Q 5(h) Collaborative C Group Evaluation Traditional Evaluation	37	4.54	1.35	.22

Table 7

Analysis Using Levene's Test for Equality of Variance – Question 1

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		<i>F</i>	Sig.	<i>t</i>	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Q 1(a)	Equal Variances Assumed	.001	.982	-.621	82	.536	-.16	.26
Q 1(b)	Equal Variances Assumed	.010	.921	-.339	82	.736	-7.13E-02	.21
Q 1(c)	Equal Variances Assumed	.129	.720	-.896	82	.373	-.20	.23
Q 1(d)	Equal Variances Assumed	.253	.616	1.129	82	.262	.19	.17
Q 1(e)	Equal Variances Assumed	.232	.631	.397	82	.692	.11	.29

An analysis of Question 1 (e), *This school seems like a big family, everyone is so close and cordial*, yielded a mean of 4.14 ($N = 37$) for the Collaborative model of evaluation. The Traditional model of evaluation had a mean of 4.02 ($N = 47$). There was a mean difference of .12 in favor of the Collaborative model of evaluation. This had a noted *t*-value of .397. The significance level was .692, which was not considered to be statistically significant at the .05 level of significance.

An independent sample *t*-test was utilized to determine if a statistically significant difference exists between the Peer Coaching Model of Evaluation and the Traditional

Table 8

Analysis Using Levene's Test for Equality of Variance – Question 2

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Q 2(o)r Equal Variances Assumed	.118	.732	.492	81	.624	.16	.32
Q 2(a) Equal Variances Assumed	.455	.502	-.115	82	.908	-2.70E-02	.23
Q 2(c) Equal Variances Assumed	.070	.792	-.169	82	.866	-5.29E-02	.31
Q 2(e) Equal Variances Assumed	.049	.824	.051	82	.959	1.15E-02	.22
Q 2(g) Equal Variances Assumed	.001	.980	.227	82	.821	6.04E-02	.27
Q 2(i) Equal Variances Assumed	.006	.936	.155	81	.877	4.70E-02	.30
Q 2(k) Equal Variances Assumed	.740	.392	-.231	82	.818	-5.98E-02	.26
Q 2(l) Equal Variances Assumed	3.410	.068	-.328	82	.744	-8.28E-02	.25
Q 2(n) Equal Variances Assumed	3.871	.053	-.171	82	.865	-3.85E-02	.23
Q 2(p) Equal Variances Assumed	.025	.875	-.173	82	.863	-4.03E-02	.23
Q 2(b)r Equal Variances Assumed	1.29	.267	-.737	81	.463	-.21	.28

Q 2(d)r Equal Variances Assumed	.025	.876	1.017	78	.313	.37	.36
Q 2(f)r Equal Variances Assumed	.984	.324	.574	82	.568	.16	.28
Q 2(h)r Equal Variances Assumed	.010	.919	.972	82	.334	.27	.28
Q 2(j)r Equal Variances Assumed	.127	.723	-.335	81	.738	-9.46E-02	.28
Q 2(m)r Equal Variances Assumed	1.507	.223	1.058	82	.293	.30	.28

Model of Evaluation. Questions 2 (b), 2 (d), 2 (f), 2 (h), 2 (j), 2 (m), and 2 (o) were reverse coded. Analysis of question 2 (b), *We have very different ideas about what we should emphasize in the curriculum*, yielded a mean of 4.03 ($N = 36$) for the

Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 4.23 ($N = 47$). There was a mean difference of .02 in favor of the Traditional Model of Evaluation. This had a noted t-value of -.737. The significance level was .463 which was not considered significant at the .05 level of significance.

An analysis of Questions 2 (d), *This subject area faculty falls into quite different groups or cliques*, yielded a mean of 4.14 ($N = 35$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 3.78 ($N = 45$). There was a mean difference of 0.36 in favor of the Collaborative Model of Evaluation. This had a noted t-value of 1.017. The significance level was .313 which was not considered statistically significant at the .05 level of significance.

Table 9

Analysis Using Levene's Test for Equality of Variance – Question 3

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Low	Upp
Equal Variances Assumed Q 3 (a) Equal Variances Not Assumed	.044	.835	-.156	77	.877	-.06	.357	-.766	.634
Equal Variances Assumed Q 3 (c) Equal Variances Not Assumed	.200	.656	-.793	78	.430	-.21	.268	-.747	.322
Equal Variances Assumed Q 3 (d) Equal Variances Not Assumed	7.874	.006	-.004	76	.997	.00	.310	-.619	.616
Equal Variances Assumed Q 3 (e) Equal Variances Not Assumed	.431	.513	.455	77	.650	.13	.291	-.448	.713
Equal Variances Assumed Q 3 (f) Equal Variances Not Assumed	1.080	.302	.259	78	.796	.08	.306	-.530	.689
Equal Variances Assumed Q 3 (g) Equal Variances Not Assumed	1.918	.170	.637	78	.526	.20	.319	-.431	.838

Equal Variances Assumed Q 3 (h) Equal Variances Not Assumed	3.41 1	.069	-.318	77	.751	-.09	.273	-.631	.457
Equal Variances Assumed Q 3 (i) Equal Variances Not Assumed	5.01 6	.028	-.446	78	.657	-.13	.292	-.711	.451
Equal Variances Assumed Q 3 (j) Equal Variances Not Assumed	.841	.362	1.83 3	78	.071	.55	.298	-.047	1.13 9
Equal Variances Assumed Q 3 (k) Equal Variances Not Assumed	.076	.783	.221	77	.825	.07	.337	-.596	.745

An analysis of Question 2 (f), *It would be inappropriate to offer help to a colleague who hasn't requested it*, yielded a mean of 4.35 ($N = 37$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 4.19 ($N = 47$). There was a mean difference of .16 in favor of the Collaborative Model of Evaluation. This had a noted t-value of .574. The significance level was .568 which was not considered significant at the .05 level of significance.

An analysis of Question 2 (h), *We have little idea of each others teaching goals and classroom practices*, had a mean of 4.76 ($N = 37$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation yielded a mean of 4.49 ($N = 47$). There was a mean difference of .27 in favor of the Collaborative Model of Evaluation. This had a noted t-value of .972. The significance level is .334 which was not considered significant at the .05 level of significance.

Table 10

Analysis Using Levene's Test for Equality of Variance – Question 4

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	<i>F</i>	Sig	<i>t</i>	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Low	Upp
Equal Variances Assumed Q 4 (a) Equal Variances Not Assumed	.000	.986	1.340	80	.184	.42	.313	-.203	1.041
Equal Variances Assumed Q 4 (b) Equal Variances Not Assumed	1.107	.296	1.256	79	.213	.52	.416	-.306	1.351
Equal Variances Assumed Q 4 (f) Equal Variances Not Assumed	.334	.565	-.473	80	.637	-.14	.291	-.717	.441

Table 11

Analysis Using Levene's Test for Equality of Variance – Question 5

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	<i>F</i>	Sig.	<i>t</i>	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal Variances Assumed Q 5 (a) Equal Variances Not Assumed	.374	.542	.301	81	.764	7.64E-02	.25
Equal Variances Assumed Q 5 (b) Equal Variances Not Assumed	3.209	.077	2.393	81	.019	.57	.24
Equal Variances Assumed Q 5 (c) Equal Variances Not Assumed	5.297	.024	-.548	56.607	.586	-.12	.21
Equal Variances Assumed Q 5 (d) Equal Variances Not Assumed	5.716	.019	1.126	80.093	.264	.25	.23
Equal Variances Assumed Q 5 (e) Equal Variances Not Assumed	1.850	.178	-.024	81	.981	-5.29E-03	.22
Equal Variances Assumed Q 5 (f) Equal Variances Not Assumed	.045	.833	.720	81	.474	.15	.21

Equal Variances Assumed Q 5 (g) Equal Variances Not Assumed	.027	.869	1.366	80	.176	.36	.27
Equal Variances Assumed Q 5 (h) Equal Variances Not Assumed	.269	.605	.868	81	.388	.26	.30

An analysis of Question 2 (j), *Colleagues are generally protective of instructional materials or activities they've developed*, yielded a mean of 4.41 ($N = 37$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean 4.50 ($N = 46$). There was a mean difference of .09 in favor of the Traditional Model of Evaluation. This had a noted t-value of $-.335$. The significance level is $.738$ which was not considered significant at the $.06$ level of significance.

Analysis of Question 2 (m), *There is a lot of disagreement among us about how to teach the subject*, revealed a mean of 4.89 ($N = 37$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation yielded a mean of 4.60 ($N = 47$). There was a mean difference of $.29$ in favor of the Collaborative Model of Evaluation. This had a noted t-value of 1.058 . The significance level is $.293$ which was not considered significant at the $.05$ level of significance.

An analysis of Question 2 (o), *Most take a 'hands off' attitude toward each others careers*, yielded a mean of 4.31 ($N = 36$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 4.15 ($N = 47$). There was a mean difference of $.16$ in favor of the Collaborative Model of Evaluation. This had a noted t-

value of .492. The significance level is .624 which was not considered significant at the .05 level of significance.

The following questions 2 (a), 2 (c), 2 (e), 2 (g), 2 (i), 2 (k), 2 (n), and 2 (p) were noted reverse coded. An analysis of Question 2 (a), *We share ideas about teaching openly*, yielded a mean of 4.97 ($N = 37$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 5.00 ($N = 47$). There was a mean difference of .03 in favor of the Traditional Model of Evaluation. This had a noted t-value of -.115. The significance level is .908 which was not considered significant at the .05 level of significance.

Analyzing Question 2 (c), *It is common for us to share samples of work done by our students*, revealed a mean of 4.35 ($N = 37$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 4.40 ($N = 47$). There was a mean difference of .05 in favor of the Traditional Model of Evaluation. This had a noted t-value of -.169. The significance level is .866, which was not considered significant at the .05 level of significance.

An analysis of Question 2 (e), *We regularly meet to discuss particular common problems and challenges we are facing in the classroom*, yielded a mean of 5.05 ($N = 37$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 5.04 ($N = 47$). There was a mean difference of .01 in favor of the Collaborative Model of Evaluation. This had a noted t-value of .051. The significance level .959 which was not considered significant at the .05 level of significance.

An analysis of Question 2 (g), *We often work together to develop teaching materials or activities for particular classes*, had a mean of 4.78 ($N = 37$) for the

Collaborative Model of Evaluation. The Traditional Model of Evaluation yielded a mean of 4.72 ($N = 47$). There was a mean difference of .06 in favor of the Collaborative Model of Evaluation. This had a noted t-value of .227. The significance level is .821, which was not considered significant at the .05 level of significance.

An analysis of Questions 2 (i), *There is little disagreement about what should be taught in our subject area*, yielded a mean of 4.35 ($N = 37$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 4.30 ($N = 46$). There was a mean difference of .05 in favor of the Collaborative Model of Evaluation. This had a noted t-value of .155. The significance level is .877, which was not considered significant at the .05 level of significance.

An analysis of Question 2 (k), *Relations among us are cordial and caring*, had a mean of 4.92 ($N = 37$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation yielded a mean of 4.98 ($N = 47$). There was a mean difference of .06 in favor of the Traditional Model of Evaluation. This had a t-value of -.231. The significance level is .818, which was not considered significant at the .05 level of significance.

An analysis of Question 2 (l), *We often seek each others advice about professional issues and problems*, yielded a mean of 4.81 ($N = 37$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 4.89 ($N = 47$). There was a mean difference of .08 in favor of the Traditional Model of Evaluation. This had a t-value of -.328. The significance level is .744, which was not considered significant at the .05 level of significance.

An analysis of Question 2 (n), *We share views of students and how to relate to them*, had a mean of 4.92 ($N = 37$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation yielded a mean of 4.96 ($N = 47$). There was a mean difference of .04 in favor of the Traditional Model of Evaluation. This had a t-value of -.171. The significance level is .865 which was not considered significant at the .05 level of significance.

An analysis of Question 2 (p), *We admire one another's teaching on the whole*, yielded a mean of 4.81 ($N = 37$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 4.85 ($N = 47$). The mean difference is .04 in favor of the Traditional Model of Evaluation. This had a t-value of -.173. The significance level is .863 which is not considered significant at the .05 level of significance.

An analysis of Question 3 (a), *Works individually on exercises, worksheets, or workbooks*, yielded a mean of 4.50 ($N = 34$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 4.56 ($N = 45$). There is a mean difference of .06 in favor of the Traditional Model of Evaluation. This had a noted t-value of -.156. The significance level was .877, which was not considered significant at the .05 level of significance.

Question 3 (b), *Works in groups on in-class assignments*, was eliminated from the 2000 survey edition.

Analyzing Question 3 (c), *Work on a project that requires data collection*, revealed a mean of 2.74 ($N = 35$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation yielded a mean of 2.96 ($N = 45$). There was a mean

difference of .22 in favor of the Traditional Model of Evaluation. This had a noted t-value of -.793. The significance level was .430, which was not considered significant at the .05 level of significance.

An analysis of question 3 (d), *Review and discuss the work of other students*, yielded a mean of 3.74 ($N = 35$) for the Collaborative Model of Evaluation. The Traditional Model of evaluation had a mean of 3.74 ($N = 43$). There was no mean difference between the Collaborative Model of Evaluation and the Traditional Model of Evaluation. This had a noted t-value of -.004. The significance level was .997, which was not considered significant at the .05 level of significance.

An analysis of Question 3 (e), *Work on group investigations that extend for several days*, yielded a mean of 3.09 ($N = 34$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 2.96 ($N = 45$). There was a mean difference of 0.13 in favor of the Collaborative Model of Evaluation. This had a noted t-value of .455. The significance level was .650 which was not considered significant at the .05 level of significance.

An analysis of Question 3 (f), *Explain their reasoning to the class*, yielded a mean of 4.86 ($N = 35$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 4.78 ($N = 45$). There was a mean difference of .08 in favor of the Collaborative Model of Evaluation. This had a noted t-value of .259. The significance level was .796, which was not considered significant at the .05 level of significance.

An analysis of Question 3(g), *Listen to or observe teacher presentations*, yielded a mean of 4.91 ($N = 35$) for the Collaborative Model of Evaluation. The Traditional Model

of Evaluation had a mean of 4.71 ($N = 45$). There was a mean difference of 0.2 in favor of the Collaborative Model of Evaluation. This had a t-value of .637. The significance level was .526 which was not considered significant at the .05 level of significance.

Analyzing Question 3 (h), *Answer factual questions in a whole class setting*, revealed a mean of 4.74 ($N = 34$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation yielded a mean of 4.82 ($N = 45$). There was a mean difference of .08 in favor of the Traditional Model of Evaluation. This had a t-value of -.318. The significance level was .751 which was not considered significant at the .05 level of significance.

An analysis of Question 3 (i), *Work on an individual project that takes several days*, yielded a mean of 3.31 ($N = 35$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation yielded a mean of 3.44 ($N = 45$). There was a mean difference of 0.13 in favor of the Traditional Model of Evaluation. This had a t-value of -.446. The significance level of .657 which was not considered significant at the .05 level of significance.

An analysis of Question 3 (j), *Discuss ideas for a sustained period*, yielded a mean of 4.66 ($N = 35$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 4.11 ($N = 45$). There was a mean difference of 0.55 in favor of the Collaborative Model of Evaluation. This has a t-value of 1.833. The significance level of .071 was not considered significant at the .05 level of significance.

Analysis of Question 3 (k), *Reflect on their work and set future goals*, revealed a mean of 3.94 ($N = 34$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 3.87 ($N = 45$). The mean difference is .07 in favor of the

Collaborative Model of Evaluation. This had a noted t-value of .226. The significance level of .825 which was not considered significant at the .05 level of significance.

An analysis of Questions 4 (a), 4 (b), and 4 (f) pertain to the overall question, *How important are each of the following kinds of assessments for you in judging how well students are learning*. Analysis of Question 4 (a), *Multiple choice tests*, yielded a mean of 3.03 ($N = 36$) for the Collaborative Model. The Traditional Model of Evaluation had a mean of 2.61 ($N = 46$). The mean difference is .42 in favor of the Collaborative Model of Evaluation. There is a noted t-value of 1.340. The significance level of .84 which was not considered at the .05 level of significance.

An analysis of Question 4 (b), *Essay tests*, yielded a mean of 4.00 ($N = 37$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 3.48 ($N = 44$). There was a mean difference of .52 in favor of the Collaborative Model of Evaluation. This had a noted t-value of 1.256. The significance level was .213 which was not considered significant at the .05 level of significance.

An analysis of Question 4 (f), *Standardized test results*, yielded a mean of 2.17 ($N = 36$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 2.30 ($N = 46$). The mean difference of .13 in favor of the Traditional Model of Evaluation. There is a noted t-value of -4.73. The significance level was .637 which was not considered significant at the .05 level of significance.

Question 4 (c), *Student work on open-ended problems/projects*, was eliminated from the 2000 survey edition.

Question 4 (d), *Portfolio of student work*, Questions 4 (e), *Products of group projects*, and Question 4 (g), *Work samples*, are part of the Reform Domain. Based on

the reliability coefficient for this subsection an alpha of .1578 this researcher opted to eliminate these even though the BASRC reported an alpha of .59. Correlation on these items indicate, for this study, that the items were not well associated or related.

Questions 5 (a) through 5 (h) relate to the overall question, *How much emphasis do you place on each of the following criteria on assessing student progress?* The student showed increased ability to: An analysis of Question 5 (a), *Recall factual information*, yielded a mean of 3.95 ($N = 37$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 3.87 ($N = 46$). There was a mean difference of .08 in favor of the Collaborative Model of Evaluation. This had a noted t-value of .301. The significance level of .746, which was not considered significant at the .05 level of significance.

Analyzing Question 5 (c), *Apply what he/she has learned to new questions, situations, and subjects*, revealed a mean of 5.30 ($N = 37$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 5.41 ($N = 46$). There was a mean difference of .11 in favor of the Traditional Model of Evaluation. This had a noted t-value of -.548. The significance level of .586 which was not considered significant at the .05 level of significance.

An analysis of Question 5 (d), *Reflect on his/her own progress*, yielded a mean of 5.08 ($N = 37$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 4.83 ($N = 46$). There was a mean difference of .25 in favor of the Collaborative Model of Evaluation. This had a noted t-value of 1.126. The significance level of .264 which was not considered significant at the .05 level of significance.

An analysis of Question 5 (e), *Master basic skills*, had a mean of 4.97 ($N = 37$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation yielded a mean of 4.98 ($N = 46$). There was a mean difference of .01 in favor of the Traditional Model of Evaluation. This had a noted t-value of -.024. The significance level of .981, which was not considered significant at the .05 level of significance.

An analysis of Question 5 (f), *Express his/her own ideas about subject matter*, had a mean of 5.22 ($N = 37$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 5.07 ($N = 46$). There was a mean difference of .15 in favor of the Collaborative Model of Evaluation. This had a noted t-value of .720. The significance level of .474 which was not considered significant at the .05 level of significance.

An analysis of Question 5 (g), *Work with speed and accuracy*, revealed a mean of 3.67 ($N = 36$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 3.30 ($N = 46$). There was a mean difference of .37 in favor of the Collaborative Model of Evaluation. This had a t-value of 1.366. The significance level of .176 was not considered significant at the .05 level of significance.

An analysis of Question 5 (h), *Provide constructive feedback to students*, yielded a mean of 4.54 ($N = 37$) for the Collaborative Model of Evaluation. The Traditional Model of Evaluation had a mean of 4.28 ($N = 46$). There was a mean difference of 0.26 in favor of the Collaborative Model of Evaluation. This had a t-value of .868. The significance level of .388 was not considered significant at the .05 level of significance.

In addition to the independent sample t-test, investigation participants scores on the 1998 Bay Area School Reform Collaborative Teacher's Survey were also analyzed

using a 2 x 2 analysis of variance (ANOVA). The ANOVA sought to determine if there was a statistical difference between teachers using a collaborative model of evaluation or a traditional model of evaluation with regard to collegiality and instructional practice. The groups included the following: peer coaching, other collaborative types, traditional with choice, and traditional without choice. This type of statistical analysis (ANOVA) was utilized in order to determine if a statistical difference, "exists among population means categorized by only one factor or independent variable." (Witte & White, 1997, p. 346).

Table 12

ANOVA for questions 1 (a) through (e)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.361	3	4.454	3.486	.020
Q 1(a) Collegiality					
Within Groups	102.199	80	1.277		
Total	115.560	83			
Between Groups	2.039	3	.680	.743	.530
Q 1(b) Collegiality					
Within Groups	73.199	80	.915		
Total	75.238	83			
Between Groups	2.856	3	.952	.884	.453
Q 1(c) Collegiality					
Within Groups	86.132	80	1.077		
Total	88.988	83			
Between Groups	.927	3	.309	.521	.669
Q 1(d) Collegiality					
Within Groups	47.489	80	.594		
Total	48.417	83			
Between Groups	9.219	3	3.073	1.886	.139
Q 1(e) Collegiality					
Within Groups	130.352	80	1.629		

Total	139.571	83			
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Table 13

ANOVA for questions 2 (b)r, (d)r, (f)r, (h)r, (j)r, (m)r, (o)r, and 2 (a), (c), (g), (i), (k), (l), (n), and (p)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.199	3	1.066	.663	.577
Q 2(b)r Collegiality					
Within Groups	127.066	76	1.608		
Total	130.265	79			
Between Groups	12.742	3	4.247	1.717	.171
Q 2(d)r Collegiality					
Within Groups	187.946	76	2.473		
Total	200.688	79			
Between Groups	4.110	3	1.370	.855	.468
Q 2(f)r Collegiality					
Within Groups	128.129	80	1.602		
Total	132.238	83			
Between Groups	5.279	3	1.760	1.128	.343
Q 2(h)r Collegiality					
Within Groups	124.757	80	1.559		
Total	130.036	83			
Between Groups	3.719	3	1.240	.760	.520
Q 2(j)r Collegiality					
Within Groups	128.883	79	1.631		
Total	132.602	82			
Between Groups	5.646	3	1.882	1.167	.328
Q 2(m)r Collegiality					
Within Groups	129.056	80	1.613		
Total	134.702	83			
Between Groups	21.780	3	7.206	3.920	.012
Q 2(o)r Collegiality					
Within Groups	146.317	79	1.852		
Total	168.096	82			

Between Groups	4.493	3	1.498	1,254	.263
Q 2(a) Collegiality					
Within Groups	88.495	80	1,196	-	
Total	92.988	83			
Between Groups	2.382	3	.794	.389	.761
Q 2(c) Collegiality					
Within Groups	163.427	80	2.043		
Total	165.810	83			
Between Groups	3.793	3	1.264	.872	.459
Q 2(g) Collegiality					
Within Groups	115.957	80	1.449		
Total	119.750	83			
Between Groups	.686	3	.229	.119	.949
Q 2(i) Collegiality					
Within Groups	151.531	79	1.918		
Total	152.217	82			
Between Groups	1.471	3	.490	.349	.790
Q 2(k) Collegiality					
Within Groups	112.338	80	1.404		
Total	113.810	83			
Between Groups	2.230	3	.743	.561	.643
Q 2(l) Collegiality					
Within Groups	106.056	80	1.326		
Total	108.286	83			
Between Groups	1.350	3	.450	.422	.738
Q 2(n) Collegiality					
Within Groups	85.352	80	1.067		
Total	86.702	83			
Between Groups	1.686	3	.562	.500	.684
Q 2(p) Collegiality					
Within Groups	89.981	80	1.125		
Total	91.667	83			

Table 14

ANOVA for questions 3 (a), (c) - (k)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups Q 3(a) Instructional Practice	2.596	3	.865	.347	.791
Within Groups	187.075	75	2.494		
Total	189.671	78			
Between Groups Q 3(c) Instructional Practice	2.692	3	.897	.627	.600
Within Groups	108.795	76	1.432		
Total	111.488	79			
Between Groups Q 3(d) Instructional Practice	13.316	3	4.439	2.575	.060
Within Groups	127.556	74	1.724		
Total	140.872	77			
Between Groups Q 3(e) Instructional Practice	6.160	3	2.053	1.274	.289
Within Groups	120.828	75	1.611		
Total	126.987	78			
Between Groups Q 3(f) Instructional Practice	14.392	3	5.131	3.028	.035
Within Groups	128.795	76	1.695		
Total	144.188	79			
Between Groups Q 3(g) Instructional Practice	3.386	3	1.129	.559	.644
Within Groups	153.414	76	2.019		
Total	156.800	79			
Between Groups Q 3(h) Instructional Practice	.667	3	.222	.151	.929

Within Groups	110.675	75	1.476		
Total	111.342	78			
Between Groups Q 3(i) Instructional Practice	2.003	3	.668	.393	.758
Within Groups	128.985	76	1.697		
Total	130.987	79			
Between Groups Q 3(j) Instructional Practice	11.741	3	3.914	2.280	.086
Within Groups	130.459	76	1.717		
Total	142.200	79			
Between Groups Q 3(k) Instructional Practice	1.420	3	.423	.212	.888
Within Groups	167.769	75	2.237		
Total	169.190	78			

Table 15

ANOVA for questions 4 (a), (b), and (f)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups Q 4(a) Instructional Practice	11.330	3	3.777	1.962	.127
Within Groups	150.145	78	1.925		
Total	161.476	81			
Between Groups Q 4(b) Instructional Practice	9.958	3	3.319	.945	.423
Within Groups	270.511	77	3.513		
Total	280.469	80			
Between Groups Q 4(f) Instructional Practice	1.431	3	.477	.274	.844
Within Groups	135.691	78	1.740		
Total	127.122	81			

Using the ANOVA results, there were three questions out of the forty-three questions that were considered to be statistically significant. Using the ANOVA results to determine if Question 1 (a), *You can count on most staff members to help out anywhere, anytime - even though it may not be part of their official assignment*, is statistically significant, one must reference the mean squares between and within groups the F-value for this question was 3.486. The mean squares between groups was 4.454, while the mean squares within groups was 1.277. There was a mean square difference of 3.177 in favor of between groups. The significance level was .020, which was considered to be statistically significant at the .05 level of significance. This indicates that there is a

Table 16

ANOVA for questions 5 (a) - (h)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.463	3	2.154	1.689	.176
Q 5(a) Instructional Practice					
Within Groups	100.766	79	1.276		
Total	107.229	82			
Between Groups	9.239	3	3.080	2.650	.055
Q 5(b) Instructional Practice					
Within Groups	91.821	79	1.162		
Total	101.060	82			
Between Groups	2.983	3	.994	1.224	.307
Q 5(c) Instructional Practice					
Within Groups	64.174	79	.812		
Total	67.157	82			
Between Groups	6.406	3	2.135	1.955	.128
Q 5(d) Instructional Practice					
Within Groups	86.293	79	1.092		
Total	92.699	82			
Between Groups	2.253	3	.751	.744	.529
Q 5(e) Instructional Practice					
Within Groups	79.699	79	1.009		
Total	81.952	82			
Between Groups	.544	3	.181	.196	.899
Q 5(f) Instructional Practice					
Within Groups	72.998	79	.924		
Total	73.542	82			
Between Groups	6.666	3	2.222	1.580	.201
Q 5(g) Instructional Practice					

Within Groups	109.724	78	1.407		
Total	116.390	81		-	
Between Groups	4.672	3	1.557	.859	.455
Q 5(h) Instructional Practice					
Within Groups	143.207	79	1.813		
Total	147.880	82			

much greater difference between groups (Collaborative vs. Traditional Model of Evaluation) than with-in the same group.

Using the ANOVA results to determine if Question 2 (o)r, *Most take a hands-off attitude toward each other's careers*, is statistically significant. One must reference the mean squares between and within groups. The F-value for this question is 3.920. The mean squares between groups is 7.260, while the mean squares within groups is 1.852. There is a mean square difference of 5.408, in favor of the between groups. The level of significance is .012, which is considered statistical significant at the .05 level of significance. Using the ANOVA results to determine if question 3 (f), *Explain their reasoning to the class*, is statistically significant. In order to determine the statistical significance one must reference the mean squares between and within groups. The F-value for this question is 3.028. The mean squares between groups is 5.131, while the mean square within groups is 1.695. There is a mean square difference of 3.436, in favor of the between groups. The significance level of .035 is considered statistically significant at the .05 level of significance.

The following ANOVA's were not considered to be statistically significant; 1 (b)-(e), 2 (a)-(n) and (p), 3 (a)-(e), 3 (g)-(k), 4 (a), (b), (f), and 5 (a)-(h).

Using the ANOVA results to determine if Question 1 (b), *Teachers in this school are continually learning and seeking new ideas*, is statistically significant. In order to determine the statistical significance one must reference the mean squares between and within groups. The F-value for this question was .743. The mean squares between groups was .680, while the mean squared within groups was .915. There was a mean square difference of .235 in favor of within groups. The significance level of .530 was not considered to be statistically significant at the .05 level of significance.

Using the ANOVA results to determine if Question 1 (c), *There is a great deal of cooperative effort among staff members*, is statistically significant. In order to determine the statistical significance, one must reference the mean squares between and within the groups. The F-value for this question was .884. The mean squares between groups was .952, while the mean squares within groups was 1.077. There was a mean square difference of 0.125 in favor of the within groups. The significance level was .453, which was not considered to be statistically significant at the .05 level of significance.

Using the ANOVA results to determine if Question 1 (d), *Staff members maintain high standards*, is statistically significant. In order to determine the statistical significance, one must reference the mean squares between and within groups. The F-value for this question was .521. The mean squares between groups was .309, while the mean square within groups was .594. There was a mean square difference of .285 in favor of the within groups. The significance level was .669, which was not considered significant at the .05 level of significance.

Using the ANOVA results to determine if Question 1 (e), *This school seems like a big family, everyone is so close and cordial*, is statistically significant. In order to

determine if the statistical significance, one must reference the mean squares between and within groups. The F-value for this question was 1.886. The mean squares between was 3.073, while the mean squares within groups was 1.629. There was a mean square difference of 1.444 in favor of between groups. The significance level was .139, which was not considered significant at the .05 level of significance.

Using the ANOVA results to determine if Question 2 (a), *We share ideas about teaching openly*, is statistically significant. In order to determine if the statistical significance, one must reference the mean squares between and within groups. The F-value was 1.356. The mean squares between groups was 1.498, while the mean squares within groups was 1.106. There was a mean square difference of .392, in favor of the between groups. The significance level was .263, which was not considered significant at the .05 level of significance.

Using the ANOVA results to determine if Question 2 (b)r, *We have very different ideas about what we should emphasize in the curriculum*, is statistically significant. In order to determine the statistical significance, one must reference the mean squares between and within groups. The F-value for this question was .577. The mean squares between groups was 1.066, while the mean squares within groups was 1.608. There was a mean square difference of 0.542 in favor of the within groups. The significance level of .577 was not considered significant at the .05 level of significance.

Using the ANOVA results to determine if Question 2 (c), *It is common for us to share samples of work done by our students*, is statistically significant. In order to determine the statistical significance, one must reference the mean squares between and within groups. The F-value for this question was .389. The mean squares between

groups was .794, while the mean squares within groups was 2.043. There was a mean square difference of 1.249 in favor of the within groups. The significance level was .761 which is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if Question 2 (d)r, *This subject area faculty falls into quite different groups or cliques*, is statistically significant. In order to determine the statistical significance one must reference the mean squares between and within groups. The F-value for this question was 4.247, while the mean squares within groups was 2.473. There was a mean square difference of 1.774 in favor of the between groups. The significance level was .171 which is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if Question 2 (f)r, *It would be inappropriate to offer to a colleague who hasn't requested*, is statistically significant. In order to determine the statistical significance, one must reference the mean squares between and within groups. The F-value for this question was .855. The mean squares between groups was 1.370, while the mean squares within groups was 1.602. There was a mean square difference of .232 in favor of the within groups. The significance level was .468, which is not considered significant at the .05 level of significance.

Using the ANOVA results to determine if Question 2 (g), *We often work together to develop teaching materials or activities for particular classes*, is statistically significant. In order to determine the statistical significance, one must reference the mean squares within and between groups. The F-value for this group was .872. The mean square between groups was 1.264, while the mean square within groups was 1.449.

There was a mean difference of .185 in favor of the within groups. The significance level was .459 which is not considered significant at the .05 level of significance.

Using the ANOVA results to determine if Question 2 (h)r, *We have little idea of each other's teaching goals and classroom practices*, is statistically significant. In order to determine the statistical significance, one must reference the mean squares between and within groups. The F-value for this question was 1.128. The mean squares between groups was 1.760, while the mean squares within groups was 1.559. There was a mean square difference of .201 in favor of the between groups. The significance level was .343, which is not considered significant at the .05 level of significance.

Using the ANOVA results to determine if Question 2 (i), *There is little disagreement about what should be taught in or subject area*, is statistically significant. In order to determine the statistical significance, one must reference the mean squares between and within groups. The F-value for this question was .119. The mean squares between groups was .229, while the mean squares within groups was 1.918. There was a mean square difference of 1.689 in favor of the within groups. The significance level was .949, which is not considered significant at the .05 level of significance.

Using the ANOVA results to determine if Question 2 (j)r, *Colleagues are generally protective of instructional materials or activities they've developed*, is statistically significant. In order to determine the statistical significance, one must reference the mean squares between and within groups. The F-value for this question was .760. The mean squares between groups was 1.240, while the mean squares within groups was 1.631. There was a mean square difference of 0.48 in favor of the within groups. The

significance level of .520 is not considered statistically significant at the 0.5 level of significance.

Using the ANOVA results to determine if Question 2 (k), *Relations among us are cordial and caring*, is statistically significant. In order to determine the statistical significance, one must reference the mean squares between and within groups. The F-value for this question was .349. The mean squares between groups was .490, while the mean squares within groups was 1.404. There was a mean square difference of .914 in favor of the within groups. The significance level of .790 is not considered statistically significant at the 0.5 level of significance.

Using the ANOVA results to determine if Question 2 (l), *We often seek each other's advice about professional issues and problems*, is statistically significant. In order to determine the statistical significance, one must reference the mean squares between and within groups. The F-value for this question was .561. The mean squares between groups was .743, while the mean squares within groups was 1.326. There was a mean square difference of .583 in favor of the within groups. The significance level is .643, which is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if Question 2 (m)r, *There is a lot of disagreement among us about how to teach the subject*, is statistically significant. In order to determine the statistical significance, one must reference the mean squares between and within groups. The F-value for this question was 1.167. The mean squares between groups is 1.882, while the mean squares within groups is 1.613. There is a mean square difference of .269 in favor of the between groups. The significance level of .328 is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if Question 2 (n), *We share views of students and how to relate to them*, is statistically significant. One must reference the mean squares between and within groups. The F-value for this question is .422. The mean squares between groups is .450, while the mean square with groups is 1.067. There is a mean square difference of .617 in favor of the within groups. The significance level of .738 is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if Question 2 (p), *We admire one another's teaching on the whole*, is statistically significant. In order to determine the statistical significance, one must reference the mean square between and within groups. The F-value for this question is .500. The mean squares between groups is .562 while the mean squares within groups is 1.125. There is a mean square difference of .563 in favor of within groups. The significance level of .684 is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if Question 3 (a), *Work individually on exercises, worksheets, or work books*, is statistically significant. In order to determine the statistical significance one must reference the mean squares between and within groups. The F-value for this question is .347. The mean squares between groups is .865, while the mean squares within groups 2.494. The mean square difference of 1.629 in favor of the within groups. The significance level of .791 is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if Question 3 (c), *Work on a project that requires data collection*, is statistically significant. In order to determine the statistical significance one must reference the mean squares between and within groups. The F-

value for this question is .627. The mean squares between groups is .897 and within groups is 1.432. The mean square difference is .535 in favor of the within groups. The significance level of .600 is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if Question 3 (d), *Review and discuss the work of other students*, is statistically significant. In order to determine the statistical significance one must reference the mean squares between and within groups. The F-value for this question is 2.575. The mean squares between groups is 4.439, while the mean square within groups is 1.724. There is a mean square difference of 1.864 in favor of the between groups. The significance level of .060 is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if question 3 (e), *Work on group investigations that extend for several days*, is statistically significant. In order to determine the statistical significance one must reference the mean squares between and within groups. The F-value for this question is 1.274. The mean squares between groups is 2.053, while the mean square within groups is 1.611. There is a mean square difference of 0.442, in favor of the between groups. The significance level of .289 is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if question 3 (g), *Listen to or observe teacher presentations*, is statistically significant. In order to determine the statistical significance one must reference the mean squares between and within groups. The F-value for this question is .559. The mean squares between groups is 1.129, while the mean square within groups is 2.019. There is a mean square difference of 0.89, in favor of

the within groups. The significance level of .644 is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if question 3 (h), *Answer factual questions in a whole class setting*, is statistically significant. In order to determine the statistical significance one must reference the mean squares between and within groups. The F-value for this question is .151. The mean squares between groups is .222, while the mean square within groups is 1.476. There is a mean square difference of 1.254, in favor of the within groups. The significance level of .929 is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if question 3 (i), *Work on an individual project that takes several days*, is statistically significant. In order to determine the statistical significance one must reference the mean squares between and within groups. The F-value for this question is .393. The mean squares between groups is .668, while the mean square within groups is 1.697. There is a mean square difference of 1.029, in favor of the within groups. The significance level of .758 is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if question 3 (j), *Discuss idea for a sustained period*, is statistically significant. In order to determine the statistical significance one must reference the mean squares between and within groups. The F-value for this question is 2.280. The mean squares between groups is 3.914, while the mean square within groups is 1.717. There is a mean square difference of 2.197, in favor of the between groups. The significance level of .086 is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if question 3 (k), *Reflect on their work and set future learning goals*, is statistically significant. In order to determine the statistical significance, one must reference the mean squares between and within groups. The F-value for this questions is .212. The mean square between groups is .473, while the mean squares within groups is 2.237. There is a mean square difference of 1.764 in favor of the within groups. The significance level of .888 is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if question 4 (a), *Multiple-choice test*, is statistically significant. In order to determine the statistical significance one must reference the mean squares between and within groups. The F-value for this question is 1.962. The mean squares between groups is 3.777, while the mean square within groups is 1.925. There is a mean square difference of 1.852, in favor of the between groups. The significance level of .127 is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if question 4 (b), *Essay tests*, is statistically significant. In order to determine the statistical significance one must reference the mean squares between and within groups. The F-value for this question is .945. The mean squares between groups is 3.319, while the mean square within groups is 3.513. There is a mean square difference of .194, in favor of the within groups. The significance level of .423 is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if question 4 (f), *Standardized test results*, is statistically significant. In order to determine the statistical significance one must

reference the mean squares between and within groups. The F-value for this question is .274. The mean squares between groups is .477, while the mean square within groups is 1.740. There is a mean square difference of 1.263, in favor of the within groups. The significance level of .844 which is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if question 5 (a), *Recall factual information*, is statistically significant. In order to determine the statistical significance one must reference the mean squares between and within groups. The F-value for this question is 1.689. The mean squares between groups is 2.154, while the mean square within groups is 1.276. There is a mean square difference of .465, in favor of the between groups. The significance level of .176 which is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if question 5 (b), *Ask probing questions about subject matter*, is statistically significant. In order to determine the statistical significance one must reference the mean squares between and within groups. The F-value for this question is 2.650. The mean squares between groups is 3.080, while the mean square within groups is 1.162. There is a mean square difference of 1.918, in favor of the between groups. The significance level of .055 which is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if question 5 (c), *Apply what he/she has learned to new questions, situations, and subjects*, is statistically significant. In order to determine the statistical significance one must reference the mean squares between and within groups. The F-value for this question is 1.224. The mean squares between groups

is .994, while the mean square within groups is .812. There is a mean square difference of .182, in favor of the between groups. The significance level of .307 which is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if question 5 (d), *Reflect on his/her progress*, is statistically significant. In order to determine the statistical significance one must reference the mean squares between and within groups. The F-value for this question is 1.955. The mean squares between groups is 2.135, while the mean square within groups is 1.092. There is a mean square difference of 1.043, in favor of the between groups. The significance level of .128 which is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if question 5 (e), *Master basic skills*, is statistically significant. In order to determine the statistical significance one must reference the mean squares between and within groups. The F-value for this question is .744. The mean squares between groups is .751, while the mean square within groups is 1.009. There is a mean square difference of .258, in favor of the within groups. The significance level of .529 which is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if question 5 (f), *Express his/her own ideas about subject matter*, is statistically significant. In order to determine the statistical significance one must reference the mean squares between and within groups. The F-value for this question is .196. The mean squares between groups is .181, while the mean square within groups is .924. There is a mean square difference of .743, in favor of the

between groups. The significance level of .899, which is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if question 5 (g), *Work with speed and accuracy*, is statistically significant. In order to determine the statistical significance one must reference the mean squares between and within groups. The F-value for this question is 1.580. The mean squares between groups is 2.222, while the mean square within groups is 1.407. There is a mean square difference of .815, in favor of the between groups. The significance level of .201, which is not considered statistically significant at the .05 level of significance.

Using the ANOVA results to determine if question 5 (h), *Provide constructive feedback to other students*, is statistically significant. In order to determine the statistical significance one must reference the mean squares between and within groups. The F-value for this question is .859. The mean squares between groups is 1.557, while the mean square within groups is 1.813. There is a mean square difference of .256, in favor of the within groups. The significance level of .466, which is not considered statistically significant at the .05 level of significance.

Research Questions - Transcription

This section will present the six questions and the responses of the five elementary teachers who participated in the semi-structured interviews. The responses of the five participants are organized according to the six questions that were asked of each teacher by the researcher.

Question One

How would you describe your experience with peer coaching to someone who has never participated in peer coaching?

Teacher 1: Well I would probably start by saying that, um, peer coaching is probably one of the best experiences that you could have if you have the opportunity to do so. It is just the opportunity to work with a colleague, um, to whatever extent you want to make it work really. I mean there's a lot of, I'm sure there is a lot of variation in how people do peer coach. Um, and you know when we began we did have some training and I would recommend formal training, but even without that, to do some reading on what peer coaching is and just to try it. Um, it gives you the opportunity to, um, really reflect on yourself as a teacher, um, what your doing in the classroom, to be able to observe someone else in the classroom, which, as teachers, we rarely get the opportunity to do. That's one of the problems in education is that we don't see each other.

Isolation, and um, just that in and of itself. To get out of your room and go to a colleague's room, and you know, peer coaching does not have to be someone who teaches the same thing you do. It's actually most beneficial when it's not, um, but you really can get feedback without that administrator sorta of feeling. You are dealing with a colleague and who is truly is there just to become a better teacher, and give suggestions and some feedback and guidance, and that's basically is what peer coaching is.

Teacher 2: I found peer coaching to be the most invaluable experience to my professional development. When the whole alternative evaluation model came up in the

district I had just gotten tenure, so I was sorta looking at it like 'wow, this could be my first year to only be observed once!' And I said that's really not going to do much for me. In terms of the direction I want to head in, and _____ and I got together and started talking about some of the things we believed in for learning and classroom environment, and it seemed like a good match, and I think I learned so much about myself. I learned so much about her. And it gave me a lot of self confidence in the things that I do. It was hard work and I'm not going to deny that. It definitely paid off. I found I'm much more reflective in my own teaching. And it makes me think twice about everything and how things are running. So, I can't imagine where I would be in my career if I had chosen not to do peer coaching.

Teacher 3: I would say it is an excellent experience that I would definitely recommend. I did it three years ago, peer coached, with a regular education teacher. I have my masters in special education and I was the special ed. teacher in an inclusion class with her. And we peer coached together. We taught science and social studies together. And it was a great experience. We learned a lot from each other. We picked. I picked questioning to make sure that I wasn't being too easy with my questioning. That I was challenging the regular education students because I was teaching special ed. for so long. And my peer chose, she taught, she chose questioning too. We both focused on our questioning. And we just watched each other teach, we videotaped each other. We were very honest with each other, we gave suggestions and it was a learning experience for both of us. The type of questions we asked. Whether there were, just giving them the answer to our questions, or whether we were making them think about it or not. Yeah, it was great. We both learned a lot. We really did. Even our own questioning, I gained so

much just watching another teacher teach, which you don't often get to do. And then to sit back and talk about it, reflect upon what you did or she did and it was great. We really enjoyed it and we learned a lot.

Teacher 4: It's a time when two teachers work together for a common goal and you coach each other along in different skills as your working along that year. We, ___ and I had a common area that we needed to work on, and that was the math area. We needed to build our skills in that area and I shared with her and she shared with me. It's basically a sharing experience and you both grow from it.

Teacher 5: Peer coaching is the most wonderful experience you could ever have. I did mine with this, another first grade teacher. We had a lot in common. We decided to do our peer coaching in the math area and it is, we have learned so much by working with each other. She would come in and observe me and then she might try it in her class. Then I would come in to observe the same lesson being done or we may do different lessons. It was much better than having a principal coming in to observe you. You learn more. You try to grow yourself more than having a principal come in to watch you. Peer coaching is the way to learn and beyond what you do in the classroom.

Question Two

What do you think about the issue of trust in teacher evaluation conducted by a peer?

Teacher 1: Um, I think it is important, I think that, um, when you decided to become involved peer coaching it's important that, um, you have a say in who you are peer coaching with. I don't think it is a good thing to just be matched up with someone. I

think that you should be able to choose someone that you probably know enough to trust to say that this is a person you could work with. Um, it's interesting because I have never even really thought of it, because in my peer coaching experiences it never occurred to me that that would be an issue. I don't know why though. I don't know if that's just because it was a colleague and there is some sense of camaraderie there you don't really have the feeling of 'Oh boy, I hope she doesn't say anything' or I never even thought of that.

Teacher 2: You have to have the trust. Without any kind of relationship with someone, and trusting their opinion, and trusting, or believing in the things they choose to do in their classroom also, it wouldn't work. Which is why I think traditional evaluation model is so difficult for some people. Because you may be in a situation where you are working for an administrator that you might not always agree with their opinion. We were fortunate when this model started in our district where they sorta left it open ended. They didn't put a lot of restrictions and guidelines on it because they were not sure of how it was going to work in the first place. So they left in loose that first year to sort of let us work our way through it. And because of that, you were able to choose your own partner, and choose what kind of goal you were going to work on. And if I hadn't been able to choose _____, and had be stuck with, or assigned a partner, I don't think I would have gotten nearly as much out of it. It really has to be somebody that you value their opinion.

Teacher 3: I think it is very important and I think your peer that you choose for peer coaching has to be someone that you trust. Someone that you get along with. I also think it has to be someone that you respect as a teacher. I don't think you have to have the same teaching styles, but you need to have the same goals. I'm trying to think what else you would have to do for trust. Definitely you would have to know this person. I don't

know if I would feel as comfortable if it was someone that I didn't know or you needed to be comfortable to teach in front of someone and them evaluate you and give you pros and cons for your lesson. So, we did. I did choose who I was going to peer coach with.

Teacher 4: You really need to work with somebody, when you are peer coaching, and the whole idea of trust that you can trust. It is very important. It is the most important component that you could have in a peer coaching working relationship. If you don't have that you feel that you can't be your true self and you're always on guard and it's very important.

Teacher 5: Luckily I had _____ and we are very good friends, so it made it very easy for me to trust her and I felt very comfortable with having her come in. I didn't feel she was really evaluating me, she was going to criticize if I made a mistake. I had that luxury of having a free and open feeling. Which if you have a peer coaching experience like that, that's the way to go. If you're comfortable with the person you are peer coaching with, you do have to feel comfortable to have it be more successful, I think you need to have someone you really trust who isn't going to go talk to the principal about how you are teaching. You learn more by making mistakes, fixing them, and having someone really watch you and help you out. So I, you need to have trust in the person you are doing peer coaching with.

Question Three

Based on your participation in peer coaching, how would you characterize your relationships with other teachers?

Teacher 1: Oh, I would say that, um, through peer coaching I've just become even more, um, open and willing to share ideas, um. You know, always out there talking to other teachers you know, in a way seeking things sharing things as a peer coach on a different level. Um, I find that I don't have problems giving feedback to other teachers who might say, 'Oh, I tried this what do you think?' and I'm much more comfortable saying you know well this is my experience or have you tried it this way. One of the things that I really um benefited from with the training for peer coaching was learning how to ask questions. So I think I ask better questions of colleagues and peers, which most of us don't do, we are very quick to just say 'oh this is what I did or share things, but to ask a question of, you know...or delve deeper...delve deeper and try to encourage them to think beyond, you know, I do that a lot more now, and that's just become a part of you know a part of me.

Yeah, and, um, otherwise I think I always was. Always related to other teachers, um, in some ways very openly. I think that's why I got involved in peer coaching now. Probably some teachers who are happy to be in their little cubby and really aren't interested in getting advice, opinions, feedback, sharing. I've always been that kind of a person, and I think the fact that I had opportunities to team teach early on. When you're team teaching with someone you are peer coaching without even knowing it. So I had been doing a lot of that before I had formally trained as a peer coach, um, you know. Yeah, that background I think was part of what led me into peer coaching to begin with.

Teacher 2: Interesting. Positive and negative. Well, I don't know if it necessarily would be negative. But, positive in that I find myself sharing everything with everyone who's walking down the hallway. 'Oh, guess what I just did!' 'Wouldn't you like to come

see this,' or 'Could I come see you' and its completely changed my interactions with people. I felt before peer coaching very isolated. I came into the district, it was my first teaching job, and I sorta went "What are you supposed to do?" You think you are so prepared until you get your classroom. And so I spent three years without having any formal mentoring or anything, and I learned what I learned through trial and error. And I just felt like I came in in the morning, I closed my door, and I was left on my own. And I don't feel that way anymore. Because people are constantly asking each other questions, 'You tried this, how did that go' and there's such a rapport among the teachers, it opened those doors.

The negative aspect is I find myself being very critical. Because it turned me into a very reflective teacher. I'm very critical of myself. And I feel I'm critical of others as well. Which probably isn't fair of me, but I feel it's happened. So I always find myself watching. I don't want to pass judgments, and I don't want to squash somebody's enthusiasm. So I always, I have to remember, I'm not their peer coach. Somebody came to ask me a question, and I sit down to talk to them about it and I don't want to overstep my bounds. I, that's become really hard because I find myself analyzing everything now. Almost to a fault.

Teacher 3: Just based upon peer coaching or just in general the relationships. I guess I have to say I'm very lucky that, I mean the colleagues that I work with are unbelievable. We're all collaborative, we work together, we share. Did we grow as peers, do you mean? I would definitely say yes and we still work together on the same grade level now, except I'm in regular ed. not special ed. and we're working together. Definitely

that experience brought us together. We share a lot of ideas, remember when we did that, definitely.

Teacher 4: Our peer coaching, when we worked together, the two of us, we had so much energy that we created a lot of enthusiasm for what we were doing. And it generated some interest, a lot of interest for what we were doing. So it sort of spiraled out and I think it did effect the other teachers in first grade that we were working with. They were very interested in doing what we did. Yeah.

Teacher 5: With the other teachers, do you mean how would they feel with us doing peer coaching? Ok. Actually we have a lot of people who do peer coaching in our school, so it kinda inspired myself and the other teacher whom I did the peer coaching. Inspired us because they were so enthusiastic, that next year there's a lot of peer coaching going on. So we are very excited about doing peer coaching. I think it just transpires other teachers to want to peer coach when you have a good experience.

We went to other schools and we were discussing it in front of some supervisors, principals, and superintendents and they got excited, real excited, after we discussed how we thought it was so positive, they were coming to us wanting to get their teachers into it, peer coaching. It is, when you have the excitement and it really goes well for you, it just transpires into other people.

Question Four

Based on your experience, how would you evaluate peer coaching as a model for improving instruction?

Teacher 1: Ok. I think it is an incredible model for improving instruction. I think it is probably the best model, um, because teachers are not inhibited. They're not afraid to take risks. They're not afraid to try new things, and teachers who are peer coaching, are, you know, just seeking ideas, activities, what is going to be best for the children. You know, that's the whole reason for doing it. Um, so any teachers who are involved in peer coaching, I can't imagine the instruction isn't improved because of it. I just. I really think it is the most valuable. We have other models in our district, like you know, collegial partnership, projects, things like that, which I think do make a difference in instruction, but not to the extent peer coaching does. Peer coaching is the one of all of the other models that we can use in the district, that I think really changes the teacher, and when it comes to instruction, it's the teacher that makes the difference. It, you know, it's not the project you create, although there can be good units. We can be developed. There can be things developed, but if you as a peer coach, can become a better questioner or better thinker, um, a teacher who really understands the objectives and where you are trying to get the children, that, that changes instruction all the time and forever. So I think peer coaching, for that reason, is probably, you know, the most effective model.

Teacher 2: It made a world of difference. If things I am doing in my classroom now, I might not have had the confidence to try. I felt very supported in a peer coaching relationship. If I came up with an idea, I could sit down with my partner and discuss it and work through some potential issues. Where I might not have had that person before, and I might have said, 'This will wait till next year' or 'Let me try this other thing first' which might not have been as effective. So it's definitely made me more of a risk taker. Which in turn, I think, has paid off for my students, um, it put the emphasis on student

ability and more student focused types of structure and environment in the classroom. Um, and in turn, because, the children, those two years we were peer coaching, they saw _____ pop in and out all the time and I was very up front. You know, she is in here seeing what I'm doing and what you are doing and were helping each other out, and it made the kids a lot more critical of themselves too. At one point we had videotaped each others classes, it was our first experience. We were sorta like in theory, so we decided we were gonna focus on the children and whether they were on task or off task. So we videotaped them and then we even got our classes together and let the children watch it. And they were able to say afterwards 'Oh, I really should have been doing such and such at that point' and it really affected them to. It changed the way they felt about their learning.

Teacher 3: Just as I said before, we targeted an area that we wanted to look at, not just our teaching. We targeted questioning. So did that improve my teaching? Absolutely! She was able to listen to what I said, write down, this is what you asked. Instead you could have asked this way or this was the best question you asked for that lesson and not only that, just watching another teacher, seeing her style how she handled different experi..., events that happen in the classroom. Definitely.

Teacher 4: I found that, I had been teaching for some time, and having that experience, I grew much more than I did prior to that time. It made me more aware. _____ had been teaching first grade for some time, and I had been teaching Kindergarten prior to that, and so I did not have the same high expectation level that _____ had. So her expectation level was something that I was learning little by little. But working with her in peer coaching I really grasped and understood what she was doing then and it helped

me overall, all around in what I was doing. So it definitely is an area, it helped me improve in my own teaching everyday, and I even carry it over now in Kindergarten. I'm not even working with ___ this year, the skills I learned from her improved my instruction now.

Yeah. I had prior teaching experience, I've had principals observe me, as a matter of fact, I was non-tenured in this district, so at the same time I was doing peer coaching I was having my principal's observation. There wasn't a lot that she could offer me, but ___ offered me what I grew from. There was a big difference between the two.

Teacher 5: As I said before, you definitely, if you have a peer coach that you can work with, and you can do well with, and who helps you out and criticizes and helps you in a positive direction, it definitely helps your instruction. It's just so fun cause then they can tell you what you can improve and you can go right into that and prove that area. It's very exciting to have someone peer coach.

Absolutely. It's nice to have, you always feel you're doing, when you do a lesson, that you're doing it right. But when someone else second pair of eyes watching you and can help you with that, it definitely is an experience that is positive for helping to improve your instruction. Otherwise, you are basically in the classroom by yourself, and its nice to have that second pair of eyes.

Question Five

What attracted you to peer coaching?

Teacher 1: Yeah, I kinda said this before! But, yeah. But when I came to _____, I had 8 years experience teaching, so I was not a new teacher. But when you are new to a

district, you are a new teacher in a way, and I suddenly found myself a non-tenure teacher again. And um, I came to this building and it was very different from my previous experience. I had been in a district where team teaching was the norm. We had multi-age grouping. We had moveable partition walls, and I had not been alone in a room in my 8 years.

Yeah. I had not been alone. So after 8 years of teaching I found myself in this room totally alone for the first time and I hated it. I mean, you know, there were times when I thought this is ok, but for the most part I was just uh! You know, things would happen in a classroom where I always had a colleague to look to and say, 'Did you,' you know, to share the excitements, to have somebody to say, 'Oh gosh, what are we going to do for so and so?' You know and just bounce ideas, it was gone. And because of that, um, it was at perfect time because the district had just started offering the alternative supervision models, but at the time it was not offered to non-tenured teachers. So I went to my principal, and I said, 'Look, I know I am a non-tenured, I know I'll be observed three times, but would it be possible to go ahead and do this peer coaching in addition?' And there was another teacher in the building who happened to be _____, and um, she and I, I kinda got a sense right off the bat, that it would be a really good person to kinda hook up with. You know, because her door wasn't closed all the time, that was the first sign, where a lot of doors were still closed, people were very private about what they did, and I thought oh my gosh, I can't deal with this, you know? I mean it's not a secret, you know. And then I started thinking, what am I doing that maybe I shouldn't be and my door is open and my children are making noise, is this going to be a problem? You know, and you start wondering, so anyway, fortunately the principal checked it out with _____

_____, and they said absolutely, your doing both, that I could do that, and I, um, then we met with _____. And he gave us some of the initial training, and guidelines and it went from there. And really for me it was my attempt to just open my door and have somebody to talk to, and get a chance to find out what was going on in these other little cubbies that I didn't know about. Even after teaching for 8 years, I was very comfortable with how I taught, and but you start to wonder, I don't know, I'm in a different district, maybe, you know, these standards are not going to be excepted. Maybe these other classrooms are doing something different. How am I going, you know, find out, that was kinda my way. And you know it turned out to be a lot more than just that which was great.

Teacher 2: I think it was the relationship I already established with _____. We had lots of conversations about what our philosophical beliefs were, and we really seemed to be, I would say for the majority of things, on the same page. And, not that you always want somebody who believes the same things that you do, but there were some differences that I felt we could challenge one another. And I was so afraid that having gotten tenure, you know, you hear the stories about teachers that have been teachers forever and don't have any business being there anymore. And I didn't want to become one of those. I never wanted to feel like I was stagnating and I wanted to make sure that I was doing the best I could. And while I valued my administrators opinion, I felt what a great opportunity to have somebody in my room to do exactly the same thing that I'm doing. You know, it may have been so many years since my principal was in the classroom, and while she kept up on current practice and all that, here is somebody who's

teaching the same thing I'm teaching, has similar kids, and could really give me a lot of valuable feedback. And I think that was the attraction for me.

Teacher 3: I think that fact that we were inclusion, that we were working as a special ed. and regular ed. teacher together. We were interested in it because we had two different groups in our classroom and we had to meet their needs and we had been talking about it so much that when this opportunity arose for us to use it as our evaluation we said this is perfect, this is what we have been doing all year anyway. Let's just go with it, so. Oh, it was great! We were doing it anyway, but now this just made it, we targeted on cause we were worried about our questioning. I was, the special ed. with the regular ed., so we're meeting both.

Teacher 4: Well, _____ and I would share for hours after school, so we said 'you know what, let's do something with this.' Then we decided that this was the best way to do it. That we could share more often and we could grow together. And that's what generated my interest as a place to just be able to do that.

Teacher 5: Well, my other friend had had a wonderful experience with peer coaching. We wanted to try it. We also had a positive coaching experiences and just wanting to, our district allows us to do this type of model, we decided it would be a great just to try it and now a lot of us use it all the time. It's a great learning tool.

Yes. It is definitely from the feeling you get from other people who had a positive experience. I don't know anyone in our school who had a negative experience and didn't like the peer coaching. Almost everybody, love it, learned from it, improved their teaching. It's fun. It's like team teaching. Peer coaching is team teaching. You get better

ideas. When you find something in a magazine or on the internet, its exciting to share with your peer coach. So it's a nice bonding experience to help.

Question Six

Why have you continued to participate in this model of teacher evaluation?

Teacher 1: Oh, because of all the benefits. I mean after you participate in something like that, and you know, it's just, it becomes contagious, you know. The enthusiasm for what you do. As a teacher, that's why I do what I do, because I love it and its my enthusiasm that keeps me going, it's certainly not the paycheck, and certainly, you know... You know, you need to have that camaraderie, otherwise I think I would probably burn out and feel very alone and frustrated and go home at the end of the day and you know, and think, oh what am I going to do about this, because we do, we have a tough job, and first grade is not easy and I worry about these kids all the time, but to have a colleague who I can bounce things off with and share ideas and get through it together, I can't imagine not.

It's _____, _____ and I did the peer coaching for two years, and then actually this year we decided to do a collegial project and we brought in about three or four other teachers, and together we are working on developing a parent handbook to go with our new math program. But it is giving me the opportunity to, yes it's great, we do get together. We have our meetings. We're coming up with a thing which is good, but it's still very different from leaving this room for an hour and going and sitting in her classroom. And the fact that when you're a peer coach, you're not an evaluator in a sense that your going into see what they are doing. She needed to tell me what she wanted me

to look for. It's not my job to decide. I'm not really evaluated. I'm just giving feedback, I'm just saying she said, '_____ this is what I want you to do.' I mean I do recall one of the first times I went in, she was doing guided reading groups, and had stations going around the room. And, her objective was she wanted me to look for on task behavior of the other children. She said 'I'm busy with this group, I really would love it if you would just like keep a tally of any time you see children off task.' So I set up a little chart and it was very objective which I didn't realize peer coaching would be in that way. So I wasn't going in to make judgments on what she was doing. She asked me a very specific thing to look for. I was just sitting there waiting for it. But then when I found her, the first time right off the bat we realized what was happening. There was something, and now I can't even recall what it was. There was something very blatant about the management of the room, that right off the bat I said, oh, this is what it is. But now the hardest part of being a peer coach to not just jump in and say, 'I know what the problem is! If you did this, you know, you wouldn't have the interruptions, the kids would be on task, buh, buh buh,' and to just pull back, just take my notes and wait until we met again. And you know, the formality of it, which was difficult at first. But we got better at it. We got much better at being able to look for the specific things that the person wanted you to look for. So I just got very off track there, but it's all related. That's the kinda thing though that you know would have be continue to participate in the model because those are the things that makes such a big difference and keep you going. You know.

Teacher 2: Just because it's been such a positive experience. Um, I, We peer coached for two years, and then last year we served as co-mentors for a new teacher, and this year we are doing a curriculum project. And I find, while mentoring was wonderful,

and the curriculum project is very valuable, I miss the peer coaching. You know, when it's not a formal thing that we've established, it's easy to say, well I have to do these other things. We try to continue it as much as we can, but I really miss it. Because it was such a rewarding experience, that you want that constant interaction with somebody. Even when they come in and they sorta look at it and start questioning you 'why did you make that decision?' and you start rethinking, that's even a positive thing. Because it opens your eyes to something that you might not have seen if someone else had not been in the room. Um, I think as long as they let me choose an alternative model I'm going to continue doing that. Just because its pushed my professional development so far.

Teacher 3: I think I said before, I'm not doing peer coaching right now, but I am doing collegial partnership. And I think the only reason why I'm not doing peer coaching is cause then we could involve more teachers. And what we've done on our grade level is we have 6 teachers and we've been creating projects, we've been putting whole lessons together. I find it still beneficial like peer coaching, um, they're not the same because were not just one teacher watching another, but they're the same collaborative sharing of ideas, strategies. I just find it much more meaningful, no offense, then having an administrator come in and watch you teach one lesson, do an evaluation on one lesson, when you know we all made it our best. We knew you were coming in, so it was just so much more meaningful to us. My partner in peer coaching and now as a whole team, the third grade team we are working with, we find it so much more beneficial to us. Cause we had to do these anyway, and now we're working with each other. Plus then it gets evaluated by administrators, we present it to the board. It's been great, it really has. It's been excellent.

Teacher 4: Um. In terms of peer coaching, I didn't do it this year. But I did a collegial partnership with _____, because I'm not working in first grade again. But of course, I would like to do peer coaching again. I just haven't had that trust relationship built yet, being a new teacher in the building, Kindergarten this year. I didn't have that trust there so therefore once that's built I could do more peer coaching. _____ and I sort of are at the exactly the same level right now. When I find someone that can offer me what _____ did, some different experiences.

Teacher 5: Just that it's a great learning experience. I'm doing it actually with another person who wanted to try to see how it works with other people. Not just the same person all the time, we wanted to switch partners. So I have a new person and we are working this time on writing and putting together mini lessons. So we are now also very excited, the two of us are ready to jump into this new project and peer coaching. We are going to be next door to each other. That is important too, to be in close proximity so you can talk with the person you are peer coaching with. We also kept a journal and the journal was very important. When you journal, you go back and reflect on your journal. We only did it like twice a month, but it helped us remember where we were, what our goals were. When you are peer coaching you talk with that person many more times than if you weren't peer coaching. It just makes that closeness as teachers. Also we have another team that's doing a similar writing goal with us, similar to what we are doing, so it looks like the four of us will be working together. So I am very, very excited. It's definitely a great way to be evaluated.

The purpose of this section is to analyze the responses to the six-open ended questions used in the semi-structured interviews. These questions focused on the following key areas: (a) impact on overall culture and collaborations, (b) changes in instructional practice and efficacy, and (c) identifying trust as a significant component of peer coaching.

Five teachers who were involved in peer coaching were interviewed. These interviews were recorded on audio tape and transcribed. The transcriptions were checked for accuracy and any missing information was filled in. "Once the interviewer is certain that all the data are there, has checked out the quality of the data, and has filled in any missing gaps, formal analysis can begin" (Patton, 1990, p. 380).

A cross interview analysis was used to enable the researcher to use the different perspectives around central issues. The responses from the five teachers interviewed were analyzed for each of the six questions. The rationale for each question is stated immediately after following the question in each section. This summary will conclude with an analysis of the interview questions with an examination of trust in evaluation as a route toward the improvement of instructional practice.

Analysis of Question One

"How would you describe your experiences with peer coaching to someone who has never participated in peer coaching?" The first question was designed to understand the phenomenon of peer coaching more clearly by exploring the experience of peer coaching from the participant's point of view (Patton, 1990).

Teacher 1 stated, "peer coaching is probably one of the best experiences that you could have if you had the opportunity to do so." The reasons she gave were to be able to reflect on yourself as a teacher, reflect on your classroom practices, and the opportunity to be observed and to observe someone else.

Teacher 1 discussed the negative aspects, such as isolation in the teaching profession and the threat of an administrator's evaluation. You are dealing with a colleague who is truly there just to become a better teacher and give suggestions, feedback and guidance, without the administrator sort of feeling.

Teacher 2 reported that, "I can't imagine where I would be in my career if I had chosen not to do peer coaching." She found peer coaching to be the most invaluable experience to professional development. "I found I'm much more reflective in my own teaching. And it makes me think twice about everything and how things are running."

Teacher 3 described her experience as "excellent" and would "definitely recommend." "It was a great learning experience," Teacher 3, "I gained so much just watching another teacher teach." She also indicated that she enjoyed being able to sit, talk and reflect on teaching practices with her colleague.

Teacher 4 reported that peer coaching was "basically a sharing experience and you both grow from it." It was a time for two teachers to work toward a common goal and coach each other in different skills.

Teacher 5 discussed the peer coaching experience as "wonderful" and a positive learning experience. "It was much better than having a principal coming in to observe you. You learn more." Peer coaching is a way to learn and beyond what you do in the classroom.

Summary. The teacher responses to question 1 centered around their peer coaching experience. Included in their discussion were the three key areas of "collegiality", "change in instructional practice," and "trust in evaluation."

All five teachers who were interviewed on their peer coaching experience, reported it to be a positive learning experience. It was a time to share, learn, reflect, grow professionally without feeling at risk with an administrator. These teachers felt it was an experience that was positive but did require extra time for observations, conferences, and paperwork. The extra time was felt to be well worth it, to have the opportunity to observe work with a colleague.

Analysis of Question Two

How do you feel about the issue of trust in teacher evaluation when the evaluation is conducted with a peer? This question was interested in understanding the emotional responses of people to their experiences and thoughts.

Teacher 1 believed it was important to be able to choose someone that you know enough to work with and trust. "I don't think it is a good thing just to be matched up with someone."

Teacher 2 reported the importance of trust. "Without any kind of relationship with someone, and trusting their opinion, and trusting or believing in the things they choose to do in their classroom also, it wouldn't work." She went on to discuss why the traditional evaluation model is so difficult. "Because you maybe in a situation where you are working for an administrator that you might not always agree with their opinion."

Teacher 3 reported that she chose someone that she not only trusted, but respected as well. "I don't think you have to have the same teaching styles, but you need to have the same goals." She stated that she had to know the person she was working with, and not just be stuck or assigned a partner. "I don't think I would have gotten nearly as much out of it. It really has to be somebody that you value their opinion."

Teacher 4 indicated that trust was very important. "It is the most important component that you could have in a peer coaching working relationship." She went on to say she could not be her true self, and would have been on guard if trust was not there.

Teacher 5 stressed the importance of trust in the peer coaching experience. "If you're comfortable with the person you are peer coaching with, you do have to feel comfortable to have it be more successful, I think you need to have someone you really trust who isn't going to go talk to the principal about how you are teaching."

Summary. The teachers' responses to this question focus primarily on the key component of trust. Although there was some discussion of feeling, being, more comfortable and less threatened as they would have been with an administrator present.

All of the five teachers stressed the importance of being able to choose a partner with whom they could trust. Trust was not the only area of importance, confidentiality, and respect were also very important. The teachers felt they were able to take risks and grow from them instead of being penalized.

Analysis of Question Three

Based on your participation in peer coaching, how would you characterize your relationship with other teachers. This question was designed to examine the key component of collegiality.

Teacher 1 reported that she "always related to other teachers, very openly," which is why she thinks she went into peer coaching. The peer coaching training and experience has given this teacher a better way to ask questions and to "delve deeper and try to encourage them to think beyond." She stated, "I am much more comfortable saying, you know, well, this is my experience, or, have you tried it this way?"

Teacher 2 believes that her interactions are interesting, positive and negative. "Positive in that I find myself sharing everything with everyone who's walking down the hallway." "Peer coaching reportedly completely changed my interactions with people." "I felt before peer coaching very isolated." Now, "there's such a rapport among the teachers, it opened those doors."

The negative aspect for this teacher was being critical. "It turned me into a very reflective teacher," and "I always find myself watching." She also is analyzing everything almost to a fault.

Teacher 3 indicated that camaraderie existed with her colleagues already. "We're all collaborative, we work together, we share." The experience of peer coaching definitely brought her closer to her peer coach. "We share lots of ideas, remember when we did that, definitely."

Teacher 4 reported that "two of us" created a lot of enthusiasm for what we were doing, that it generated interest from the other first grade teachers. "So it spiraled out and I think it did effect the other teachers we were working with."

Teacher 5 also reported the enthusiasm surrounding those teachers doing peer coaching. It inspired others to want to get involved in peer coaching. "When you have the excitement and it really goes well for you, it just inspires other people."

Summary. The teacher responses to the third question centered around the component of collegiality. For the purpose of this study, collegiality is defined as the presence of four types of interactions between and among teachers:

1. Teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practice;
2. Teachers are frequently observed and provided with useful critiques of their teaching;
3. Teachers plan, design, research, evaluate, and prepare teaching materials together; and
4. Teachers teach each other the practice of teaching (Little, 1982).

The following themes emerged from the responses: (a) peer coaching building bonds and relationships; (b) sharing ideas and learning from each other; and (c) enthusiasm surrounding peer coaching.

The five teachers' responses not only discussed their improved relationships with their peer coach, but with the improved collaboration with other teachers at their grade level. These teachers were excited about sharing ideas with all their colleagues.

Analysis of Question Four

Based on your experience, how would you evaluate peer coaching as a model for improving instruction.

Teacher 1 stated, "it is an incredible model for improving instructions." She discussed that this model is the best because teachers don't feel inhibited. Teachers are not afraid to try new things and were not afraid to take risks." She also reported that her skills as a teacher developed which impacted children and changed instruction. "As a peer coach, you can become a better questioner, or better thinker, a teacher who really understands the objectives and where you are trying to get the children that changes instruction all the time and forever."

Teacher 2 believed it made a "world of difference" in what I was doing in my classroom. She felt more confident to try new ideas because, "If I came up with an idea, I could sit down with my partner and discuss it and work through some potential issues." This teacher also felt it impacted her students as well and changed the way they felt about learning.

Teacher 3 responded, "Definitely" to this question. She indicated she was more open to suggestions and "just watching another teacher, seeing her style, how she handled different events that happen in the classroom" gave this teacher other ideas to use in the classroom.

Teacher 4 stated there was a big difference in what she learned from the principal's observation and from her peer coaching experience. "There wasn't a lot that she (principal) could offer me, but my peer coach offered me what I grew from." She indicated the skills learned from her peer coach improved her own everyday teaching and her instructional practices.

Teacher 5 reported that "its nice to have a second pair of eyes." "If you have a peer coach that you can work with, and you can do well with, and who helps you out and

criticizes and helps you in a positive direction, it definitely helps your instruction." She went on to say it was fun and exciting to have a peer coach, they tell you what to improve on and you go in and improve it.

Summary. This fourth question's main purpose was "change in instruction," however the two areas of trust and collegiality were themes in their responses. The respondents would discuss the differences between the relationship with a peer coach and the relationship with their principal. The major themes that resulted from responses for this question were: (a) focus on the improvement of instruction; (b) the opportunity to observe and discuss new ideas; (c) suggestions; (d) the credibility of observation conducted by a peer; and (e) the comfortability with feeling free to take risks with a peer coach.

Analysis of Question Five

What attracted to you peer coaching. This question was designed to capture the opinions of the teachers regarding their selection of peer coaching. The primary purpose of this question was to provide greater insight into the phenomenon of peer coaching and gather data for further research (Connelly, 1999, p. 197).

Teacher 1 stated that the primary reason for her to do peer coaching was to get away from the isolation of the classroom. Her previous teaching experience was in another district working with a team in a multi-age classroom with moveable partition walls. She had not been alone in eight years and did not want to go to the isolation of the classroom. "You know, things would happen in the classroom where I always had a

colleague to look and say, 'Did you,' you know share the excitements, to have somebody say, 'gosh, what are we going to do for so and so?' You know and just bounce ideas."

Teacher 2 discussed the importance of working with a colleague where we would challenge one another. While she valued her principal's opinion, the principal had not been in a classroom for years. "I felt what a great opportunity to have somebody in my room to do exactly the same thing that I'm doing and could really give me a lot of valuable feedback."

Teacher 3 selected peer coaching because she was already working closely with a colleague in an inclusion classroom. "When this opportunity arose for us to use it as our evaluation, we said this is perfect, this is what we have been doing all year anyway." She also stated they could choose an area of focus to work on together, which made the attraction to peer coaching even stronger.

Teacher 4 reported that she and her peer coach would share for hours after school and wanted to do something with it. "Then we decided that this was the best way to do it. That we could share more often and we could grow together."

Teacher 5 was very excited to get involved with peer coaching because a friend had a wonderful experience and she wanted to try it. She went on to say it was a "great learning tool." Almost everybody, love it, learned from it, improved their teaching. It's fun. It's like team teaching. Peer coaching is team teaching. You get better ideas." Also, it was a "nice bonding experience to help."

Summary. In answering question four, the teachers discussed collegiality, change in instruction, and trust. The major themes expressed by the respondents were: (a)

Reduce the isolation of the classroom; (b) The opportunity to work and learn with a colleague; (c) More value and comfort from working with a peer than a principal; and (d) Improvement of instructional practice.

Analysis of Question Six

Why have you continued to participate in this model of teacher evaluation? This question was designed to capture the opinions of the teachers regarding their reasons for remaining with the peer coaching model of evaluation or for opting out. The primary purpose of this question was to provide greater insight into the phenomenon of peer coaching and to gather data for further research (Connelly, 1999).

Teacher 1 reported that after doing peer coaching for two years, she and her peer coach decided to do a collegial project as a model of teacher evaluation for this school year. "We brought in about three or four other teachers, and together we are working on developing a parent handbook to go with our new math program." In this format, teacher 1 gets the opportunity to get together, have meetings, and share ideas. However, she mentions it is very different than "leaving this room for an hour and going and sitting in her classroom."

Teacher 2 indicated being involved in peer coaching for two years was a positive experience, however, he served as a co-mentor and chose to do a curriculum project for this year. "And I find, while mentoring was wonderful, and the curriculum project is very valuable, I miss the peer coaching." Teacher 2 felt peer coaching was a rewarding experience and the constant interaction led to her own professional development.

Teacher 3 reported that she is doing a collegial project as a model for teacher evaluation instead of peer coaching. "And I think the only reason why I'm not doing peer coaching is because then we could involve more teachers." Teacher 3 indicated the collegial project was beneficial like peer coaching, "the same collaborative sharing of ideas and strategies." In concluding her remarks, Teacher 3 stated, "I just find it much more beneficial than having an administrator come in and watch you teach one lesson, do an evaluation on one lesson, when you know we all made it our best."

Teacher 4 didn't continue peer coaching this year because she has moved to a new school in the district and didn't have the trust in anyone there. She would like to do peer coaching again, but for now she is working on a collegial project as a model of teacher evaluation.

Teacher 5 reported that she is continuing with peer coaching as her model of teacher evaluation. She has opted to do peer coaching with a new partner. Teacher 5 discussed the importance of keeping a journal on their peer coaching experience so they can reflect on what they are doing.

Summary. The responses to question six involved all the key components of this study; collegiality, change in instruction, and trust when using the peer coaching model of evaluation.

All five of the teachers interviewed opted to do a collaborative form of teacher evaluation and to not return to the traditional model of teacher evaluation. Only one teacher of the five interviewed chose to stay with peer coaching with a new partner.

However, the other teachers indicated they would like to return to peer coaching. The other four teachers chose to do a collegial project.

The major themes that were reflected in the teachers' responses were: (a) the importance of working and sharing ideas with another teacher; (b) the bonding that resulted when working with a colleague; (c) trust; (d) professional development; and (e) administrator's evaluation not as beneficial.

Summary

This chapter presented the findings of this study, which compared data for those teachers who participated in the Traditional Model of Evaluation and the Peer Coaching Model of Evaluation. The forms of statistical analysis were utilized and interview questions were organized on a cross-interview basis. Prior to any interpretation of the data, a reliability analysis scale was executed for this study. The Alpha values ranged from a high of .8854 for collegiality, to a low of .5224 for instructional practice, and were considered to be at least acceptable or better (Abrami, Cholmsky, & Gordon, 2001).

An independent t-test was utilized to determine if a statistical significance exists between teacher and type of evaluation (Traditional vs. Peer Coaching) and the two constructs (collegiality and instructional practice). According to the data, the survey instrument yielded one statistically significant question out of the forty-three questions used in this analysis. The results of the CRC Teacher Survey and the Bay Area School Reform Collaborative Teacher Survey did not result in statistical significant difference in other areas of this survey.

As noted previously, only some of the forty-three questions was considered to be statistically significant. The construct under instructional practice; question 5 (b), *Ask*

probing questions about subject matter. It was found to be statistically significant in favor of the Collaborative Model of Evaluation.

A one-way analysis of variance (ANOVA) was utilized in order to determine if a statistical significance exists between teacher evaluations (traditional and peer coaching), and two constructs in this survey study. According to this investigation, only three questions were found to be statistically significant out of the forty-three used in this study. The first question was under the collegiality construct ($p = .020$) and the other two questions were under the instructional practice construct ($p = .012$) and ($p = .035$), this was at the .05 level of significance. Finally, the transcripts of teachers perception of the trust in the evaluation process.

CHAPTER V

Summary, Discussion, and Recommendations

The purpose of this study was contrast, compare, and analyze the traditional model of evaluation and that of peer coaching. The focus was an elementary school district evaluating the teaching staff. Three key areas studied were: (a) impact on overall culture and collaboration; (b) changes in teacher instructional practices and efficacy; and (c) identify trust as a significant component of peer coaching.

Evaluation of professional teaching staff is in the process of change, but this change has been slow, cumbersome, and adversarial. Gitlin and Smyth (1989) state this specifically, tension is based largely upon a silent struggle between ideological forces that support surveillance, hierarchy and bureaucracy, and the contesting forces of reflection, collegiality, and collectivity (p. 167).

According to Beerens (2000), one problem with teacher evaluation is that it has been used for two purposes of helping the teacher improve (formative evaluation), and at the same time determining the future employment status of the teacher (summative). The principal is usually the person asked to carry both functions: coaching, encouraging, developing and assisting the teacher throughout the year, and then at the end of the year making a summative judgment about the competence of the teacher. Having one person responsible for both formative and summative aspects results in a conflict of interest, lack of trust between teacher and administrator.

Many studies have noted a positive effect that peer coaching model of evaluation has on teachers (Connelly, 2001; Danielson & McGreal, 2001; DeBliew, 2002; Gitlin & Smith, 1998; Kohler, Ezell, & Paluselli, 1999; Marshall & Hatcher, 1996; Showers & Joyce, 1996; Spitz, 2001; Wineburg, 1997). However, in addition to understanding the positive impact peer coaching offers to the teachers involved, one must also consider the students who are being taught by these teachers. Teachers have improved their instructional practices through reflection, collaboration, and collegiality (Kohler, Ezell, & Paluselli, 1999).

This current study contrasted, compared, and analyzed the effects of the peer coaching model of evaluation. This study was approved by Seton Hall University's IRB, the governing body that ensures the fair and ethical treatment of research participants. Appropriate permission was obtained from the necessary officials in order to conduct this study as outlined previously. The *Summary CRC Teacher Survey Data* (Center for Research on the Context of Teaching, 1991) and the *Bay Area School Reform Collaborative Teacher Survey* (Center for Research on the Context of Teaching, 1997-1998) was distributed to a total of 162 elementary teachers. A total of 84 surveys were returned. This survey was a paper and pencil instrument consisting of statements regarding collegiality and instruction practice. Sample questions include: *We share idea about teaching openly*, and *The student showed increased ability to reflect on his/her progress*. Those utilizing the survey instrument indicate agreement level with each statement using a six-point Likert type scale.

An addition area of inquiry included a interview with five teachers who volunteered to answer six questions. The question regarded trust as a means of

improving instruction. Also the examination of the relationship between removal of the perceived threat that the results of an evaluation by a certified supervisor could be utilized in a negative manner.

Discussion and Conclusion

The area of collegiality was analyzed utilizing the five survey questions under the subsection Collegiality Index and the sixteen survey questions under the subsection on Department Community Index from the *CRC Teacher Survey* (Center for Research on the Context of Teaching, 1991). The two indices were analyzed to the different dimensions of collegiality.

An independent sample t-test was utilized to determine if a statistical significance existed between the Peer Coaching Model of Evaluation and the Traditional Model of Evaluation. In this area there were no areas of statistical significance as a result of using an independent sample t-test.

In addition to the independent t-test, investigation participants scores on the 1998 Bay Area School Reform Collaborative Survey were also analyzed using a one-way analysis of variances (ANOVA). The ANOVA sought to determine if there was a statistical difference between teachers using a collaborative model of evaluation or a traditional model of evaluation with regard to collegiality and instructional practice. Using the ANOVA results, there were two questions out of the sixteen questions on the collegiality index that was considered to be statistically significant at the .05 level of significance. The first question 1 (a), *You can count on most staff members to help out anywhere, anytime - even though it may not be part of their official assignment*, was

considered statistically significant at the .05 level of significance with a significance level of .020. There was a much greater difference between groups (Collaborative vs. Traditional Model of Evaluation) than within the same group.

The second question, 2 (o) which was reverse coded, stated, *Most take a 'hands off' attitude toward each other's careers.* The level of significance .012, which is considered statistically significant at the .05 level of significance. There was a much greater difference between groups (Collaborative vs. Traditional Model of Evaluation) than within the same group.

In the area of change instructional practice. Responses to the *Bay Area School Reform Collaborative Teacher Survey* (Center for Research on the Context of Teaching, 1997-1998) were analyzed, utilizing an independent sample t-test and a one-way ANOVA. There was one question 5 (b), *Ask probing questions about subject matter*, that yielded a statistical significance of .019 at the .05 level of significance on the independent sample t-test. Using the ANOVA results, there was one question under the change in instructional practice that was considered to be statistically significant. Question 3 (f), *Explain in reasoning to the class.* The significance level of .035 was considered statistically significant at the .05 level of significance. There was a much greater between groups (Collaborative vs. Traditional Model of Evaluation) than within the same groups.

Although there was some statistical significance, for the most part this study did not result in statistical significance. There seems to be reasons for a positive school culture regardless of the form of evaluation format. The entire staff was comprehensive professional development in preparation for a new teacher evaluation tool, whether it be the traditional evaluation or peer coaching or another form of collaboration.

In September 1997, each staff member received a copy of *Enhancing Professional Practice: Frameworks for Teaching* (Danielson, 1996). Time for discussion of teaching standards was provided through early release time days and one full day of staff development. (Spitz, 2001, p. 40)

The teachers and administrators had high levels of experience. They were encouraged to be part of the process so that communication was open in the format of a Committee. "The committee functioned as building liaisons through-out the three-year revision process." (Spitz, 2001, p. 40)

Teachers in this district as part of the process agreed to domains they considered the essential broad aspects of teaching: (a) planning and preparation, (b) the classroom environment, (c) instruction and professional responsibilities (Spitz, 2001).

In addition, the staff came up with standards, writing standards at a "proficient" or "distinguished" level and included several themes: (a) high expectations, (b) developmental appropriateness, (c) accommodating students with special needs, (d) equity, (e) cultural sensitivity, and (f) appropriate use of technology (Spitz, 2001). These clear objectives provided to teachers also resulted in a positive school culture.

Overall Summary

Conventional teacher evaluation warns (Barth, 1990) often resembles a meaningless ritual, "or even worse, it becomes a recurring occasion to heighten anxiety and distance between teacher and administrator, and competition between teacher and teacher" (Sawa, 1984, p. 56). During the discussion of the teacher respondents it was noted that there was a fear to take risks when an administrator was present.

Another area that was emphasized during the interview process was the element of trust in choosing the peer coaching model of teacher evaluation. In reviewing the literature of schools who are using peer coaching, the term trust was repeated and emphasized. Walen and DeRose (1993) state, "trust the foundation for productive communication opens the door for self evaluation" (p.47). Costa and Kallick (1993) discuss a peer assessment technique called "Critical Friends." "A critical friend is a trusted person who asks provocative questions, provides data to be examined through another lens and offers critique of a person as a friend" (p. 50). "Coaching exists in name only unless the coach and person being coached share trust and a sense of purpose" (Caccia, 1996, p. 19).

In addition to the themes of perceived threat of administration and the importance of trust, is the area of collegiality and to overcome isolation. Peer coaching is a planned, collaborative interaction that involves a supported, non-judgmental approach that teachers can use to analyze and build on their teaching skills. The peer coaching process enables the coaches working in teams to learn from each other. Teachers choose to become involved in this approach is that peer coaching helps overcome the isolation many teachers experience on the job. It also gives teachers the chance to observe other teaching styles and reflect on them. This process is not about remediating teachers who are struggling, but about enhancing the skills of teachers who are already good (DeBlieu, 2002).

The area of professional development and change in instructional practice were emphasized repeatedly. The bottom line is how are students achieving, and the most effective tool for student achievement is a teacher who is continuing reflecting and

building on their skills. The literature shows that peer coaching benefits teachers "without exception, every member also said that he or she gained more observing than being observed" (Walen & DeRose, 1993, p. 45). Teachers who have access to teacher networks, enriched professional roles, and collegial work feel more positive about staying in the profession (Darling-Hammond, 1996, p. 9). In an interview with Tom McGreal, McGreal states, "adults respond to positive reinforcement, that they want to be involved, that they prefer to operate in a collegial and collaborative environment" (Brandt, 1996, p. 30). A teacher interviewed about peer coaching states, "My role as a peer coach causes me to examine my own teaching more closely. I am becoming a better teacher in the process" (Searfoss & Enz, 1996, p. 41). Another positive example of collaboration from the discussion about CADRE states, "faculty reports that they are sharing more ideas and resources across discipline; interacting with greater honesty and humility to resolve problems; produce more materials and integrative courses and projects; and interacting more with the entire community" (Marshall & Hatcher, 1996, p. 45). Finally, Showers and Joyce (1996) state that teachers who shared aspects of teaching, plan together and pooled their experiences, practiced new skills and strategies more frequently, and applied them more appropriately than did their counterparts who worked alone.

Recommendations

Policy

Future considerations to investigate all districts that have been granted a waiver by the State Department of Education. Local districts who have not applied for waivers may be researched as to their reasons for continuing with the Traditional Model of Teacher

evaluation. At the National level, it would be interesting to focus on policy development of alternative models of teacher evaluation.

Practice

The current study focuses on only one of New Jersey's public elementary schools. The primary focus was an elementary school district in central New Jersey. This school served a student population from K through 8th grade, and was considered to be "suburban" by enrollment size. A suggestion for further research may include investigating the effects of peer coaching model of evaluation at the early childhood level (preschool), middle school and high school.

Additionally, the research may be broadened by the investigation into school professionals. For example, one may choose to investigate the factors that influence teachers to select the traditional model of evaluation and those who select the collaborative model of evaluation. Another variation of this study would be an investigation of the role gender and the selection of peer coaching to determine if gender is a variable associated with increased collegiality. Another variation of this study would be an investigation of the school administrator's perception of peer coaching model of evaluation.

Future Research

Of course, expanding the number of school and the location of school included in a study. Furthermore, an investigation to determine if teachers' perception of peer coaching varies by the wealth of the school district may be a plausible alternative. This

may be beneficial to help understand if financial resources alter teachers' perception of peer coaching due to better availability of resources such as training or additional staff support.

Recommendations for School Administrators

The importance of studying the effects of Peer Coaching Model of Teacher Evaluation is critical to the success of administrators looking into alternate forms of collaborative teacher evaluation. Implementing a program such as Peer Coaching, it is also important to the success of the program that school administration understands the perceptions of the staff. The administrators must try to understand the reasons behind the teachers attitude.

When the administrators have a firm understanding of the teacher perceptions, they are in a better position to provide the necessary support in order to bring success to peer coaching. Administrators must provide training for teachers and empower teachers to make decisions about the evaluation process.

School administrators, especially school level principals, must now keep abreast of trends and changes in the field, but must take an active leadership role.

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Appendix A
Teacher Survey Instrument

Teacher Survey Instrument

Name: _____

Code: _____

1. Please indicate the grade level you teach.

Grade Level	
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	

2. Indicate the number of years that you have taught at each grade level.

Grade Level	Number of years
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	

3. In what year did you begin your first regular teaching at the elementary or secondary level? Write in date.

4. What is the total number of years that you have been teaching including this current school year?

5. How many years have you taught in this school? _____ years.

6. What is your gender? Male _____ Female _____

7. Which evaluation model did you select for the following years? Please check all that apply.

Year	Traditional by a Supervisor	Peer Coaching	Portfolio	Not Applicable
1996-1997				
1997-1998				
1998-1999				

8. If you selected peer coaching, did you participate in the peer coaching class through the district's Academy?

Yes _____ No _____

9. If you participated in peer coaching and opted to return to the traditional model of evaluation, please comment on your reasons for not continuing in the peer coaching model:

10. If you participated in peer coaching, would you be willing to volunteer to be interviewed by the researcher? The results of the interview would also be strictly confidential.

Yes _____ No _____

11. If you answered "Yes," please list either your e-mail address or telephone number where you can be reached:

PLEASE COMPLETE THE SURVEY QUESTIONS THAT BEGIN ON THE FOLLOWING PAGE.

1. Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements:

	Strongly Disagree				Strongly Agree	
	1	2	3	4	5	6
a. You can count on most staff members to help out anywhere, anytime-even though it may not be part of their official assignment.	1	2	3	4	5	6
b. Teachers in this school are continually learning and seeking new ideas.	1	2	3	4	5	6
c. There is a great deal of cooperative effort among staff members.	1	2	3	4	5	6
d. Staff members maintain high standards.	1	2	3	4	5	6
e. This school seems like a big family, everyone is so close and cordial.	1	2	3	4	5	6

2. To what extent does each of the following statements describe relationships among the teachers in your primary subject area in this school? (This study will examine differences in model of evaluation and will not compare the results between and among grades).

	Strongly Disagree				Strongly Agree	
	1	2	3	4	5	6
a. We share ideas about teaching openly.	1	2	3	4	5	6
b. We have very different ideas about what we should emphasize in the curriculum.	1	2	3	4	5	6
c. It is common for us to share samples of work done by our students.	1	2	3	4	5	6
d. This subject area faculty falls 6 into quite different groups or cliques.		1	2	3	4	5
e. We regularly meet to discuss 6 particular common problems and challenges we are facing in the		1	2	3	4	5

classroom.

	Strongly Disagree					Strongly Agree	
	1	2	3	4	5	6	
f. It would be inappropriate to offer help to a colleague who hasn't requested it.	1	2	3	4	5	6	
g. We often work together to develop teaching materials or activities for particular classes.	1	2	3	4	5	6	
h. We have little idea of each other's teaching goals and classroom practices.	1	2	3	4	5	6	
i. There is little disagreement about what should be taught in our subject area.	1	2	3	4	5	6	
j. Colleagues are generally protective of instructional materials or activities they've developed.	1	2	3	4	5	6	
k. Relations among us are cordial and caring.	1	2	3	4	5	6	
l. We often seek each other's advice about professional issues and problems.	1	2	3	4	5	6	
m. There is a lot of disagreement among us about how to teach the subject.	1	2	3	4	5	6	
n. We share views of students and how to relate to them.	1	2	3	4	5	6	
o. Most take a "hands off" attitude toward each other's careers.	1	2	3	4	5	6	
p. We admire one another's teaching on the whole.	1	2	3	4	5	6	

3. Please review the following list of possible student lesson activities. About how much time, if any, do your students do each of the following during classtime?

	Never	1 or 2 times per semester	1 or 2 times per month	Once a week	A few times a week	Every Day
a. Work individually on exercises, worksheets, or workbooks.	1	2	3	4	5	6
b. Work in groups on in-class assignments.	1	2	3	4	5	6
c. Work on a project that requires data collection.	1	2	3	4	5	6
d. Review and discuss the work of other students.	1	2	3	4	5	6
e. Work on group investigations that extend for several days.	1	2	3	4	5	6
f. Explain their reasoning to the class.	1	2	3	4	5	6
g. Listen to or observe teacher presentations.	1	2	3	4	5	6
h. Answer factual questions in a whole class setting.	1	2	3	4	5	6
i. Work on an individual project that takes several days.	1	2	3	4	5	6
j. Discuss ideas for a sustained period.	1	2	3	4	5	6
k. Reflect on their work and set future learning goals.	1	2	3	4	5	6

4. How important are each of the following *kinds* of assessments for you in judging how well students are learning?

	<u>Not Important</u>			<u>Very Important</u>		
a. Multiple-choice tests	1	2	3	4	5	6
b. Essay tests	1	2	3	4	5	6
c. Student work on open-ended problems/projects.	1	2	3	4	5	6
d. Portfolio of student work	1	2	3	4	5	6
e. Products of group projects	1	2	3	4	5	6
f. Standardized test results	1	2	3	4	5	6
g. Work samples	1	2	3	4	5	6

5. How much emphasis do you place on each of the following criteria in assessing student progress?

	<u>No Emphasis</u>			<u>Heavy Emphasis</u>		
The student showed increased ability to:						
a. Recall factual information	1	2	3	4	5	6
b. Ask probing questions about subject matter.	1	2	3	4	5	6
c. Apply what he/she has learned to new questions, situations, and subjects	5	6	1	2	3	4
d. Reflect on his/her progress	1	2	3	4	5	6
e. Master basic skills	1	2	3	4	5	6
f. Express his/her own ideas about subject matter.	1	2	3	4	5	6
g. Work with speed and accuracy	1	2	3	4	5	6
h. Provide constructive feedback to other students.	1	2	3	4	5	6

Reprinted from the *Summary of CRC Teacher Survey Data* (Center for Research on the Context of Teaching, 1991) and the *Bay Area School Reform Collaborative Teacher Survey* (Center for Research on the Context of Teaching, 1997-1998) with permission from the Center for Research on the Context of Teaching (CRC) at Stanford University.

I am willing to be interviewed regarding my peer coaching experiences

Yes No

Please contact me by telephone at _____

or e-mail me at _____

Appendix B

E-Mail Letter to Dr. Talbert

Dear Dr. Talbert,

This e-mail serves as a follow-up to my correspondence to you on July 23, 2001. My name is Kathleen Prystash and I am a doctoral candidate at Seton Hall University in New Jersey. I am currently in the dissertation phase of the program, and I plan to investigate the effects and impacts of a peer coaching model of teacher evaluation versus traditional teacher evaluation.

I am again requesting permission to use the indices for collegiality and department community from the Summary of CRC Teacher Survey Data (1991). The collegiality index is cited in "Boundaries of Teachers' Professional Workplace Context". The department community index is cited in "Teacher Professionalism in Local School Contexts".

I am also requesting permission to use items selected from the Bay Area School Reform Collaborative Teacher Survey (1997-1998). In particular, I wish to use items 13, 14, and 15, as I believe those items are associated with "student-directed instruction and a new range of assessments" that the district under study is attempting to promote through peer coaching model of teacher evaluation. In both instances, I will acknowledge, through appropriate citations, that the Center for Research on the Context of Secondary School Teaching at Stanford University (CRC) was the source of the items, and that those items were used with permission of the CRC.

As a principal of an elementary school, I am interested in peer coaching at the elementary level.

Thank you for your time and consideration in this matter.

Sincerely,

Kathleen M. Prystash

Appendix C

Permission to Utilize Teacher Survey

>From talbert@stanford.edu Mon Oct 08 22:36:19 2001
>X-Sender: talbert@talbert.pobox.stanford.edu (Unverified)
>X-Mailer: QUALCOMM Windows Eudora Version 5.0.2
>Date: Mon, 08 Oct 2001 19:37:04 -0700
>To: "Kathy Prystash" <prystashk@warrennet.org>
>From: Joan Talbert <talbert@stanford.edu>
>Subject: Re: doctoral dissertation
>X-SLUIDL: A131E6B6-BB6111D5-9D210090-27342963

Dear Kathleen,

You are welcome to use those CRC survey scales. Please acknowledge their source in your dissertation and when you publish your work, as you promise here.

Best wishes on your work! We would love to see anything you'd like to share. You might be interested in reading our just-released book, Professional Communities and the Work of High School Teaching by Chicago Press -- its nontechnical, with several methodological appendices... and a bargain at \$19 in paperback.

Thank you for extending our work in a new context,

Joan

At 03:27 PM 10/8/2001 -0400, you wrote:

>*****
>Kathleen Prystash
>Principal, Brass Castle Elementary
>Washington Township School District
>16 Castle Street
>Washington, NJ 07882
>phone 908.689.1188.x603
>fax 908.689.2356
><mailto:prystashk@warrennet.org>

Appendix D
Interview Questions

Teacher Interview Questions

1. How would you describe your experience with peer coaching to someone who has never participated in peer coaching?
2. What do you think about the issue of trust in teacher evaluation conducted by a peer?
3. Based on your participation in peer coaching, how would you characterize your relationships with other teachers?
4. Based on your experience, how would you evaluate peer coaching as a model for improving instruction?
5. What attracted you to peer coaching?
6. Why have you continued to participate in this model of teacher evaluation?

Appendix E

Permission to Utilize Interview Questions

Upper Freehold Regional School District



27 HIGH STREET, ALLENTOWN, NJ 08501
FAX NUMBER: 609-259-0881

Robert J. Connelly, Ed.D.
Superintendent
(609) 289-7292

Viola A. Yoelfon, B.S.
Business Administrator/
Board Secretary
(609) 269-0163

Joseph L. Jakubowski, M.Ed.
Director of Special Services
(609) 289-7293

Maybeth Conway, M.A.M.Ed.
Director of Curriculum
(609) 259-7292

Alfred M. Zieleski, M.Ed.
Director of Computer Network
(609) 259-2160

November 16, 2001

Ms. Kathleen Prystash
41 Mockingbird Road
Hackettstown, NJ 07840

Dear Kathleen,

Enclosed is the Approval for Dissertation Proposal sheet, which is signed and dated by me. I congratulate you on this important first step and look forward to reading and reviewing the drafts of your first chapters.

This letter should also serve as written permission to use the Teacher Interview Questions that were employed in my dissertation, *The Effect of a Peer Coaching Model of Teacher Evaluation Used in Place of the Traditional Model of Teacher Evaluation*, 1999.

I wish you continued success.

Best wishes,

Robert J. Connelly, Ed.D.
SUPERINTENDENT OF SCHOOLS

RJC

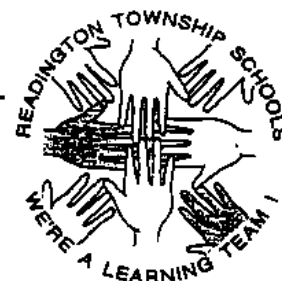
Appendix F

Permission from School District

Readington Township Public Schools

Faith Spitz, Ed.D.
Superintendent

George B. Sarnoff
Business Administrator, Board Secretary



November 2, 2001

Kathleen Prystash
Washington Township School District
Brass Castle School
16 Castle Street
Washington, NJ 07882

Dear Ms. Prystash:

I am pleased to grant you permission to collect survey data regarding peer coaching and collegial partnerships from staff in the Readington School District. I understand that the confidentiality of the district will be maintained.

I look forward to talking with you in the near future and wish you success on your dissertation project.

Sincerely,

Faith Spitz, Ed.D.
Superintendent

FS/ibz
fs/2001-372

Appendix G

Letter of Informed Consent for Teacher Survey

SETON HALL UNIVERSITY

LETTER OF INFORMED CONSENT

Dear Teachers,

I am a doctoral candidate in educational administration in the College of Education and Human Services at Seton Hall University.

The purpose of this study is to examine the effects of the model of teacher evaluation on collegiality, change in instructional practice, and trust in evaluation.

Enclosed is a copy of a survey instrument, which is composed of sections of the Summary of CRC Teacher Survey Data (1991), and the Bay Area School Reform Collaborative Teacher Survey. This instrument was developed by the Center for Research on the Context of Secondary School Teaching (CRC) at Stanford University. This instrument has been reproduced and used with the permission of the CRC. The estimated time for completion of this survey is approximately fifteen (15) minutes.

Participation in this study is **NOT** mandatory; however, candid input will be greatly appreciated. In order to adhere to strict confidentiality guideline and anonymity, please only include your name if you wish to be interviewed or wish to receive an abstract of the results of the study upon its completion or both. Please indicate on survey which of these three choices you prefer. Also indicate for research purposes the model of evaluation you are involved with, traditional or peer coaching.

Once the data is returned to the researcher, the results of each survey will be recorded and the original response form will be secured and safely stored in a locked file cabinet in an office. Only those directly involved with the research study will have access to the data that was collected (researcher, University advisor and any other professional at the discretion of the advisor). The data will be retained for approximately three years after the completion of the study. After that time, all original response forms will be destroyed.

There are no foreseeable risks or discomforts toward the subjects (teachers) in this study. Additionally, there are no expected benefits for participation of this study.

In the event of questions regarding this study, please contact Kathleen Prystash, by telephone (908) 689-1188 ext. 603, or e-mail; prystashk@warrennet.org, or mail; 16 Castle Street, Washington, NJ 07882.

There are no appropriate alternative procedures or courses of treatment that might be advantageous. There will be no use of audio or video equipment for this portion of the study.

NOTE: PLEASE RETURN THE COMPLETED SURVEY IN THE ENCLOSED SELF-ADDRESSED STAMPED ENVELOPE WITHIN TWO WEEKS OF RECEIPT OF THE SURVEY.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone number of the Office is (973) 275-2974.

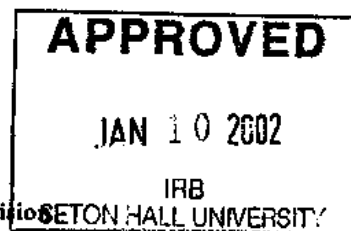
I have read the material above, and any questions I asked have been answered to my satisfaction. I agree to participate in this activity realizing that I may withdraw without prejudice at any time.

Sincerely,

Kathleen Prystash
(908) 689-1188
prystashk@warrennet.org

College of Education and Human Services
Department of Educational Administration and Supervision
Tel. 973.761.9397

400 South Orange Avenue • South Orange, New Jersey 07079-2685



Appendix H

Letter of Informed Consent for Teacher Interviews

SETON HALL UNIVERSITY

1 8 5 6

LETTER OF INFORMED CONSENT

Dear Interviewee:

I am a doctoral candidate in educational administration in the College of Education and Human Services at Seton Hall University.

The purpose of this study is to examine the effects of the model of teacher evaluation on collegiality, change in instructional practice, and trust in evaluation.

Your support is truly appreciated. Participation is **NOT** mandatory and the results of the interview will be coded to protect your anonymity. Your name will not be used.

The researcher has taken a neutral stance toward peer coaching and is soliciting the most accurate perspective possible that may include both positive and negative indicators.

There are six questions in the interview. It should take about 15 minutes to complete. The interview questions ask about your experiences with teacher evaluation, trust and professional development.

Any field notes or audio tapes associated with your participation will be coded to protect your anonymity. In addition, recordings will be destroyed following the interview transcription.

Only those directly involved with the research study will have access to the data collected (researcher, University Advisor and any other professional at the discretion of the Advisor). The transcripts will be retained for approximately three years after the completion of the study. After that time all transcripts will be destroyed.

You may contact the researcher, Kathleen Prystash, by e-mail (prystashk@warrennet.org), mail (16 Castle Street, Washington, NJ 07882), or telephone (908-689-1188 ext. 603), should you have any questions about your participation in this study.

There are no foreseeable risks or discomfort toward the subjects (teachers) in this study. Additionally, there are no expected benefits for participation in this study.

Audio taping of the interview will be utilized. You have the right to review all or any portions of the tape.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone number of the Office is (973) 275-2974.

I have read the material above, and any questions I asked have been answered to my satisfaction. I agree to participate in this activity realizing that I may withdraw without prejudice at any time. A copy of this Letter of Informed Consent was provided to me.

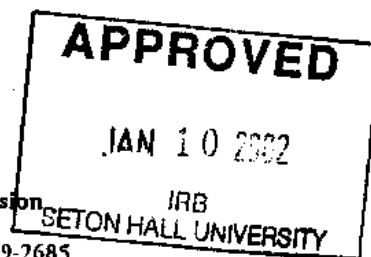
Subject

Date

Sincerely,

Kathleen Prystash
(908) 689-1188 ext. 603
prystashk@warrennet.org

College of Education and Human Services
Department of Educational Administration and Supervision
Tel. 973.761.9397
400 South Orange Avenue • South Orange, New Jersey 07079-2685



Appendix I

Per Item Frequency Distribution Table for Teacher Survey

Per Item Frequency Distribution Table for Teacher Survey

Question 1 (a): You can count on most staff members to help out anywhere, anytime- even though it may not be part of their official assignment.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	2.4	2.4	2.4
Disagree	1	1.2	1.2	3.6
Tend to Disagree	13	15.5	15.5	19.0
Tend to Agree	14	16.7	16.7	35.7
Agree	34	40.5	40.5	76.2
Strongly Agree	20	23.8	23.8	100.0
Total	84	100.0	100.0	

Question 1 (b): Teachers in this school are continually learning and seeking new ideas.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Tend to Disagree	7	8.3	8.3	8.3
Tend to Agree	21	25.0	25.0	33.3
Agree	29	34.5	34.5	67.9
Strongly Agree	27	32.1	32.1	100.0
Total	84	100.0	100.0	

Question 1 (c): There is a great deal of cooperative effort among staff members.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	2.4	2.4	2.4
Tend to Disagree	9	10.7	10.7	13.1
Tend to Agree	25	29.8	29.8	42.9
Agree	28	33.3	33.3	76.2
Strongly Agree	20	23.8	23.8	100.0
Total	84	100.0	100.0	

Question 1 (d): Staff members maintain high standards.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Tend to Disagree	3	3.6	3.6	3.6
Tend to Agree	12	14.3	14.3	17.9
Agree	44	52.4	52.4	70.2
Strongly Agree	25	29.8	29.8	100.0
Total	84	100.0	100.0	

Question 1 (e): This school seems like a big family, everyone is so close and cordial.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.2	1.2	1.2
Disagree	9	10.7	10.7	11.9
Tend to Disagree	19	22.6	22.6	34.5
Tend to Agree	24	28.6	28.6	63.1
Agree	16	19.0	19.0	82.1
Strongly Agree	15	17.9	17.9	100.0
Total	84	100.0	100.0	

Question 2 (a): We share ideas about teaching openly.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	2.4	2.4	2.4
Tend to Disagree	5	6.0	6.0	8.3
Tend to Agree	20	23.8	23.8	32.1
Agree	22	26.2	26.2	58.3
Strongly Agree	35	41.7	41.7	100.0
Total	84	100.0	100.0	

Question 2 (b): We have very different ideas about what we should emphasize in the

curriculum.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	11	13.1	13.3	13.3
Disagree	27	32.1	32.5	45.8
Tend to Disagree	19	22.6	22.9	68.7
Tend to Agree	16	19.0	19.3	88.0
Agree	9	10.7	10.8	98.8
Strongly Agree	1	1.2	1.2	100.0
Total	83	98.8	100.0	
Missing System	1	1.2		
Total	84	100.0		

Question 2 (c): It is common for us to share samples of work done by our students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	3.6	3.6	3.6
Disagree	5	6.0	6.0	9.5
Tend to Disagree	17	20.2	20.2	29.8
Tend to Agree	14	16.7	16.7	46.4
Agree	22	26.2	26.2	72.6
Strongly Agree	23	27.4	27.4	100.0
Total	84	100.0	100.0	

Question 2 (d): This subject area faculty falls into quite different groups or cliques.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	19	22.6	23.8	23.8
Disagree	14	16.7	17.5	41.3
Tend to Disagree	12	14.3	15.0	56.3
Tend to Agree	18	21.4	22.5	78.8
Agree	12	14.3	15.0	93.8
Strongly Agree	5	6.0	6.3	100.0
Total	80	95.2	100.0	
Missing System	4	4.8		
Total	84	100.0		

Question 2 (e): We regularly meet to discuss particular common problems and challenges

we are facing in the classroom.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	2.4	2.4	2.4
Tend to Disagree	6	7.1	7.1	9.5
Tend to Agree	11	13.1	13.1	22.6
Agree	32	38.1	38.1	60.7
Strongly Agree	33	39.3	39.3	100.0
Total	84	100.0	100.0	

Question 2 (f): It would be inappropriate to offer help to a colleague who hasn't requested

it.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	13	15.5	15.5	15.5
Disagree	28	33.3	33.3	48.8
Tend to Disagree	22	26.2	26.2	75.0
Tend to Agree	12	14.3	14.3	89.3
Agree	7	8.3	8.3	97.6
Strongly Agree	2	2.4	2.4	100.0
Total	84	100.0	100.0	

Question 2 (g): We often work together to develop teaching materials or activities for particular classes.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.2	1.2	1.2
Disagree	2	2.4	2.4	3.6
Tend to Disagree	11	13.1	13.1	16.7
Tend to Agree	18	21.4	21.4	38.1
Agree	23	27.4	27.4	65.5
Strongly Agree	29	34.5	34.5	100.0
Total	84	100.0	100.0	

Question 2 (h): We have little idea of each other's teaching goals and classroom practices.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	23	27.4	27.4	27.4
Disagree	29	34.5	34.5	61.9
Tend to Disagree	16	19.0	19.0	81.0
Tend to Agree	8	9.5	9.5	90.5
Agree	8	9.5	9.5	100.0
Total	84	100.0	100.0	

Question 2 (i): There is little disagreement about what should be taught in our subject area.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	3.6	3.6	3.6
Disagree	8	9.5	9.6	13.3
Tend to Disagree	10	11.9	12.0	25.3
Tend to Agree	15	17.9	18.1	43.4
Agree	32	38.1	38.6	81.9
Strongly Agree	15	17.9	18.1	100.0
Total	83	98.8	100.0	
Missing System	1	1.2		
Total	84	100.0		

Question 2 (j): Colleagues are generally protective of instructional materials or activities they've developed.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	20	23.8	24.1	24.1
Disagree	25	29.8	30.1	54.2
Tend to Disagree	19	22.6	22.9	77.1
Tend to Agree	12	14.3	14.5	91.6
Agree	6	7.1	7.2	98.8
Strongly Agree	1	1.2	1.2	100.0
Total	83	98.8	100.0	
Missing System	1	1.2		
Total	84	100.0		

Question 2 (k): Relations among us are cordial and caring.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.2	1.2	1.2
Disagree	3	3.6	3.6	4.8
Tend to Disagree	5	6.0	6.0	10.7
Tend to Agree	16	19.0	19.0	29.8
Agree	24	28.6	28.6	58.3
Strongly Agree	35	41.7	41.7	100.0
Total	84	100.0	100.0	

Question 2 (l): We often seek each other's advice about professional issues and problems.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	2.4	2.4	2.4
Tend to Disagree	7	8.3	8.3	10.7
Tend to Agree	20	23.8	23.8	34.5
Agree	25	29.8	29.8	64.3
Strongly Agree	30	35.7	35.7	100.0
Total	84	100.0	100.0	

Question 2 (m): There is a lot of disagreement among us about how to teach the subject.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	28	33.3	33.3	33.3
Disagree	29	34.5	34.3	67.9
Tend to Disagree	10	11.9	11.9	79.8
Tend to Agree	10	11.9	11.9	91.7
Agree	7	8.3	8.3	100.0
Total	84	100.0	100.0	

Question 2 (n): We share views of students and how to relate to them.

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	2	2.4	2.4	2.4
Tend to Disagree	6	7.1	7.1	9.5
Tend to Agree	16	19.0	19.0	28.6
Agree	31	36.9	36.9	65.5
Strongly Agree	29	34.5	34.5	100.0
Total	84	100.0	100.0	

Question 2 (o): Most take a "hands off" attitude toward each other's careers.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	16	19.0	19.3	19.3
Disagree	28	33.3	33.7	53.0
Tend to Disagree	13	15.5	15.7	68.7
Tend to Agree	13	15.5	15.7	84.3
Agree	10	11.9	12.0	96.4
Strongly Agree	3	3.6	3.6	100.0
Total	83	98.8	100.0	
Missing System	1	1.2		
Total	84	100.0		

Question 2 (p): We admire one another's teaching on the whole.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.2	1.2	1.2
Tend to Disagree	8	9.5	9.5	10.7
Tend to Agree	20	23.8	23.8	34.5
Agree	29	34.5	34.5	69.0
Strongly Agree	26	31.0	31.0	100.0
Total	84	100.0	100.0	

Question 3(a): Work individually on exercises, worksheets, or workbooks.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	4	4.8	5.1	5.1
1 or 2 times per marking period	8	9.5	10.1	15.2
1 or 2 times per month	7	8.3	8.9	24.1
Once a week	13	15.5	16.5	40.5
A few times a week	17	20.2	21.5	62.0
Everyday	30	35.7	38.0	100.0
Total	79	94.0	100.0	
Missing System	5	6.0		
Total	84	100.0		

Question 3 (b): Work in groups on in-class assignments.

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	1	1.2	1.3	1.3
1 or 2 times per marking period	2	2.4	2.5	3.8
Valid 1 or 2 times per month	6	7.1	7.5	11.3
Once a week	8	9.5	10.0	21.3
A few times per week	34	40.5	42.5	63.8
Everyday	29	34.5	36.3	100.0
Total	80	95.2	100.0	
Missing System	4	4.8		
Total	84	100.0		

Question 3 (c): Work on a project that requires data collection.

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	7	8.3	8.8	8.8
1 or 2 times per marking period	27	32.1	33.8	42.5
Valid 1 or 2 times per month	28	33.3	35.0	77.5
Once a week	8	9.5	10.0	87.5
A few times a week	8	9.5	10.0	97.5
Everyday	2	2.4	2.5	100.0
Total	80	95.2	100.0	
Missing System	4	4.8		
Total	84	100.0		

Question 3 (d): Review and discuss the work of other students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	4	4.8	5.1	5.1
1 or 2 times per marking period	11	13.1	14.1	19.2
Valid 1 or 2 times per month	19	22.6	24.4	43.6
Once a week	18	21.4	23.1	66.7
A few times a week	19	22.6	24.4	91.0
Everyday	7	8.3	9.0	100.0
Total	78	92.9	100.0	
Missing System	6	7.1		
Total	84	100.0		

Question 3 (e): Work on group investigations that extend for several days.

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	8	9.5	10.1	10.1
1 or 2 times per marking period	22	26.2	27.8	38.0
Valid 1 or 2 times per month	25	29.8	31.6	69.6
Once a week	11	13.1	13.9	83.5
A few times a week	11	13.1	13.9	97.5
Everyday	2	2.4	2.6	100.0
Total	79	94.0	100.0	
Missing System	5	6.0		
Total	84	100.0		

Question 3 (f): Explain their reasoning to the class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	3	3.6	3.8	3.8
1 or 2 times per marking period	3	3.6	3.8	7.5
Valid 1 or 2 times per month	7	8.3	8.8	16.3
Once a week	12	14.3	15.0	31.3
A few times a week	23	27.4	28.8	60.0
Everyday	32	38.1	40.0	100.0
Total	80	95.2	100.0	
Missing System	4	4.8		
Total	84	100.0		

Question 3 (g): Listen to or observe teacher presentations.

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	4	4.8	5.0	5.0
1 or 2 times per marking period	5	6.0	6.3	11.3
Valid 1 or 2 times per month	3	3.6	3.8	15.0
Once a week	9	10.7	11.3	26.3
A few times a week	29	34.5	36.3	62.5
Everyday	30	35.7	37.5	100.0
Total	80	95.2	100.0	
Missing System	4	4.8		
Total	84	100.0		

Question 3 (h): Answer factual questions in a whole class setting.

	Frequency	Percent	Valid- Percent	Cumulative Percent
Valid	1 or 2 times per marking period	5	6.0	6.3
	1 or 2 times per month	5	6.0	12.7
	Once a week	21	25.0	26.6
	A few times a week	19	22.6	24.1
	Everyday	29	34.5	36.7
Total	79	94.0	100.0	
Missing System	5	6.0		
Total	84	100.0		

Question 3 (i): Work on an individual project that takes several days.

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	2	2.4	2.5	2.5
Valid 1 or 2 times per marking period	18	21.4	22.5	25.0
1 or 2 times per month	31	36.9	38.8	63.8
Once a week	13	15.5	16.3	80.0
A few times a week	8	9.5	10.0	90.0
Everyday	8	9.5	10.0	100.0
Total	80	95.2	100.0	
Missing System	4	4.8		
Total	84	100.0		

Question 3 (j): Discuss ideas for a sustained period.

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	3	3.6	3.8	3.8
1 or 2 times per marking period	8	9.5	10.0	13.8
Valid 1 or 2 times per month	6	7.1	7.5	21.3
Once a week	18	21.4	22.5	43.8
A few times a week	31	36.9	38.8	82.5
Everyday	14	16.7	17.5	100.0
Total	80	95.2	100.0	
Missing System	4	4.8		
Total	84	100.0		

Question 3 (k): Reflect on their work and set future learning goals.

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	3	3.6	3.8	3.8
Valid 1 or 2 times per marking period	15	17.9	19.0	22.8
1 or 2 times per month	12	14.3	15.2	38.0
Once a week	20	23.8	25.3	63.3
A few times a week	15	17.9	19.0	82.3
Everyday	14	16.7	17.7	100.0
Total	79	94.0	100.0	
Missing System	5	6.0		
Total	84	100.0		

Question 4: How important are each of the following kinds of assessments for you in judging how well students are learning?

(a) Multiple-choice tests.

	Frequency	Percent	Valid Percent	Cumulative Percent
Not Important	21	25.0	25.6	25.6
Mostly not important	16	19.0	19.5	45.1
Tends to be not important	16	19.0	19.5	64.6
Tends to be important	17	20.2	20.7	85.4
Important	12	14.3	14.6	100.0
Total	82	97.6	100.0	
Missing System	2	2.4		
Total	84	100.0		

Question 4 (b): Essay tests.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not Important	20	23.8	24.7	24.7
Mostly not important	4	4.8	4.9	29.6
Tends to be not important	7	8.3	8.6	38.3
Tends to be important	14	16.7	17.3	55.6
Important	20	23.8	24.7	80.2
Very Important	16	19.0	19.8	100.0
Total	81	96.4	100.0	
Missing System	3	3.6		
Total	84	100.0		

Question 4 (c): Student work on open-ended problems/projects.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not Important	1	1.2	1.2	1.2
Valid Mostly not important	1	1.2	1.2	2.4
Valid Tends to be not important	5	6.0	6.0	8.4
Valid Tends to be important	13	15.5	15.7	24.1
Valid Important	30	35.7	36.1	60.2
Valid Very Important	33	39.3	39.8	100.0
Valid Total	83	98.8	100.0	
Missing System	1	1.2		
Total	84	100.0		

Question 4 (d): Portfolio of student work.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Mostly not important	11	13.1	13.3	13.3
Tends to be not important	14	16.7	16.9	30.1
Tends to be important	24	28.6	28.9	59.0
Important	19	22.6	22.9	81.9
Very Important	15	17.9	18.1	100.0
Total	83	98.8	100.0	
Missing System	1	1.2		
Total	84	100.0		

Question 4 (f): Standardized test results.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Not Important	34	40.5	41.5	41.5
Mostly not important	16	19.0	19.5	61.0
Tends to be not important	15	17.9	18.3	79.3
Tends to be important	12	14.3	14.6	93.9
Important	5	6.0	6.1	100.0
Total	82	97.6	100.0	
Missing System	2	2.4		
Total	84	100.0		

Question 4 (g): Work samples.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mostly not important	1	1.2	1.2
	Tends to be not important	3	3.6	4.9
	Tends to be important	8	9.5	14.6
	Important	23	27.4	42.7
	Very Important	47	56.0	100.0
Total	82	97.6	100.0	
Missing System	2	2.4		
Total	84	100.0		

Question 5: The student showed increased ability to

(a) Recall factual information.

	Frequency	Percent	Valid Percent	Cumulative Percent
No emphasis	1	1.2	1.2	1.2
Mostly no emphasis	9	10.7	10.8	12.0
Tends to have no emphasis	18	21.4	21.7	33.7
Valid Tends to have emphasis	31	36.9	37.3	71.1
Considerable emphasis	17	20.2	20.5	91.6
Heavy emphasis	7	8.3	8.4	100.0
Total	83	98.8	100.0	
Missing System	1	1.2		
Total	84	100.0		

Question 5 (b): Ask probing questions about subject matter.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Mostly no emphasis	2	2.4	2.4	2.4
Tends to have no emphasis	12	14.3	14.5	16.9
Tends to have emphasis	18	21.4	21.7	38.6
Considerable emphasis	27	32.1	32.5	71.1
Heavy emphasis	24	28.6	28.9	100.0
Total	83	98.8	100.0	
Missing System	1	1.2		
Total	84	100.0		

Question 5 (c): Apply what he/she has learned to new questions, situations, and subjects.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Mostly no emphasis	2	2.4	2.4	2.4
Tends to have no emphasis	1	1.2	1.2	3.6
Tends to have emphasis	9	10.7	10.8	14.5
Considerable emphasis	24	28.6	28.9	43.4
Heavy emphasis	47	56.0	56.8	100.0
Total	83	98.8	100.0	
Missing System	1	1.2		
Total	84	100.0		

Question 5 (d): Reflect on his/her program.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Mostly no emphasis	2	2.4	2.4	2.4
Tends to have no emphasis	6	7.1	7.2	9.6
Tends to have emphasis	19	22.6	22.9	32.5
Considerable emphasis	24	28.6	28.9	61.4
Heavy emphasis	32	38.1	38.6	100.0
Total	83	98.8	100.0	
Missing System	1	1.2		
Total	84	100.0		

Question 5 (e): Master basic skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Tends to have no emphasis	8	9.5	9.6	9.6
Tends to have emphasis	18	21.4	21.7	31.3
Considerable emphasis	25	29.8	30.1	61.4
Heavy emphasis	32	38.1	38.6	100.0
Total	83	98.8	100.0	
Missing System	1	1.2		
Total	84	100.0		

Question 5 (f): Express his/her own ideas about subject matter.

	Frequency	Percent	Valid Percent	Cumulative Percent
Mostly no emphasis	2	2.4	2.4	2.4
Tends to have no emphasis	3	3.6	3.6	6.0
Valid Tends to have emphasis	11	13.1	13.3	19.3
Considerable emphasis	33	39.3	39.8	59.0
Heavy emphasis	34	40.5	41.0	100.0
Total	83	98.8	100.0	
Missing System	1	1.2		
Total	84	100.0		

Question 5 (g): Work with speed and accuracy.

	Frequency	Percent	Valid Percent	Cumulative Percent
No emphasis	6	7.1	7.3	7.3
Mostly no emphasis	10	11.9	12.2	19.5
Tends to have no emphasis	23	27.4	28.0	47.6
Valid Tends to have emphasis	29	34.5	35.4	82.9
Considerable emphasis	11	13.1	13.4	96.3
Heavy emphasis	3	3.6	3.7	100.0
Total	82	97.6	3.7	
Missing System	2	2.4	100.0	
Total	84	100.0		

Question 5 (h): Provide constructive feedback to other students.

	Frequency	Percent	Valid Percent	Cumulative Percent
No emphasis	3	3.6	3.6	3.6
Mostly no emphasis	4	4.8	4.8	8.4
Tends to have no emphasis	12	14.3	14.5	22.9
Valid Tends to have emphasis	24	28.6	28.9	51.8
Considerable emphasis	18	21.4	21.7	73.5
Heavy emphasis	22	26.2	26.5	100.0
Total	83	98.8	100.0	
Missing System	1	1.2		
Total	84	100.0		

Appendix J

IRB Approval Seton Hall University

SETON HALL UNIVERSITY

1 8 5 6

January 9, 2002

Kathleen M. Prystash
41 Mockingbird Rd.
Hackettstown, NJ 07840

Dear Ms. Prystash:

The Seton Hall University Institutional Review Board has reviewed the information you have submitted addressing the concerns noted for your proposal entitled "The Effects of Peer Coaching Model of Evaluation." Your research protocol is hereby approved as amended. Enclosed for your records are the signed Request for Approval form and the stamped original Consent Form. Make copies only of this stamped Consent Form.

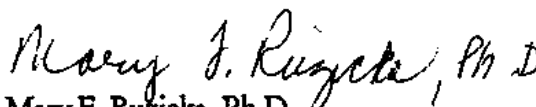
The Institutional Review Board approval of your research is valid for a one-year period from the date of this letter. During this time, any changes to the research protocol must be reviewed and approved by the IRB prior to their implementation.

According to federal regulations, continuing review of already approved research is mandated to take place at least 12 months after this initial approval. You will receive communication from the IRB Office for this several months before the anniversary date of your initial approval.

As you know, according to federal regulations, no one in authority over the teachers (such as a superintendent or a principal) can assist you in recruitment of your subjects.

Thank you for your cooperation.

Sincerely,


Mary F. Ruzicka, Ph.D.
Professor
Director, Institutional Review Board

cc: Anthony Colella, Ph.D.