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Teachers' and Administrator's Perceptions and Concerns of Reciprocal Peer Review Program

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Teachers' and Administrator's Perceptions and Concerns of Reciprocal Peer Review Program

by

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Abstract

This study examined a pilot Reciprocal Peer Review Program (RPRP) that was implemented for 1 year by a mid-size suburban school district in Minnesota. In the RPRP two teachers were paired up for the purpose of observing each other and "exchanging feedback in an alternating fashion" (Kohler, Ezell, & Paluselli, 1999, p. 154). The study reviewed the pilot program to determine teachers' and administrator's perceptions and concerns of the program. The study also sought to determine features of the pilot program that participants considered to be effective and worth keeping and features of the program that were considered not effective thus needed to be refined or discarded.

The study was designed to provide insights into the implementation of the Reciprocal Peer Review Program (RPRP) in a medium size suburban school district in Minnesota. The information provided by the study was used by the school district and teachers to determine whether or not there is merit in pursuing full implementation of the RPRP throughout the district with all teachers. The study provided specific commendation on features of the RPRP that were considered effective. Additionally, the study provided recommendations of features of the RPRP that were viewed negatively and required change. Although the study is limited to a single Minnesota school district, it is conceivable that other state school districts, also required to implement the new the new teacher evaluation statute that mandates peer review, will find value in the analysis of the design and implementation of a quality peer review program.

The researcher collected both qualitative and quantitative data from a select sample of 60 teachers who volunteered to participate in the RPRP and from three school district

administrators who participated in designing and implementing the RPRP. Four instruments were used in the study data collection for the study: (1) Stages of Concern Questionnaires (SoCQ); (2) Perception Survey; (3) focus group interview with seven teachers; and (4) focus interview with three school administrators.

The quantitative data were electronically collected and analyzed. Focus group interviews were digitally audio-recorded, transcribed, and thematically.

The study found that teachers and administrators had general positive perceptions of the RPR program with the following features particularly reported as positive: opportunity to observe; opportunity to learn and collaborate with colleagues; the non-evaluative nature of the program, and the opportunity to study curriculum across content and grade levels. Also, teachers thought that the program helped improve instruction and reduce teacher isolation.

The results indicated that participants viewed the following as areas of concern: lack of clarity on goals and procedures; limited time; too much or confusing paperwork demands; poor substitute teacher system; and level of district and state commitment to funding the program.

Participants pointed out the following as recommendations for improving the program: improve the school culture around the importance of RPRP; provide more administrative support to teachers; provide more clarifications of goals and procedures; provide more training on RPRP; improve the teacher substitute system; and allow teachers to use the Professional Learning Community (PLC) time for peer review or consider paying teachers stipends for time spent working on the program outside contract hours.

Since the RPRP was viewed positively by both participating teachers and administrators as a tool for increasing teacher quality through observing, learning, and collaborating with their peers, educational leaders are encouraged to strengthen the program design by removing the frustrations related to teacher substitutes and, thereby, lessening the stresses teachers experience and reluctance they have in leaving their classrooms to conduct peer observation. Districts need to provide assurances to teachers that there is administrative support and a funding commitment for the program to achieve maximum success.

Dedication

I dedicate this work to three generations of my family.

My parents Anderson and Hainess Msuya in Tanzania for sacrificing and inspiring my siblings and I to pursue higher education. Words of my father to us when we were in elementary school still ring, "I want these walls to be adorned with degrees from all my children"

I dedicate this work to my lovely wife, Florence, for her unconditional love, support, sacrifices and encouragements throughout our almost 15 years of marriage and 4 years of pursuing this doctorate degree. Also, to all my siblings for dreaming and not allow the tough circumstances of life to lead to despair but to prosperity for our children and posterity. Specifically, to my only sister, Progress, to my five living brothers; Goodluck, Freedom, Overblessing, Richman and Young Savior and to our departed dear brother Gilbert.

I dedicate this work especially to my four beautiful and strong children; Kina, Lisa, Imani and Jessie. To you I say, I love you more than you can ever imagine. Go on and pursue your dreams and make meaningful contributions to humanity. I set you free from all limitations.

To all my students and all the Children in the Tanzania-American Community in the US, I say Be Epic!

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Chapter 1: Introduction

The Minnesota Department of Education required all school districts to institute Peer

Review as a component of their teacher evaluation process beginning 2014. Minnesota

Statute. §.122A.41, reads, in part:

> To improve student learning and success, a school board and an exclusive
> representative of the teachers in the district…may develop an annual teacher
> evaluation and Peer Review process for probationary and non-probationary teachers
> through joint agreement […] The process must include having trained observers serve
> as peer coaches or having teachers participate in professional learning communities.
> (Subd. 5)

Recently, several states modified their teacher evaluation processes from low stakes to

high stakes in which poor performance in the teacher evaluation could result in a first step

toward dismissal (Matula, 2011). In Minnesota, schools are required to have an improvement

plan for teachers with unsatisfactory evaluations and also a disciplinary plan, including

possible dismissal, for teachers who underperform (Minn. Stat. § 122A.40). Researchers note

that given the high state of accountability for teacher performance, it is important to find

credible ways to effectively evaluate teachers (Papay & Johnson, 2012; Welsh, 2011).

Teacher evaluation should promote quality instruction centered on intellectual rigor, student

learning, and an accurate and fair assessment of that student learning (Goldstein, 2010b;

Weems & Rogers, 2010). A successful evaluation system needs to be comprehensive, fair and

developed with the involvement of teachers (Matula, 2011).

Although many schools in Minnesota have had peer review and peer coaching

programs in place for over seven years as part of the state's voluntary pay-for-performance

program called Quality Compensation-Q-Comp (OLA, 2009), no study had been conducted to

examine teachers' perceptions and concerns regarding the implementation of peer review

programs in Minnesota. This study intended to address that research void by gathering

teachers' perceptions and concerns about the implementation of a Reciprocal Peer Review

Program (RPRP) in their school. The findings should assist the school district studied, other

Minnesota school districts, and the Minnesota Department of Education (MDE) to better

understand teachers' perceptions and concerns about the RPRP. The study should result in

providing recommendations for design and implementation of a peer review program that is

effective in improving teachers' professional development and growth.

Statement of the Problem

The new Minnesota teacher evaluation statute effective in 2014 requires peer review

of teachers (Minn. Stat. § 122A.40). Although some schools in Minnesota have had peer

review process for several years, no study has been conducted to evaluate the program or

participants' perceptions on the effectiveness of the program or has there been a study on the

concerns of teachers on the implementation of peer review program in Minnesota. This study

was intended to address that research gap by providing data on the perceptions of teachers of

the effectiveness of RPRP and teachers' concerns about the implementation of the program.

The findings of the study enable the school district studied and other schools in Minnesota to

better design and implement peer review programs that are effective, achieve desired

outcomes of teacher professional growth and fulfill the requirements of the state statute.

Program Design

The school district participating in the study decided to pilot the RPRP one year prior

to the full implementation of the Minnesota Teacher Review law (Minn. Stat. § 122A.40).

The stature required all Minnesota public schools to implement a RPRP for all teachers who

were not receiving a formal evaluation by principals. The school district's pilot program was launched to study how a full implementation, if agreed to by teachers' representatives and the school board, would work. Sixty teachers agreed to participate in a 1-year pilot program in which pairs of teachers would alternatively observe each other teaching and provide and receive feedback.

The goals of the RPRP were two-fold: 1) to fulfill the statutory requirements (Minn. Stat. § 122A.40) and 2) to promote teacher growth by providing teachers with the opportunity to observe, learn, and collaborate with one another.

The school district created a Reciprocal Peer Review Program team comprised of teachers and administrators. The team designed a strength-based questionnaire which was to be employed in peer review observations. The observing teacher (peer reviewer) was instructed to identify four strengths and one recommendation for the observed teacher. The observed teacher was instructed to document two points of reflection.

Although, the school district identified this program as peer review, largely because the Statute also labeled the program as peer review, literature review suggests the program more appropriately fits the definition of reciprocal peer coaching (Kohler et al., 1999; McGreal, 1980; Vogt & Rogalla, 2009; Zwart, Wubbels, Bergen & Bolhuis, 2009).

The program process evolved so that in the first semester, participating teachers were paired by the program leaders. In the second semester, teachers were expected to pair with a teacher of their choice. The goal was to provide teachers the opportunity to stretch themselves beyond their comfort zones by collaborating with another teacher with whom they might otherwise not have selected and, also, to grant teachers opportunities to focus on the colleague

with whom they would like to work. Program leaders reported that over 100 teachers volunteered to participate in the pilot RPRP but teachers who were in their formal year of evaluation were removed from participation. As a result the pilot RPRP had only 60 teachers actually participated.

It was noted by both participating administrators and teachers that the design of the RPRP was a collaborative effort between teachers and school administrators. This was critical to the success of the program since Minnesota stature requires mutual agreement of the school district and teacher organization on the content of a teacher evaluation system (of which peer review is a component).

If achievement by the school district and teacher organizations could not be achieved to adapt an acceptable RPRP for the succeeding school year, the school district and teachers would be required to adapt the state teacher evaluation model in which the district and its staff would have no input.

Purpose of the Study

The study was conducted in spring semester of the 2013-14 school year to review a pilot Reciprocal Peer Review Program (RPRP) in one mid-size suburban school district in Minnesota. The focus of the study was to determine the perspective of the teachers and administrators about the pilot RPRP. The study also hoped to determine participant perceptions related to the effective features of the program and the areas that needed refinement.

A mixed method using both quantitative and qualitative measures was selected as the study methodology for its potential to provide in-depth data about RPRP (Also, this study

design was selected for its potential for yielding rich data that would provide deeper understanding of the problem. The data were considered useful for policy makers but not intended as a sample representation of a larger population (Babchuk, & Badiee, 2010). Slayton and Llosa (2005) favored including qualitative method in a study partly because a qualitative method of study attempted to answer the how and why questions which with its rich narrative data, potentially adds significantly to the usefulness of the findings for policy-making purposes. Mixed method design was aimed at providing more accurate and in depth findings for policy makers and practitioners (Croninger, Buese, & Larson, 2012).

The study explored the perceptions of teachers and administrators regarding the pilot RPRP at a school district. Both quantitative and qualitative data were collected and analyzed for the study. The use of a triangulation approach where multiple forms of data collection were used to bolster the integrity of study, in this case online surveys, and focus group interviews were used to provide richer and in-depth data (Babchuk, & Badiee, 2010).

Two electronic quantitative surveys were conducted. The first survey focused on gathering information on teachers' level of concern about the program and the second survey focused on teachers' perceptions on specific features of the program. Structured interviews were conducted for two focus groups, one with school district administrators who took part in designing and implementation of the RPRP and the second one was with participating teachers.

Assumptions of the Study

The researcher identified the following assumptions for the study.

- Participants would complete study surveys' questions honestly and honestly.

- Demographic data and participants' perceptions about the program would be provided and reported correctly and honestly.

- In focus group interviews, participants would express their opinions openly and honestly.

- The sample studied is not representative of the school district's entire teacher and administrative staff.

Delimitation of the Study

1. The study focused on the examination a pilot program in one Minnesota school district. The study sample included teachers who had volunteered to participate in the pilot of the Reciprocal Peer Review Program (RPRP) in the school district.

2. This program evaluation focuses exclusively on perceptions of teachers and administrators involved in the pilot program and not on observed data or quantitative outcomes measures consequently, it may not be appropriate to extrapolate result or conclusions of the effectiveness of all RPRP in other school district settings.

3. All 60 teachers who participated in the pilot RPRP were invited to participate in the study. This small number may not be sufficient to generalize results about the RPRP in the participating school district or n other Minnesota schools.

4. Since information was not readily available on who among the participating teachers had already completed at least one observation, a group email was sent to all 60 teachers with instructions that all participants were to take to take the SoCQ

but was to be taken by only those teachers who had completed had observed or were observed at least once.

Study Questions

In order to examine the perceptions of teachers and administrators regarding the Reciprocal Peer Review Program (RPRP) and to evaluate teachers' concerns on the implementation of the program, the following four study questions were established to guide the study:

1. What are the perceptions of teachers and administrators regarding the piloted Reciprocal Peer Review Program?

2. What concerns do participating teachers identify or express about the Reciprocal Peer Review Program?

3. What features of the Reciprocal Peer Review Program are considered to be effective and worthy of retention?

4. What features of the Reciprocal Peer Review Program are not considered effective and in need of refinement or elimination?

Definition of Terms

Although the study focuses on RPRP as referred by the school district or reciprocal peer coaching, as it should technically be referred, it is useful to define some of the related and possibly confusing terms and concepts. The following definitions were are defined: teacher evaluation, peer coaching, reciprocal peer coaching, peer mediated peer appraisal, peer review, peer assessment and review, value-added models, peer mentoring, professional development, and Concern Based Adoption Model (CBAM)

1. Peer Coaching: Peer coaching can be defined as "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" (Slater & Simmons, 2001, p. 68). Peer coaching "is non-evaluative, based on classroom observation followed by feedback, and intended to improve specific instructional techniques" (Anderson, 1997, p. 241).

2. Reciprocal Peer Coaching: "Reciprocal peer coaching entails two teachers observing each other and exchanging feedback in an alternating fashion" (Kohler et al., 1999, p. 154). Reciprocal peer coaching fosters mutual relationship and support teacher learning and development (McGreal, 1980). Reciprocal interactions seem to be influenced factors such as personality, emotional connection, beliefs about teaching and learning, personal obligations, resources, school culture, cognition and by affect (McGreal, 1980).

3. Peer-Mediated Self-Appraisal (PMSA) is a parallel model whereby the teacher-driven formative evaluation is conducted be for the sole purpose of professional development with data generated strictly for internal use and the principal-driven summative evaluation for the purpose of determining teacher's worth and for high stakes personnel decision making taking place once every three years (Barber & Klein, 1983).

4. Peer Assistance and Review (PAR) is a dual evaluative and professional growth program where a consulting teacher and the new teacher or a veteran teacher who

needs improvement, work collaboratively to identify specific pedagogical and instructional needs and develop a concrete plan to address them over time (Koppich & Humphrey, 2011; Sullivan, 2012; Wilkins & Shin, 2011).

5. Teacher Evaluation: Teacher evaluation serves a dual purpose: (a) it measures teacher's competence; and (b) it promotes professional development (Weems & Rogers, 2010). Most evaluation systems measures are designed to measure pedagogical knowledge of a teacher which involves skills such as teacher's mastery of the content area, delivery of instruction and understanding of how student learn (Gallagher, 2004).

6. Value Added Models (VAMs) are complex mathematical models that estimate teachers and schools effectiveness by assigning teacher's contribution or value added to students' gain on standardized tests. The underlying assumption in using VAMs to measure teacher's contribution in relation to student gain is that student scores in standardized tests are valid and reliable indicators of achievement, attributable to the specific teacher (Ballou, Sanders, & Wright, 2004; Goe, Bell, & Little, 2008; Hill, Kapitula, & Umland, 2011).

7. Teacher Observation: Teacher observation is a process of observing teachers for the purpose of assessing their performance in the classroom. An effective teacher observation system contains formal classroom observation, collection of teaching work samples, and classroom walkthroughs. Skills to be evaluated include teacher's mastering of subject content, delivering the instruction, knowledge of

students and how to properly assess their learning (Borman & Kimball, 2005;

Milanowski, 2011; Weems & Rogers, 2010).

8. Peer Mentoring: Peer mentoring is a process whereby, "expert teachers pass on

    experiences and strategies to novices…as the new teachers gain experiences, they

    contribute new ideas and strategies to improve the practices of their peer mentors"

    (Glazer, & Hannafin, 2006, p. 181). "The mentoring process involves developing

    teaching expertize, fostering relationships between colleagues, and responding to

    learning needs" (Glazer & Hannafin, 2006, p. 180).

9. Concern: Hall and Hord (2006) defined as "the composite representation of the

    feelings, preoccupation, thoughts, and consideration given to a particular issue or

    task" (p. 138).

10. Professional Development: "any activity that is intended partly or primarily to

    prepare paid staff member s for improved performance in present or future roles in

    the school district" (Little, 1997, p. 491, as quoted in Desimone, 2009, p. 181).

    Teacher learning takes place in activities such as lesson planning…self or peer

    observation, lesson reflection, conversation in the hallway (Desimone, 2009).

Summary

Chapter 1 defined the research problem and corresponding study questions that would

help the researcher determine teachers' and administrators' perceptions of the Reciprocal Peer

Review Program (RPRP) piloted by a mid-sized suburban school district in Minnesota. The

pilot was implemented prior to the required implementation of a new statute requiring teacher

evaluation in Minnesota to include peer review as part of teacher evaluation system starting in

the 2014/15 school year. It has been observed that although there had been a variety of Peer Review programs in Minnesota schools prior to the law enactment, especially through the QComp, a pay-for-performance program, no study on teachers' perceptions and concerns in the implementation of a peer review program had been conducted. This study addresses that research gap.

A review of related literature focused on three main areas: (1) the overview of teacher evaluation systems with specific focus on teacher quality and teacher effectiveness, (2) peer review and peer coaching models and (3) the use of Concerned Based Model (CBAM) specifically the use of the Stages of Concern Questionnaire (SoCQ) in examining teachers' concerns in the implementation of a new program.

The researcher employed both quantitative and quantitative methods to collect, organize, interpret and analyze data. On the quantitative method, the researcher employed two surveys: (1) a Stages of Concern Questionnaire (SoCQ) and (2) a Perception Survey. On the qualitative side, the researcher conducted two focus group interviews, one with seven volunteer teachers and another one with three purposely selected school district administrators with the knowledge of the program design and implementation.

Chapter 2 reviews related literature, Chapter 3 presents research methods which includes data sample, tools for data collection, and data analysis. Chapter 4 presents results of the study and Chapter 5 summarizes the study, gives conclusions and recommendations for practice and for further research.

Chapter 2: Review of Literature

The new Minnesota teacher evaluation statute effective in 2014, requires peer review of teachers in the years that summative evaluation occurs (Minn. Stat. § 122A.40). Although some schools in Minnesota have had a Peer Review process for several years, no study has been conducted to evaluate the program or participants' perspectives on the effectiveness of the program. This study is intended to fill the research gap by providing data regarding the perceptions of teachers as to the effectiveness of the Reciprocal Peer Review Program (RPRP). The study examines teachers' and administrator's perceptions, concerns and effectiveness of a one year pilot program implemented by one school district in Minnesota of a Reciprocal Peer Review Program (RPRP).The findings of the study will help the school district and possibly other schools in Minnesota in effective implementation of a peer review process.

Three broad themes were explored in this review of related literature namely, overview of teacher evaluation, peer review and peer coaching models, and Concerns Based Adoption Model

- o An overview of teacher evaluation included specific focus on teacher quality and teacher effectiveness. The researcher reviewed studies on the question of what constituted teacher quality and teacher effectiveness and how to effective measure that quality and effectiveness.. Since peer review and peer coaching in Minnesota are a components of teacher evaluation, the researcher reviewed studies and pertinent articles on the concept of teacher evaluation across the country and

globally. Topics such as meaning, purpose, methods, and issues found in teacher

evaluation were reviewed.

o Peer review and peer coaching. The researcher reviewed literature on various

models of peer review and peer coaching, either as integral parts of teacher

evaluation or as complimentary or separate from teacher evaluation.

o Concern Based Adoption Model (CBAM). The researcher reviewed the CBAM

with a focus on the SoCQ as an instrument for examining teachers' concerns about

the implementation of the RPRP.

Overview of Teacher Evaluation

Naugle, Naugle, and Naugle (2000) noted a paradigm shift from the input-process

model to output/outcome models, in which the emphasis appeared to be a shift from teacher

quality, curriculum and instruction to measuring teachers' effectiveness by their contribution

to student achievement. Researchers suggested that better teaching appears to correlate with

higher student achievement (Borman & Kimball, 2005; Gallagher, 2004). Specifically, active

teaching (i.e., the amount of time the teacher is actively engaged in instruction) appears to

correlate with student achievement (Rowan, Correnti, & Miller, 2002).

Some researchers argue that teaching is a complex task that needs to be viewed from

multiple angles (Croninger et al., 2012). There is no sufficient research on what constitutes an

effective teacher, thus, making it difficult to develop a teacher evaluation model that would

adequately and effectively capture characteristics of effective teacher behaviors (Borman &

Kimball, 2005; Goe et al., 2008; Medley & Coker, 1987). Teacher characteristics, such as

confidence in teaching, organization, and allocation of instruction time, have been found to

positively correlate with student achievement (Konstantopoulos, 2011). Allday (2006) notes that it is difficult to measure teacher behaviors, such as caring and trusting, as important ingredients in creating a positive learning environment that may inspire students to reach their highest potential. Positive relationship between teachers and students can be attributed to increased academic achievement (Allday, 2006). Allday (2006) observed that even students who were not successful at school could identify qualities of good teachers, such as fairness, caring, positively dealing with students, inspiring, excited about teaching and respected by students.

The Federal government increasingly appears to be more assertive in matters of teacher quality and teacher effectiveness. As early as 1996, *The Coleman Report* observed a significant influence of teacher's characteristics on student achievement (Borman & Kimball, 2005). The No Child Left Behind legislation (NCLB) mandated testing with associated school consequences for failing to achieve desired results. The Federal government, through a *Race to the Top* grant, awards a monetary grant to states on a competitive basis using teacher effectiveness as one of the awarding criteria (Welsh, 2011).

The Minnesota teacher evaluation law requires public schools to evaluate all teachers on an annual basis starting 2014 and to include: at least one summative evaluation in 3 years; a 35% measure of student achievement data; peer review; and a discipline plan for teachers who continue to underperform after an improvement plan (Minn. Stat. § 122A.40).

Teacher evaluation serves a dual purpose: (a) it measures teacher's competence; and (b) it promotes professional development (Weems & Rogers, 2010). In addition, teacher evaluation serves to foster teacher growth and assigns teachers a rating on the Unsatisfactory-

to-Excellent continuum-with possible serious consequences for continued employment with unsatisfactory ratings (Matula, 2011). Most evaluation systems measures are designed to measure pedagogical knowledge of a teacher which involves skills such as teacher's mastery of the content area, delivery of instruction, and understanding of how student learn (Gallagher, 2004). *Danielson's Framework for Teaching* described good teaching practice as "active, consistent with curriculum standards, differentiated, inclusive, engages students, aims at developing a community of learners, and incorporates teacher reflection" (as cited in Milanowski, 2004, p. 35).

Peterson (2004) proposed the use of "constellations of teacher quality", which allows teacher quality to be measured on a selected menu of measures, such as systematic observation, student achievement data, peer review, parent surveys, student surveys, professional engagements, and National Board Teacher Certification. After analyzing the research in teacher effectiveness in England, Campbell, Kyriakides, Muijs, and Robinson, (2004) favor the need of considering the difficulty-to-measure yet important values held by a teacher that may or may not be the same as those implicitly used to create the teaching standards and by extension evaluation measurements. Campbell et al. (2004) concurred that very often, teacher evaluation systems were not designed to measure teacher values, such as belief in independent learning and respect for students as self-directed learners; values can help create an environment that encourages students become independent learners, an important skill in today's knowledge economy.

Darling-Hammond, Wise, and Pease (1983), in their review of literature advised that a teacher evaluation system that is used to make personnel decisions, such as dismissing

teachers for poor performance, must meet three important criteria to stand legal scrutiny. These include: clear standards of performance; a mechanism for detection and prevention of incompetence; and a way of communicating to the teacher the deficient standards and allowing him/her to correct the deficiency.

In examination of teacher evaluation systems in organizational context, Darling-Hammond et al. (1983) suggested an evaluation system reflects current societal thoughts about teaching, i.e., teaching as a labor, a craft, a profession or an art. If teaching is viewed as a labor, it would be expected to adhere to specific standards and routines and the principal would be viewed as a supervisor to monitor for quality. If teaching is viewed as a craft, the teacher would be expected to have a repertoire of teaching and learning and the principal would be viewed as a manager. If teaching as a profession, a teacher would be expected, not only to master his/her craft but also to diagnose, problem-solve and use judgment. In this case, standards of performance would be developed by peers and the principal would be viewed as an administrator available to provide resources and support. If teaching is viewed as an art, the teacher is expected to be creative and autonomous and make judgment calls as he/she brings knowledge, skills and personality in dynamic and complex interactions with highly diverse population of students. Evaluation, in this case, is largely self-assessment and peer assessment (Darling-Hammond et al., 1983).

In order to understand how to how teacher evaluation is conducted , it is important to understand the concept of "teacher quality" and "teacher effectiveness" For the purpose of the study, three teacher evaluation concepts are reviewed in depth, namely, standard-based evaluation, Value-Added Models (VAMs) and Peer Assistance and Review (PAR).

Teacher Evaluation by Principals

The purpose of teacher observation is to "obtain a representative sample of a teacher's performance in the classroom" (Weems & Rogers, 2010, p. 20). An effective teacher observation system contains formal classroom observation, collection of teaching work samples, and classroom walkthroughs by a trained evaluator (Milanowski, 2011). In order to make teacher observation more effective, researchers point out the need to provide principals with training on how to properly conduct teacher observations on clearly defined rubrics, and how to give useful feedback to teachers with the purposes of improving instruction (Kimbal & Milanoski, 2009; Matula, 2011; Shao, Anderson, & Newsome, 2007).

Sparks and Loucks-Horsley (1989) observed that "Observation and assessment of instruction provide the teacher with data that can be reflected upon and analyzed for the purpose of improving student learning" (p. 44). Peterson (2004) found that classroom visits had a light focus on curriculum content and they missed students' achievement data and lacked many professional performance measures of a quality teacher, such as collaboration. However, research indicates that principals do not have the time and resources to provide comprehensive reviews and support to teachers. Kimbal and Milanowski (2009) suggested that evaluation results seem to be influenced by the evaluator's motive, expertise and school environment, which one might argue include culture of the school (Koppich & Humphrey, 2011). While some see the increasing importance of principal teacher evaluation system (Marzano, Frontier, & Livingston, 2011; Milanowski, 2011), others see principal evaluation as "rapidly becoming obsolete" (Weems & Rogers, 2010).

Value-added Models

Judging teacher's effectiveness by students' achievement is increasingly becoming a reality at state and federal level. Some researchers see the use of Value-Added Models (VAMs) to achieve this goal as both promising and controversial (Goe et al., 2008). Research has found little correlation between teacher's evaluation and student achievement bringing to question its value (Gallagher, 2004; Medley & Coker, 1987; Valli, Croninger & Buese, 2012). However, Value-Added Models and performance plans have proven popular because some research indicates that teachers have a large and lasting impact on students' achievement (Chetty, Friedman, & Rockoff, 2011; Hill et al., 2011). Borman and Kimball (2005) found a correlation between better teaching and higher student achievement with a high quality teacher accounting for up to one grade level gain on a student achievement within one school year.

Supporters of the VAMs see student scores as the most direct indicators of teacher quality and effectiveness (Hill et al., 2011). The underlying assumption in using VAMs to measure teacher's contribution in relation to student gain is that student scores in standardized tests are valid and reliable indicators of achievement, attributable to the specific teacher (Goe et al., 2008). Under the value-added models, a teacher is labeled either as effective or not depending on whether students in particular classroom exceed or fail to meet predicted gain scores (Goe et al., 2008). While some researchers fault the model's inability to predict a teacher's effect on student's lifetime achievement (Broatch, & Lohr, 2012), Chetty et al. (2011) found otherwise. Chetty et al. (2011) analyzed 10 years of school and other public data of more than 2.5 million students and found a strong correlation between teacher quality and

students' long-term life achievements. The authors concluded that students with higher value-added teachers had a better life as measured by social and economic indicators such as lower teenage birth rates, better colleges, lived in higher income neighborhoods, and saved more for retirement.

Critics of the VAMs doubt the accuracy and validity of value-added scores of teacher scores based on students' performance in standardized tests (Hill et al., 2011). The critics also note that the value-added scores represent not only partial teacher contribution to student learning. The effects of prior teachers, measurement error, and potential bias resulting from the distribution of students into classrooms and teachers into schools also must be considered. As a result, these VAM models may fail to accurately represent teacher quality (Hill et al., 2011; Kupermintz, 2003; Papay, 2011). Welsh (2011) argued that most standardized tests used in VAMs are designed to capture skills of average students and less in describing the gains by gifted students.

Since teaching and learning are such a complex tasks, VAMs present four practical shortcomings especially when they are used for high stakes decisions such as employment status and financial compensations. First, it is challenging to accurately determine the influence of a specific teacher on students' test score (Broatch & Lohr, 2012; Hill et al., 2011). Second, it brings concerns on ways to fairly and accurately compare teachers' scores with their peers' (Hill et al., 2011). Third, it can be difficult to account for the wide discrepancy in testing in value-added measure within the school district (Broatch & Lohr, 2012). Fourth, it provokes further debates on how to accurately and fairly rate gifted students who may master the average standards measured by the test, but differ in the degree to

comprehend and master complex knowledge components (Welsh, 2011). Fifth, VAMS could discourage teacher collaboration (Kupermintz, 2003)

Research suggests for caution on the use of VAMs in high stake decision-making given the inconsistent validity and reliability. Since teaching is a "collective enterprise" and not "an individual endeavor" (Valli et al., 2012), Value-Added Models could potentially have the negative effect of discouraging teacher collaboration (Kupermintz, 2003), especially if they are used in high stake decision–making, such as compensation and employment status (Chetty et al., 2011).

Although they see the correlation between teacher quality and student long-term achievement as measured by VAMs, Chetty et al. (2011) contended that the use of VAMs in high stakes environment may be counterproductive, as they may encourage practices such as preparing for the test, that do not increase student learning. The authors also argued that VAMs may also be detrimental when used in making personnel decisions, such as teacher compensation and layoffs. Conley, Muncey, and Could (2002) noted that individual merit-pay systems cause conflict among teachers and between teachers and administration and therefore counsels school districts to consider group-based merit pay that rewards teachers or group of teachers for meeting prescribed organizational goals merit-based pay systems, instead of the failed individual merit-pay systems.

Despite the many criticisms of the value-added models, and insistence that it should not be used in high stake decision–making, such as hiring and firing of teacher compensation. Hill et al. (2011) suggested using the models either in combination with other evaluation

methods, or as a trigger for further evaluation of content, VAMs should not be used to target teachers for reward, remediation, removal, continuing contracts.

Several limitations of VAMs were identified from review of literature. First, only major subject area is tested. Second, Value-added models, as championed by Sanders and now widely used across the country, do not account for demographics and other socio-economic status. In response, Ballou et al. (2004) argued that the complex value-added model they use, not a simple gain estimator, shows little effect when controlled for demographics and SES. Furthermore, Sanders argued that since these complex value added models use pre-test and posttests, they implicitly account for demographics and social economic status in the pre-test (Viadero, 2008). Third, VAMs present concerns on the overreliance on students' scores, which could undervalue the qualitative components of professional practice. Fourth, the use of VAMs does not account for high student mobility rates (Andrejko, 2004). Finally, if VAMs are viewed as inaccurate and unfair, it could discourage teachers from teaching in difficult areas such as special education and classes for lowest-performing students (Hill et al., 2011).

Given the shortcomings of the traditional teacher evaluation systems and the skepticism towards value-added models, it is useful to look at other models of supporting teachers' development needs. Peer review, in its many forms, provides teachers with opportunity to observe, exchange feedback, collaborate and learn from each other in a non-evaluative manner.

Peer Review and Peer Coaching

The state of Minnesota required school districts to establish peer review processes as part of teacher evaluation plans for all teachers starting in 2014/15 school year (Minn. Stat. § 122A.40). Although a number of Minnesota schools have participated in a voluntary merit-pay program, also called Quality Compensation program also known as Q-Comp (OLA, 2009) no study on teachers' perceptions or concerns on peer review program was found. Peer review can be used to supplement or compliment teacher evaluation's duo purpose of evaluating teacher performance and that of improving teacher growth. One of the deficits of a traditional evaluation is that principals do not have enough time to evaluate teachers and provide meaningful feedback to all teachers (Koppich & Humphrey, 2011), thus faced with limited time and resources, principals tend to put more evaluation effort on low-performing teachers (Sosanya-Tellez, 2010). The use of consulting teachers in peer review is one way for school districts to increase capacity to provide frequent and comprehensive teacher evaluations, an increasing demand by most states (Koppich & Humphrey, 2011).

Barber and Klein (1983) argued for the need to separate the separate formative and summative evaluations noting that teachers naturally distrust evaluation systems that purport to help them improve while at the same time provide data for their possible removal. Barber and Klein (1983) point to a parallel model such as the Peer-Mediated Self-Appraisal (PMSA) in which the teacher-driven formative evaluation would be for the sole purpose of professional development with data generated strictly for internal use and the principal-driven summative evaluation for the purpose of determining teacher's worth and for high stakes personnel decision making taking place once every 3 years.

Valli et al. (2012) submitted that teaching is a collective rather than an individual enterprise "in all three phases of teaching: planning, instruction, and assessment" (p. 6) yet teachers have limited opportunity to work with colleagues to improve as professionals (Goldstein, 2010b; Swafford, 1998). "Teachers provide each other with observational data in a supportive environment, working together…to enhance thinking and self-analysis around the application of newly learned skills" (McGreal, 1980, p. 5).

A review of literature identified multiple forms of peer review models, including but not limited to; Peer Assistance and Review (PAR); Peer Mediated Self-Appraisal (PMSA); Peer Observation of Teaching (POT); Peer Coaching; Reciprocal Peer Coaching, and Peer Mentoring. The study focuses on the Reciprocal Peer Review Program (RPRP) by a school district in which, unlike teacher evaluation, it did not focus on the review of teacher performance for evaluative purposes of determining the teachers' worth but purely focused on teachers' professional growth.

Peer assistance and review (PAR). Peer Assistance and Review (PAR) is a dual evaluative and professional growth program in which a consulting teacher and a new teacher or a veteran teacher who needs improvement, work collaboratively to identify specific pedagogical and instructional needs and develop a concrete plan to address them over time (Koppich & Humphrey, 2011; Sullivan, 2012; Wilkins & Shin, 2011).

For PAR to be successful, it must fulfill seven criteria identified from research. First, it needs transparency (Goldstein & Noguera, 2006). Second, it should demonstrate a high degree of fairness and accountability (Koppich & Humphrey, 2011). Third, PAR must have a high validity and inter-rater reliability. Third, it must be based on observable checklist (Shao

et al., 2007). Fourth, it must have a strong link between the evaluation process and professional development. Fifth, it must be well funded (Papay & Johnson, 2012). Sixth, it must be relevant and flexible enough (Milanowski, 2011) to meet the needs of the probationary teachers, the struggling tenured teachers and the competent continuing teachers (Goldstein & Noguera, 2006). Last but not least, it must be accepted and preferably co-developed collaboratively by the teachers and administration (Goldstein & Noguera, 2006; Papay & Johnson, 2012).

School districts need to understand that PAR is more expensive than traditional principal evaluation and requires more resources, mostly in terms of salary for the consulting teachers (Kumrow & Dahlen, 2002; Papay & Johnson, 2012). In addition, it requires more time and commitment from the district and the teacher union (Sullivan, 2012). School districts can save money by avoiding costly teacher turnover and by retaining the new effective teachers (Goldstein & Noguera, 2006; Papay & Johnson, 2012). Furthermore, PAR helps to foster collaboration among teachers, and between teacher unions and school administration (Papay & Johnson, 2012).

Researchers indicated five benefits of PAR. First, PAR gives teachers more direct authority for establishing and enforcing teaching standards (Goldstein & Noguera, 2006). Second, it allows teachers to take have increasing leadership roles. Third, it leads to increased overall teacher quality and professionalism (Goldstein, 2003). Fourth, it creates conditions for shared leadership between principals and teachers, and allows teacher collaboration. Fifth, it improves relationship between labor and management (Goldstein & Noguera, 2006; Koppich & Humphrey, 2011).

Peer coaching. Peer coaching can be defined as "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" (Slater & Simmons, 2001, p. 68). "Peer coaching is non-evaluative, based on classroom observation followed by feedback, and intended to improve specific instructional techniques (Ackland, 1991; Skinner &Welsh, 1996; Swafford, 1998; Valencia & Killion, 1998). Assumptions are that teachers can learn, and through observation and analysis of instruction can improve teacher learning (Sparks & Loucks-Horsley, 1989). In peer coaching, the main goal is improving instruction through teacher peer observation and feedback (Skinner & Welsh, 1996). Effective feedback is problem-solving focused, uses open-ended questioning, is immediate, specific, task or goal focused, and corrective in nature (Thurlings, Vermeulen, Kreijns, Bastiaens, & Stijnen, 2012). Reciprocal Peer Coaching is a process of peer coaching in which two teachers alternate b between being a peer coach and being peer coached (Kohler et al., 1999). McGreal (1980) suggested that reciprocal peer coaching can enhance mutual learning and support between the two teachers and that such interactions are influenced by factors such as personality, emotional connection, beliefs about teaching and learning, personal obligations, resources, and school culture.

Peer coaching may include such activities such as peer observation, co-planning, study groups, problem solving, and curriculum development (Swafford, 1998). Teachers involved in peer coaching can collaborate in lessons planning, and dialogue on curricular issues and instruction, team teaching, problem solving, reflective journals, action research, and videotape analysis (Robbins, 1991).

Successful peer coaching programs were found to be separated from evaluation, had strong trust among teachers, and were flexible (Slater & Simmons, 2001). In emphasizing the importance of confidentiality and non-evaluative features of peer coaching, Skinner and Wash (1996) warned that "evaluative coaching destroys the collegial collaboration."

Some of the reported benefits of peer coaching include teachers include learning practical skills, improved problem-solving skills, receiving emotional support, and breakdown of teacher isolation (LeBlanc & Zide, 1987). Peer coaching, implemented properly can be a tool that breaks teacher isolation through collaboration (Slater & Simmons, 2001).

There are mainly two categories of peer coaching, (1) expert peer coaching, such as mentoring, Peer Assistance and Review (PAR), in which trained outside or inside teachers coach other teachers for the purpose of helping them improve instruction and (2) Reciprocal Peer Coaching, where teachers take turns to observe and give feedback to each other to improve the practice of teaching (Ackland, 1991).

A study in Cyprus showed that intensive peer coaching helped student teachers become more confident in their teaching strategies and reported more positive learning experience than their traditional professor supervision counterparts. Student teachers seem to promote feedback and professional dialogue from peer coaches (Goker, (2006). In medical clinical setting, Peer Observation of Teacher, whether for evaluative or collaboration purposes, seemed to benefit both sides of the evaluation process, especially through the improved reflection of their practice (Finn, Chiappa, Puig, & Hunt, 2011).

Goker (2006) found that student teachers who experienced peer coaching appeared to have gained the following positive skills; self-confidence, freedom to ask questions,

expressing own opinions, integrating teaching strategies into their teaching repertoire, and appeared to be more open to collaboration in later years.

It is not enough to establish a peer review or peer coaching program without taking necessary steps to ensure its sustainability as pointed out in LeBlanc and Zide (1987).

> Garmston (1987) identifies five ways in which administrators develop and maintain peer coaching within their schools. These include: 1) selecting a model tied to expected outcomes, 2) demonstrating the value, 3) providing the topic for coaching, 4) providing training, and 5) exemplifying positive coaching behaviors. (p. 9)

Slater and Simmons (2001) found that successful peer coaching programs were flexible, had strong trust among teachers and were separated from evaluation. For peer coaching to be effective in the long run, it needs to become part of the school culture (Robbins, 1991; Skinner & Welsh, 1996). It is suggested that observation takes into account teacher behavior that facilitates learning and behaviors that interferes with learning (Sparks & Loucks-Horsley, 1989).

CBAM and Stages of Concern

Concern Based Adoption Model (CBAM) model is based on the belief that individuals respond and adopt to organizational change in personal and unique ways therefore for the change process to be successful policy makers and planners need to focus on individual feelings, thoughts, perspectives needs and reactions to the new innovation (Christou et al., 2004; Tunks & Weller, 2009). CBAM contains three diagnostic tools namely Stages of Concern, Levels of Use and Innovation Configuration that can be used to process of change by teachers when implementation a new curriculum or new innovation (Hall & Hord, 2011). Roach, Kratochwill and Frank, (2009) argue that, "CBAM's conceptualization of Stages of Concern provides a potential evaluative framework for considering teacher's attitudes at all

stages of implementation" (p. 305). The diagnostic tools can be used individually or in any combination (Anderson, 1997; Bellah & Dyer, 2009). Given the infancy stage of the program's implementation and limited resources, the study uses only the SoCQ to measure teachers' concerns about the implementation of the RPRP.

Fullan (1999, cited in Christou et al., 2004) emphasizes the importance of administrators and educators to work to understand teachers' concerns before and during the implementation phase of an innovation. The seven Stages of Concern by Hall et al. (1979) include: (1) awareness, (2) information, (3) personal (4) management, (5) consequence, (6) collaboration and (7) refocusing.

Despite its wide use in education research, some researchers have questioned the structure and reliability of the seven Stages of Concern model and some have suggested revising the model by reducing the number of stages and/or reducing or reassigning the questions (Bailey & Palsha, 1992; Bellah & Dyer, 2009; Shotsberger & Crawford, 1996). One such example is by Bailey and Palsha, (1992) which revises the model to 5-Stages by combining the Informational and the Awareness stages and the Refocusing with the Collaboration stages. Researchers suggest using qualitative data such as open-ended questions and interviews alongside SoCQ for a deeper understanding of specific concerns that teachers may have in implementation of an innovation (Shotsberger, & Crawford, 1996).

Synthesis of Review of Literature

Most evaluation systems measures are designed to measure pedagogical knowledge of a teacher which involves skills such as teacher's mastery of the content area, delivery of instruction, and understanding of how student learn (Gallagher, 2004).

Peterson (2004) proposed the use of "constellations of teacher quality", which allows teacher quality to be measured on a selected menu of measures, such as systematic observation, student achievement data, peer review, parent surveys, student surveys, professional engagements, and National Board Teacher Certification.

The emphasis on reciprocal peer coaching is that teachers engage in mutual interactions and learning (McGreal, 1980) to "improve their instructional capacity" (Kohler et al., 1999, p. 154). Successful peer coaching programs were found to be separated from evaluation, had strong trust among teachers, were flexible and focused on teacher growth (Skinner & Welsh, 1996; Slater & Simmons, 2001). Skinner and Wash (1996) warn against "evaluative coaching" which in their opinion antithetic to the teacher collaboration.

Concern Based Adoption Model (CBAM) model is based on the belief that individuals respond and adopt to organizational change in personal and unique ways therefore for the change process to be successful policy makers and planners need to focus on individual feelings, thoughts, perspectives needs and reactions to the new innovation (Christou et al., 2004; Hall & Hord, 2011; Tunks & Weller, 2009). CBAM Stages of Concern can be useful for assessing feelings and attitudes of teachers towards a school-based program (Roach et al., 2009).

Chapter 3: Method

The 2012 Minnesota teacher evaluation statute required peer review of teachers in the years that they are not formally evaluated starting in 2014/15 school year (Minn. Stat. § 122A.40). Some Minnesota schools have been participating in some type of peer review for several years, but no study has been conducted in the state to evaluate teachers' and administrators' perceptions of the peer review program. A review of literature failed to find studies that examined teachers' levels of concern about peer review programs in Minnesota. This study attempts to start filling that research gap. The study examines a pilot Reciprocal Peer Review Program (RPRP) in one school district in Minnesota to determine teachers', working as peer coaches, and school administrators' perceptions of RPRP. The study results provide the school district and policy planners with valuable information on the implementation of RPRP that would both meet the state statute and prove to be of high quality and useful to teachers and administrators in improving the quality of teaching and student learning.

Study Questions

In developing research questions, the researcher addressed three main features of the Reciprocal Peer Review Program (RPRP) piloted by the school district for 1 year. The three issues addressed were: the overall perceptions of the program, concerns about the program and the effectiveness of the RPRP. The study sought to answer the following basic questions:

1. What are the perceptions of teachers and administrators regarding the piloted Reciprocal Peer Review Program?

2. What concerns do participating teachers identify or express about the Reciprocal Peer Review Program?

3. What features of the Reciprocal Peer Review Program are considered to be effective and worthy of retention?

4. What features of the Reciprocal Peer Review Program are not considered effective and in need of refinement or elimination?

Study question one was designed to elicit teachers' and administrators' general perceptions regarding the RPRP. Study question two was designed to gather data on the concerns of teachers and administrators regarding the RPRP with specific attention towards its implementation. Study question three was designed to gather information on perceived positive features of RPRP that in the opinion of participating teachers and administrators, needed to be preserved. Study question four was designed to collect data on those features of the RPRP that were viewed negatively by teachers and administrators and in need of change or elimination to achieve successful school-wide implementation of the RPRP.

Sample Selection

The study sample was composed of 60 teachers and three administrators who volunteered to participate in a Reciprocal Peer Review Program (RPRP). The PRPR was being piloted by the school district for one year.

The study used purposeful sampling (Maxwell, 1998) rather than random sampling in selecting the setting and participants who were in position to provide the specific study data.

Surveys

Stages of concern questionnaire. The 60 participating teachers were invited to complete the first electronic Stages of Concern Questioner (SoCQ) which was based on the Concerns-Based Adoption Model (CBAM). SoCQ is a 35-item survey that is used to measure teachers' concerns about the implementation of a program and classify them into seven Stages of Concern

(Hall & Hord, 2006). As reported in Table 1, the seven Stages of Concern are (0-Awareness, 1-Information, 2-Personal, 3-Management, 4-Consequence, 5-Collaboration and 6-Refocusing). The concerns are grouped in four dimensions: Unrelated-teacher is not concerned about or has little involvement with the program, Self-teacher's concerns about the impact of program on him or herself; Task-teacher's concerns about his or her ability and that of others to carry out or manage the program; and Impact-teacher's concerns about the impact of the program or program on students or on student outcomes (Hall & Hord, 2006)

Table 1

Stages of Concern: Typical Expressions of Concern about the Innovation

		Stages of Concern	Expressions of Concern
IMPACT	6	Refocusing	I have some ideas about something that would work even better.
	5	Collaboration	I am concerned about relating what I am doing with what my co-workers are doing.
	4	Consequences	How is my use affecting clients?
TASK	3	Management	I seem to be spending all of my time getting materials ready.
SELF	2	Personal	How is using it affect me?
	1	Informational	I would like to know more about it.
UNRELATED	0	Awareness	I am not concerned about it.

(Hall & Hord, 2006, p. 139)

Hall et al. (1979) tested the reliability and validity of the Stages of Concern:

During the two and one-half years of research related to measuring Stages of Concern about the Innovation, the 35-item Stages of Concern Questionnaire was developed. In a one-week test-retest study, stage score correlations ranged from 0.65 to 0.85 with four of the seven correlations being above 0.80. Estimates of internal consistency (alpha coefficients) ranged from 0.64 to 0.83 with six of the seven coefficients being above 0.70. A series of validity studies [factor analysis, known-group differences, predictive, etc. among these] was conducted, all of which provided increased confidence that the SoC Questionnaire measures the hypothesized Stages of Concern. (p. 20)

Focus group interviews. After administration of the two surveys, two separate focus group interviews were conducted, one with school administrators and another with teachers to gain insights and understanding about their perceptions of and concerns on the Reciprocal Peer Review Program (RPRP). The interviews were conducted separately for three main reasons, (1) it was convenient to plan separate meetings for administrators and for teachers (2) the two interview protocols were different and (3) conducting separate meetings for teachers and administrators allowed the participants in each group to give more honest assessment of the pilot program.

Focus group interview for teachers. A separate focus group interview was conducted with participating teachers, partly in order to allow them to respond to teacher specific questions and to allow them to speak honestly and openly about the program in the absence of school administrators. Seven teachers participated in the teacher focus group. An email was sent to all 60 teachers who had volunteered to take part in the Reciprocal Peer Review Program (RPRP), but only those who had already observed or were observed at least once, were asked to participate in the focus group. Two unsuccessful attempts were made with teachers to offer to volunteer for the focus group interview and two scheduled meetings were postponed, one because a winter storm and another due to teachers being unable to attend (only one teacher was available.). Finally, the school district secured substitute teachers allowing teachers to leave their last class of the day to participate in the focus group interview.

Although the sample was self-selected, researcher believed it to be representative of the teachers participating in the pilot program. Participants included four men and three women; five high school, one middle school and one elementary school teachers. The content areas of the participants included three Special Education, one Social Studies, one Science, one English and one Elementary teacher.

Focus group interview of school administrators. The three administrators participated in a separate focus group from teachers. The participants were selected by the researcher on the basis of their leadership roles in designing and implementing the program. The administrators' focus group included the Director of Human Resources for the school district, the program leader, the Director of Curriculum and Secondary Education and an elementary

school principal. All three administrators served as members of the Reciprocal Peer Review Program (RPRP) planning team which included teachers and administrators. It was believed that the three administrators provided experience in curriculum and instruction, elementary education, secondary education, and human resources.

   Instrumentation. The study used the following instruments to collect and analyze data about the Reciprocal Peer Review Program (RPRP):

1) Electronic Surveys

   a. Stages of Concern Questionnaire (SoCQ) administered to all 60 teachers participating in the pilot RPRP (Appendix Q).

   b. Perception Survey of 32 teachers who had completed at least one peer observation (Appendix H).

2) Focus Group Interviews

   a. A focus group interview format and questions for seven volunteer teachers of the 32 who had completed at least one peer observation (Appendix I).

   b. Focus group interview format and questions for three selected administrators who participated in the design of the RPRP and were part of the RPPR committee (Appendix J).

Data Collection and Procedures

   Stages of concern questionnaire. The SoCQ was electronically sent to 60 participating teachers participating in the Reciprocal Peer Review Program (RPRP) through school email. Teachers were provided with email instructions and a web link and log-in

information to complete the online questionnaire. A 1-week open window was provided with a follow up reminder email reminder during the open window (Appendix C).

The perception survey. The Perception Survey was administered to 32 teachers who had already either observed a peer or had been observed by a peer. Since information was not readily available on who among the participating teachers had already completed at least one observation, a group email was sent to all 60 teachers with explicit instructions that all participants were eligible to take the SoCQ but only those who had completed at least one observation, which numbered 32, were eligible to take the second survey. Administering the Perception Survey to the subset of 32 teachers was necessary since the questionnaire were designed to assess teachers' perceptions on specific features of the RPRP implementation, and it was believed that teachers who had not yet participated in at least one peer observation by their peers or of their peers would not be in the position to respond accurately to the survey questions and would, thus, distort the data.

Since there was only one email list for the entire group of participating teachers, and the program leaders did not have a complete list of teachers who had already been observed or were to be observed, one email was sent out to all 60 teachers. The email contained links which directed teachers to the appropriate survey and identified which survey each teacher was to take. The instruction specified that the SoCQ was to be taken by all 60 teachers. The Perception Survey was to be taken by only the teachers who had completed at least one peer observation (i.e. the teachers who had either observed a peer or were observed by a peer). A copy of the instruction letter can be viewed in Appendix M.

Perception Survey

A 10-item Perception Survey (Appendix B) was electronically administered on Survey Monkey platform to 32 teachers who had already observed a peer or were being observed by a peer. The Perception Survey questions were modeled after the survey tool developed, tested and used by Goldstein (2010a). The survey contained 10 questions. Questions 1-4 were designed to collect demographic information. Questions 4-8, which were on Likert scale, sought participants' perceptions on whether teachers speak honestly with their peer coaches, and whether RPRP helped teachers improve class environment, curriculum and standards, overall teaching, and reduce teacher isolation. Questions 9 and 10 were open ended and asked teachers' their perceptions on features deemed effective and those deemed ineffective, respectively.

Focus group interviews. The research conducted two separate focus group interviews. One interview was with seven volunteered teachers, and another focus group was with seven school administrators. The focus group interviews were conducted separately, digitally audio recorded, transcribed and categorized by the researcher into themes and later aligned these themes with the four study questions. Details of the two focus groups are provided below.

Administrators focus group. Three administrators who were active in the development and implementation of the Reciprocal Peer Review Program (RPRP) were interviewed in a focus group. The interview protocol employed was adapted from Goldstein (2010a). The goal of the interview was to examine administrators' perceptions of the RPRP.

All three participants were asked to use the first letter of their first names for confidentiality purposes. The participants' names and administrative responsibilities are cited below.

- C, female, was the Director of Human Resources and the leader of the pilot RPRP
- R, male, was the Director of Curriculum and Instruction and committee member.
- M, male, was a middle school principal and committee member.

The three administrators met with the researcher after school at the district office. The interview questions were sent to the respondents a day earlier to familiarize the participants with the content of the interview. Consent to participate in the study and to record the interview was granted by the participants. The interview was digitally audio-recorded. The recording of the interview aided later transcription and allowed the researcher to focus on asking questions, listening to responses and asking follow-up questions. The recording of the interview was later transcribed and thematically analyzed by the researcher.

Teacher focus group. A focus group interview was conducted with seven the teachers who had volunteered to participate in pilot Reciprocal Peer Review Program (RPRP) and had completed at least one peer review with a colleague teacher. All participants were asked to sign an Informed Consent form, which stated the objectives of the study, assurance of confidentiality and the voluntary nature of participation. With their permission, the interview was digitally audio-recorded to aid in transcription and allow the researcher to concentrate on the interview process and ask follow up questions where necessary. Data was primarily gathered from focus groups which included follow-up questions. Follow up questioning allowed the researcher to probe for details as needed.

Methods of data analysis. Quantitative data were analyzed using statistical tools imbedded in both the Perception and the SoCQ survey. The Perception Survey used simple mean and percentages to represent questions number 4-8 of the questionnaire, which were analyzed against the first three demographic information questions. Questions number 9 and 10, were open-ended with short statement responses, that corresponded directly to study 3 What features of the Reciprocal Peer Review Program are considered to be effective and worthy of retention? And study question 4, What features of the Reciprocal Peer Review Program are not considered effective and in need of refinement or elimination?

The SoCQ data were analyzed against the Seven Stages of Concern percentile table which was used to convert total average raw data to the percentiles that represented the levels and intensity of teachers concerns. Tables and graphs were used to present the data. The 35 SoCQ questions were sorted in order of highest to lowest total scores, highlighting questions with highest levels of concern as scored by the study participants. Additionally, the researcher used the seven Stages of Concern table to insert teachers' statements of concern that, in the researcher's judgment, appeared to fit with specific Levels of Concerns.

Summary of Methodology

The researcher used both qualitative and quantitative methods to collect and analyze data. All 60 teachers who volunteered to participate in the Reciprocal Peer Review Program (RPRP) were invited to participate in the study. The study examined teachers' and administrator's perceptions of and concerns of the RPRP. A 35-item Stages of Concern Questionnaires (SoCQ), which is part of the Concern-Base Adoptive Model (CBAM), was used to analyze teachers' concerns. A 10-item Perception Survey was used to collect data on

teachers' perceptions of RPRP. The survey questions included three demographic questions, five Likert scale questions and two open-ended questions.

Four instruments were used for data collection in the study: (1) a Stages of Concern Questionnaires (SoCQ) survey was emailed to all 60 teachers in the school district's pilot RPRP; (2) a Perception Survey using a Survey Monkey web-link, was electronically administered to 32 teachers who had completed at least one peer observation; (3) a focus group interview was conducted with seven volunteer teachers; and (4) a focus interview was conducted with three school district administrators.

The quantitative data were electronically collected and analyzed. Focus group interviews were digitally audio-recorded, transcribed, and thematically analyzed.

Chapter 4: Results

The study examines teachers' and administrators' perceptions and concerns regarding a Reciprocal Peer Review Program (RPRP) piloted by a mid-sized suburban school district in Minnesota. A Stages of Concern Questionnaire (SoCQ) survey was electronically administered to 60 volunteer teachers. A Perception Survey was electronically administered to 32 teachers. Two focus group interviews were conducted: (1) one with seven volunteer teachers and (2) one with three selected school administrators.

Chapter 4 presents results of the study organized by the four study questions.

Study Questions

In developing study questions for the study, the researcher examined three aspects of the one year pilot RPRP by the school district. These were: participants' perspectives of the program; participants' concerns about the program; and the participants' reported effectiveness of the RPRP. The study addressed the following study questions.

1. What are the perceptions of teachers and administrators regarding the piloted Reciprocal Peer Review Program?

2. What concerns do participating teachers identify or express about the Reciprocal Peer Review Program?

3. What features of the Reciprocal Peer Review Program are considered to be effective and worthy of retention?

4. What features of the Reciprocal Peer Review Program are not considered effective and in need of refinement or elimination?

Study Question 1

What are the perceptions of teachers and administrators regarding the piloted

Reciprocal Peer Review Program?

The first study question was designed to measure teachers' and administrators' general

perceptions of the Reciprocal Peer Review Program (RPRP). The researcher specifically

intended to ascertain whether or not the participants had positive or negative views of RPRP.

The findings assisted the researcher and district leaders in determining changes required to

improve the program designing and implementation. The Perception Survey was administered

to participating teachers in order to gather data related to their experiences in the RPRP. The

Perception Survey was administered electronically and targeted 32 participating teachers who

had completed at least one peer observation. This survey was developed after reviewing the

literature and identifying the major issues in RPRP. Also, the survey assessed the needs of the

school district administration with regard to the pilot program. Information generated from the

study was designed to be used by the school district administration and teachers in

determining whether or not to adopt and implement the RPRP for the entire school district.

Results of the perception survey. The following section presents results of the

Perception Survey. Survey questions 1-3 represent demographic information of the

participants. Questions 4-8 present results of the perception questions that asked participants

to rate their perceptions on a Likert scale (Strongly Agree, Agree, Disagree and Strongly

Disagree). Questions 9 and 10 were open-ended questions.

Out of the targeted 32 teachers, 15 (47%) responded to the Perception Survey. Table 2

summarizes the reported demographic information of the participating teachers.

Table 2

Reported Demographic Information of Teachers Who Responded to the Perception Survey

Main Category	Sub Category	Reported Number	Percent
Gender			
	Male	4	26.66%
	Female	11	73.33%
	Total	15	100%
Primary Grade Taught			
	Preschool to Elementary School	9	60%
	Middle School	3	20%
	High School	3	20%
	Total	15	100%
Years of Teaching Experience			
	0-3	0	0%
	4-10	2	13.33%
	10-20	8	53.33%
	20+	5	33.33%
	Total	15	100%

Note. Table represents participants' responses to questions 1-3 of the Perception Survey questions

Responses to the Perception Survey questions 4-8 (Table 3), provide insights into teachers' perceptions of the impact of the RPRP on their ability to speak openly and honestly with peers, impact on classroom environment, understanding of district curriculum, teaching quality, and reduction of teacher isolation. Summary of the quantitative responses from the Perception Survey is summarized in Table 3.

Table 3

Participating Teachers Responses to the Perception Survey

Question		Strongly Agree	Agree	Disagree	Strongly Disagree
Q.4	I feel able to speak openly and honestly with my peer coach/observer.	73.33% (11)	26.67% (4)	0% (0)	0% (0)
Q.5	The peer coaching program is helping me improve my classroom environment	20% (3)	66.67% (10)	13.33% (2)	0% (0)
Q.6	The peer coaching program is helping me become familiar with district curriculum and performance standards.	26.67% (4)	53.33% (8)	20% (3)	0% (0)
Q.7	The peer coaching program is helping me improve my overall teaching quality.	33.33% (5)	53.33% (8)	13.33% (2)	0% (0)
Q.8	The peer coaching program is helping in reducing teacher isolation	33.33% (5)	53.33% (8)	13.33% (2)	0% (0)

Table 3 data reveal that surveyed teachers overwhelmingly had positive perceptions of the RPRP as shown by their responses to Perception Survey questions 4-8. Data revealed that all 15 teachers or 100% of teachers strongly agreed or agreed with the statement, "I feel able to speak openly and honestly with my peer coach/observer". Thirteen out of 15 teachers or 86.6% strongly agreed or agreed with the statement, "peer coaching program is helping me improve my classroom environment." Twelve out of 15 teachers or 80% strongly agreed or agreed with the statement "peer coaching program is helping me become familiar with district curriculum and performance standards." Thirteen out of 15 teachers or 86.6% strongly agreed or agreed with the statement "peer coaching program is helping me improve my overall teaching quality, "and 13 out of 15 or 86.6% of surveyed teachers strongly agreed or agreed with the statement, "peer coaching program is helping in reducing teacher isolation."

Results for one through question three were demographic questions (Table 2) and results of open-ended questions nine and ten are given in study questions three and four.

Qualitative data. The qualitative data that aided the researcher in answering the question about teachers' perceptions of Reciprocal Peer Review Program (RPRP) was obtained through conducting interviews with participating teachers in a focus group. The focus group was comprised of seven teachers who had participated in at least one peer observation. The group consisted of three female and four male teachers. Five of the participating teachers taught at the high school level, while one each taught at the elementary and middle school levels. Three of the respondents taught special education, one teacher each taught social studies, science, and English and one teacher taught all core subjects in 6th grade.

The teacher focus group interview about RPRP was conducted at the school district's Early Childhood Center. The school district paid for substitute teachers for the last hour of the teaching day to allow participating teachers to be released from their classrooms to participate in the focus group interview.

All seven participating teachers who volunteered to serve in the focus group were in attendance. The meeting was facilitated by the researcher. At the beginning of the interview, participants were given a list of all interview questions (Appendix) to review and refer to during the interview process. Participants were asked to use only their first initials to ensure their confidentiality. Each question was addressed in order and all participants were given opportunity to respond to each question. With their permission, the interview was digitally audio recorded by the researcher to assist with transcribed at a later time. The interview responses were categorized and thematically analyzed.

Four questions from the teacher focus group are presented in Table 4 to show teachers responses as they relate to their perceptions of the Reciprocal Peer Review Program (RPRP).

- Focus group question 1. Why did you sign up for Peer Review pilot program?

- Focus group question 2. How clear were the goals and procedures of the peer review?

- Focus group question 3. How do you feel about Peer Review now?

- Focus group question 7. What areas of Peer Review have you enjoyed or found rewarding?

Table 4

Reported Reasons for Participating in the Reciprocal Peer Review Pilot Program

- Opportunity to observe and learn from other teachers.   - To help build a quality RPRP for teachers.   - To dispel the fear of peer evaluation among teachers.   - To support other teachers.   - To stay in the cutting edge of what is happening in education.   - To become a better teacher.

As reported in Table 4, teachers stated that they signed up for RPRP for the following reasons: opportunity to learn from peers; desire to stay on the cutting edge of education; to create a quality RPRP for teachers; to learn about the program and advise the teacher evaluation committee; and finally opportunity to understand and dispel fear of RPRP among other teachers. One teacher said, "my experience has been that I've learned the most and experienced growth watching other practitioners educate kids. I wanted to be part of the pilot program to make sure that what we build here in the district is gonna do just that…I also serve

in the role of the local union presidency. I wanted to make sure that the program that we build

is of quality and is going to serve all our colleagues.'

Table 5 details he participants'' responses to question 2: how clear were the goals and

procedures of the reciprocal peer review program?

Table 5

Participants' Responses to the Program's Clarity of Goals and Procedures.

Positive Comments
- I thought the goals and procedures were clear.   - I thought they were pretty informative.   - I like the flexibility…able to schedule directly with my peer review partner.   - I also appreciated the flexibility…making sure that the experiences were meaningful.   - The goals and procedures were very clear.
Negative Comments
- Very confusing.   - Answers were accessible and available when I ask for them…not the other way round.   - they were not very clear.   - I really did not know what the expectations were.   - I really didn't have a clear understanding of what was happening.   - It took me time on my own to really search out what I was going to be doing.   - I thought there were a few gaps as far as the procedures go. Administration that is trying to push initiative down our throats.   - I think the goals and procedures could both be clear.   - There were some unclarity about the 5D component fits in with the peer review component.
Examples of confusing/unclear procedures
- The location of documents.   - How to access substitute teachers.   - Inconsistencies with access to the forms.   - I didn't know where to go get the forms

Note: The comments are direct quotes from the teachers' focus group interview.

From the responses in Table 5, teachers indicated that the goals of the program were

clear but the procedures were not very clear. Teachers indicated they wanted more clarity in

the goals and procedures. Teachers liked the flexibility to plan times for meetings and to

decide areas of instructional to focus their observations on.

Table 6 shows summary of teachers' verbal responses to focus group interview question

three, "how do you feel about Peer Review now?" The responses were categorized as

positive, neutral or negative towards the RPRP.

Table 6

Teachers' General Perception of the Reciprocal Peer Review Program (RPRP)

Category	Number of Responses
Positive about the program	6
Neutral about the program	1
Negative about the program	2

Table 6 data reveal that of the nine responses to focus group question three:six were

positive; one was neutral; and two were negative about the RPRP. It is evident that teachers

participating in the focus group had generally positive attitudes toward the PRPR.

Table 7 provides a sample regarding teachers' perceptions samples teachers' on

PRPR.

Table 7

Teachers Reported Feelings about Reciprocal Peer Review Program (RPRP)

Positive Comments
• I like the process of peer review especially because it's not a "gotcha." It's a learning process.
• The best way to get better is to watch our peers and to get their feedback.
• I feel positive about it.
• I was very excited about it. It was a good opportunity to go to another school.
• It gave me a great opportunity to learn and to see how my peer acted in class.
• I feel really positive. I enjoyed the process of reviewing/observing another teacher as well as being observed.
• My other observer came, and we had a good conversation about curriculum and vertical alignment. It was a positive experience.
Neutral Comments
• I think it's a beginning stages.
• I think it can be improved.
Negative Comments
• Great in theory, need to work out the kinks.
• I think it can become something that is a little bit more accessible.
• The procedures were a bit confusing.
• I wasn't sure where all the paperwork was supposed to go.

Note. Teachers direct statements given during teacher focus group interview.

From the teachers' comments in Table 7, it is clear that most teachers had positive perceptions of the pilot RPRP in this school but would like to see improvement. Teachers appeared to view selective features of the program positively such as the non-evaluative nature of the program, combined with opportunity to visit, learn and collaborate with colleagues. Teachers viewed negatively such features as confusing procedures and unclear and too much paperwork procedures.

Table 8 reports respondents' answers to question 7: "what features of Reciprocal Peer Review Program have you enjoyed or found rewarding?" The question attempted to elicit specific examples of features of the Reciprocal Peer Review Program (RPRP) that teachers

found rewarding and would, by extension, want to retain with the full implantation of the program. A sample of teachers' responses on what they found to be rewarding about the program is reported in Table 8.

Table 8

Reported Rewarding Features of Reciprocal Peer Review Program (RPRP)

• The ability to work with another peer and bond and collaborate and learn from their strength so I can improve on myself too.
• We are seemingly prisoners of our classrooms so to get out was extremely helpful, and I surely hope we can continue doing that.
• I enjoyed seeing a new setting that (my peer reviewer) teaches and the approach and instruction that was effective there and reflect on how I can apply that in education in a more traditional setting.
• Conversations with peers were positive-discussing what works, what didn't.
• I think getting out of my everyday routine and focus on the professional side of teaching is the best thing that I liked.
• Visiting other schools and seeing the vertical alignment and being able to have conversation about how to move forward…it opened my eyes.
• I enjoyed visiting other schools and seeing the vertical alignment.

Note. Teachers' statements were obtained during teacher focus group interview.

Information in Table 8 shows that teachers found several features of RPRP to be rewarding. Such features include: opportunity to observe and learn from other teachers across grade levels and content features; learning about the needs of other schools and grade levels; having professional conversations; and getting out of daily routines to focus on the professional side of teaching.

Table 9 presents teachers' responses to survey question seven: "how has peer coaching program helped you improve your overall teaching quality?" This question was designed to elicit details of how the RPRP had helped to improve teacher quality.

Table 9

Reported Perceptions on the Programs Effect on Overall Teacher Quality

- I was able to incorporate more resources and tying them to the curriculum.
- Watch my peer handle the same students that we had. Classroom management as well; very helpful.
- I have incorporated more waiting time which allows me to bring new voices to the discussion.
- Vertical alignment, awareness of what's going on in the district…so seeing, where they are at 6th grade, just gave me an insight when they come to 9th grade where they should be at or expected to be at.

Note. Statements above are direct quotes from teachers from the teacher focus group interview.

According to comments found in Table 9, the teachers found the following features of RPRP rewarding: opportunities to collaborate and learn from their peers; professional dialogue that improves instructional strategies and reduce teacher isolation; opportunity to study curriculum across content and grade level; and opportunities to learn how to better deliver relevant instruction to students.

Administrators' perceptions. The three school district administrators for the school district who participated in the design and implementation of the RPRP were interviewed in a focus group session. The three participants were the Director of Human Resources, who was the leader of the RPRP, the Director of Curriculum Instruction and Secondary Education, and a principal in one of the elementary schools. The focus group interview occurred in the evening in a conference room at the school district's headquarters. Participants were provided with a copy of interview questions before the focus group meeting in order for them to prepare themselves for the interview.

The interview was digitally audio-recorded by the researcher at the consent of the participants. The researcher used his own Samsung S3 Mini Voice Recorder Application.

Audio recording was used instead of note taking for transcription purposes. It also permitted the researcher to focus on listening to participants' responses and asking follow-up questions rather than focusing on note taking. For confidentiality purposes, participants were asked to use their first name initials during the interview. The researcher reviewed each question in order and gave each participant opportunity to respond before proceeding to the next question. The duration of the interview was one hour. Subsequently the recorded data were transcribed, categorized and analyzed by the researcher.

Table 10 reports administrators' comments provided during the focus group interview regarding strength of the RPRP.

Table 10

Administrators' Reported Features of Strength about the Reciprocal Peer Review Program (RPRP)

- The program is energizing and motivating to the teachers.
- Allowing teachers to observe each other is a powerful experience.
- The purpose of the program is teacher growth through collaboration and feedback.
- The program helps the district meet teacher evaluation statute.
- Teachers seem to learn from each other and apply teaching techniques in their classrooms.
- One of the unintended benefit-teachers were forming new relationships among teachers across the district.
- At the beginning teachers were worried about people observing them teaching the lesson, but we learned that the people who got the real benefit was the actual observer. It was beneficial to both the observer and the observed.
- Rewarding experience.
- I think there's an enthusiasm from teachers. It's a truly collaborative all the way through from the beginning.
- It has been an opt-in program and we had over 100 teachers who offered to do it this year and we had some that were on their formal year so they didn't.

Note. Statements above are direct quotes from three administrators from the administrator's focus group interview.

Information from Table 10 reveals that the school administrators had largely positive perception of the RPRP. The administrators reported these features of the program as positive: allowing teachers to learn from their peers; building relationships; and reducing isolation as reflected in one teacher's report to an administrator, "I taught for 28 years and I had never had this opportunity, and it was extremely positive."

Study Question 2

Study question 2, was intended to identify the types of concerns teachers regarding the Reciprocal Peer Review Program (RPRP).

The question attempted to elicit information from study participants on their concerns about the program in order to provide policy makers with ideas about steps that can be taken to address teachers' concerns when implementing a RPRP. This section presents the results of the SoCQ from 34 participating teacher who responded, followed by focus group interview responses with seven teachers and three administrators.

Stages of Concern Questionnaire (SoCQ) demographic information. Tables 11 presents demographic information by the 34 teachers who completed the concern survey.

Table 11

Reported Demographic Information of Participating Teachers in the SoCQ.

Reported Gender	Reported Number of Teachers
Female	27
Male	7
Total	34
Reported Grade Level	
Early Childhood	9
Elementary	9
Junior High School	6
High School	10
Total	34
Reported Years of Teaching	
1-3	0
4-10	3
11-20	21
21-over	10
Total	34
Reported Area of Teaching	
Art	0
Business	0
ELL	0
English	6
FACS	0
Heath	1
Phy Ed	2
Science	3
Social Studies	0
Special Education	12
Tech Ed	0
World Languages	1
Other	0
Total	34

Note. The demographic information is self-reported by teachers in the electronic survey.

Information from Tables 11 reveals that out of the 34 teachers who completed the

Stages of Concern Questionnaire, 27 were female and 7 were male. Ten were high

school, 6 were junior high, 9 were elementary and 9 were early childhood teachers. All 34

teachers had 4 or more years of experience and represented English, Heath, Physical

Education, Science, and Special Education departments.

Results of the Stages of Concern Questionnaire (SoCQ). Teachers participating in the Reciprocal Peer Review Program (RPRP) were asked to complete a survey assessing their concerns about RPRP. Out of the 60 participating teachers, a total of 34 (56.6%) completed a 35-question survey-SoCQ. Data were collected between January 30, 2014 and February 12, 2014.

Hall and Hord (2006) defined as "The composite representation of the feelings, preoccupation, thoughts, and consideration given to a particular issue or task" (p. 138). Teachers often display a combination of concerns reflected in two or more stages that are relatively more intense than their other concerns (Hall et al., 1979). From the lowest to highest levels, the stages of concern are; 0-Awareness, 1-Informational, 2-Personal, 3-Management, 4-Consequence, 5-Collaboration, 6-Refocusing are shown in the Table 12 (Hall & Hord, 2006).

Results of teachers' concerns were electronically computed through online database that hosted the questionnaire (SEDL, 2014). Respondents' raw scores were computed against a national norm (reliably and validity tested) and converted to percentile scores of Stages of Concern. Table 12 represents percentile scores for the seven stages of concern for the studied participants. (For a comprehensive table of the SoCQ results, see Appendix L).

Table 12

Results of Percentile Scores of Stages of Concern (SoCQ)

Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
87%	54%	57%	34%	5%	25%	20%

Table 12, Teachers reported levels of concern were highest in Stage 0-Awaremness, Informational, Stage 1-Personal and Stage 2-Management.

Graph 1 presents results of percentile scores of stages of concern.
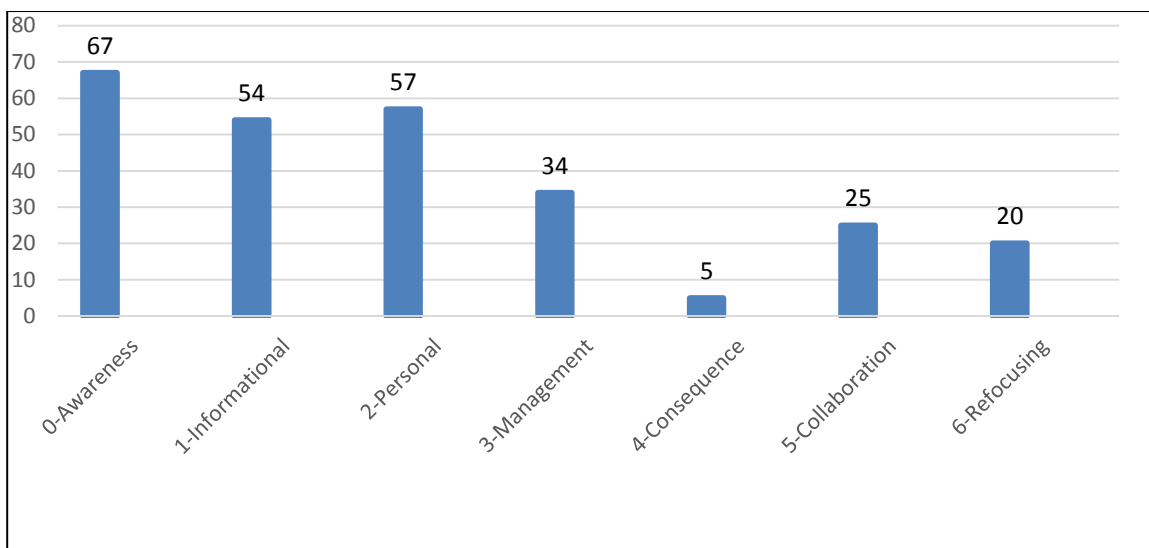
Graph 1. Teachers' Stages of Concern: Reciprocal Peer Review Program

Hall, George, and Rutherford (1979) suggested that the analysis of SoCQ must consider the two highest scoring Stages of Concern to form an opinion on the extent of the extent of teacher concern.

In analyzing the result reveal Stage 0-Informational to be the "peak" at 87 percentile, which indicates low concern as participants are mostly in the Informational level seeking to understand the program with typical questions such as; "I have a very limited knowledge about the innovation," "I would like to know what the use of the innovation will require in the immediate future," and "I would like to know how this innovation is better than what we have now" (Hall et al., 1979).

The second highest percentile score is found in Stage 2 with the second highest level of concern at 57 percentile score. High scores in Stage 2-Personal, indicates that teachers are thinking about how RPRP can affect them personally. Rakes and Casey (2002) suggested that self-concerns do not necessarily reflect resistance to RPRP but could mean a high degree of concern on things such as personal impact on status, reward and potential or real effects of the peer review program. Teachers may have personal concerns expressed in questions from SoCQ such as; "I would like to know the effect of reorganization on my professional status," or "I would like to know who will make the decisions in the new system," or "I would like to know how my teaching or administration is supposed to change," or " I would like to have more information on time and energy commitments required by this innovation," and "I would like to know how my role will change when I am using the innovation" (Hall et al., 1979).
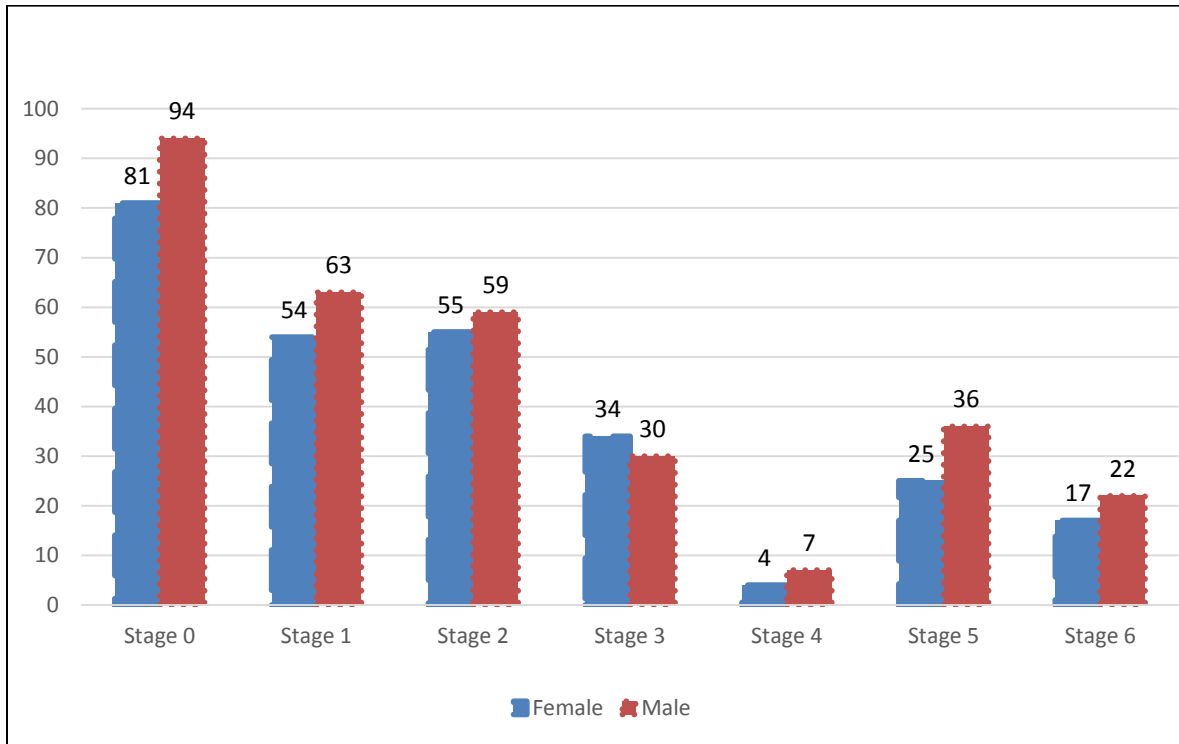
Graph 2. Stages of Concern by Teachers Reported Gender for RPRP

Table 13

Results of Stages of Concern by Gender

Gender	Number of Participants	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Female	27	81	54	55	34	4	25	17
Male	7	94	63	59	30	7	36	22

The results from measures of concern questionnaire between female and male teachers (Table 13) show a similar trend to the general Stages of Concerns, with female teachers showing slight elevation in Stages of Concern in all seven stages except stage 3-management.

Table 14

Results of Teachers' Concerns of RPRP by Years of Teaching Experience

Years of Teaching Experience	Number of participants	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
1-3	0	0	0	0	0	0	0	0
4-10	3	91	66	67	30	3	36	17
11-20	21	87	51	52	34	4	25	17
21-over	10	81	60	59	30	5	25	20

Hall et al. (1977) propose that in order for an innovation or program to be adopted and institutionalized, the lower Stages of Concerns, Stage 1-Informational, Stage 2-Personal and Stage 3-Management concerns, must be resolved so that teachers can focus on higher level of concerns such as Stage 5 Consequence of the program, Stage 6-Collaboration and Stage 7- Refocusing.

Details of teachers' concerns were captured in the teacher focus group interview. Table 15 shows a sample of teachers' responses to focus group interview question number 4 "what concerns do you have about the RPRP?" The responses are grouped into four categories in Table 15.

Table 15

Teachers' Reported Concerns about Reciprocal Peer Review Program (RPRP)

Funding Concerns
- They [the law makers] don't see it as an important thing to fund. And one more unfunded mandate will have no support for it.
- I would rather see more funding put on peer review because it helps educators to improve in the classroom
- We are right in the middle cuts despite having passed a levy and it looks like something like this may be blocked or may be underfunded.
- there's not a lot of will there to put a lot of dollars behind this
- funding for substitute teachers

Concerns about Teacher buy-in
- You really need to make it worth my while to make me get out of my classroom because of the needs of my students.
- There are two things teachers are always short of, money and time, and this is gonna be taking both to do it well.
- we want people to buy in and have a positive experience you have to have a measurable goal, and I don't see a measurable goal in what we did. how to access roadblocks.

Concern about Training
- My major concern, who is going to do the training of everyone in the district by September 1, when it needs to be done.
- We need time to do peer review, you can't do it on your Prep
- Time for training of teachers, administrators.

Concerns about Paperwork and Procedures
- I have concerns about procedures, where do you get the forms, I could not get a sub for half day.
- paperwork
- remove the mystery, make it simple.

Personal Concern
- I didn't know how my peers would react

Note. Statements above are direct quotes from teachers from the teacher focus group interview.

According to information on Table 15, teachers' concerns can be summarized as skepticism, lack of time, and concerns about funding. With regard to skepticism, some teachers were worried whether the program was an evaluation of their performance rather than professional growth. Some were just nervous and not familiar with having another

teacher observing and giving feedback about their classroom and their teaching. With regard to time, teachers seemed to be concerned that RPRP would take time away from teaching. As one veteran teacher observed, "you really need to make it worth my while to make me get out of my classroom." Also, teachers seemed to be concerned about the time it took to plan for two teachers to get together, arrange substitute teachers, observe each other, and give each other meaningful feedback. With regard to funding concerns, teachers seemed to worry that there was not going to be enough money to train teachers on the RPRP and to pay for substitute teachers across the district. Also, teachers seemed to be worried that at a time when the district was planning to cut its budget, it would be unpopular to institute a peer review program that would take money that would otherwise go to decreasing class size. Some teachers expressed concerns that other "pet projects" seem to be receiving more funding than others.

The 35 individual questions in the SoCQ were examined to see highlight which specific questions were rated by teachers as areas of highest concerns. The researcher chose to highlight the thirteen questions with the highest scores on the Stages of Concern as reported by the 34 participating teachers. The results are reported in Table 16. The highest scores indicate individual questions with the highest concerns.

Table 16

Results of Survey Questions Sorted by the Highest Total Scores

Question Number	Total Score	Stages of Concern Question
15	**129**	I would like to know what resources are available if we decide to adopt this innovation.
13	**124**	I would like to know who will make the decisions in the new system.
21	**114**	I am completely occupied with other things.
23	**114**	Although I don't know about this innovation, I am concerned about things in the area.
30	**114**	At this time, I am not interested in learning about this innovation.
12	**108**	I am not concerned about this innovation.
26	**107**	I would like to know what the use of the innovation will require in the immediate future.
27	**107**	I would like to coordinate my effort with others to maximize the innovation's effects
10	**106**	I would like to develop working relationships with both our faculty and outside faculty using this innovation.
29	**106**	I would like to know what other faculty are doing in this area.
28	**99**	I would like to have more information on time and energy commitments required by this innovation.
7	**95**	I would like to know the effect of reorganization on my professional status.
5	**93**	I would like to help other faculty in their use of the innovation.
17	**93**	I would like to know how my teaching or administration is supposed to change.
14	89	I would like to discuss the possibility of using the innovation.
33	87	I would like to know how my role will change when I am using the innovation.
6	84	I have a very limited knowledge about the innovation.
16	82	I am concerned about my inability to manage all the innovation requires.
35	76	I would like to know how this innovation is better than what we have now.
18	75	I would like to familiarize other departments or persons with the progress of this new approach.
31	75	I would like to determine how to supplement, enhance, or replace the innovation.
20	73	I would like to revise the innovation's instructional approach.
34	72	Coordination of tasks and people is taking too much of my time.
24	66	I would like to excite my students about their part in this approach.
4	64	I am concerned about not having enough time to organize myself each day.
19	61	I am concerned about evaluating my impact on students.
25	59	I am concerned about time spent working with nonacademic problems related to this innovation.
32	54	I would like to use feedback from students to change the program.
3	53	I don't even know what the innovation is.
11	50	I am concerned about how the innovation affects students.
2	49	I now know of some other approaches that might work better.
8	49	I am concerned about conflict between my interests and my responsibilities.
9	48	I am concerned about revising my use of the innovation.
22	46	I would like to modify our use of the innovation based on the experiences of our students.
1	24	I am concerned about students' attitudes toward this innovation.

Note. Stages of Concern Questioner Questions (Hall et al., 1979).

Table 16 shows responses to the 35 questions on the SoCQ as sorted by order from highest scores to lowest scores. The highest 13 high scoring questions were emphasized by the researcher to signify the highest scores which signify highest levels of concerns by the teachers in the study, and does not necessarily imply the statistical significance of the 13 questions.

Partial analysis of individual questions with highest scores indicates that teachers were most concerned with the following:

- The availability of resources to for the success of the program.

- Amount of time and energy commitment required of them.

- The coordination and working relationship with peers.

- How RPRP will change their teaching.

- Effect of the new program will effect of their professional status.

Table 17 presents a sample of participants' statements derived from the open-ended section of the Perception Survey and from teachers' and administrators' focus groups.

Table 17

Teachers Expression of Concern Reported in Stages of Concern Model

Stage of Concern	Teachers Statements of Concern
0 – Awareness	
	• I was very excited about it. It was a good opportunity to go to another school.
1 – Informational	
	• we need to remove the mystery, make it simple.
	• We're in a very starting point but we have a very long way to go to implement it.
	• I'm also concerned with the district roll off for teacher buy in
2 – Personal	
	• I like the process of Peer Review especially because it's not a "gotcha" it's a learning
	• I think it creates a safe place to ask questions.
	• you cannot do this on your prep time
	• I think one of the problems I had was that we currently have an administration that is trying to push initiative down our throats
	• I didn't know how my peers would react
	• I'm in low incidence/high needs (special ed setting). No one wants to take a half day to sub for me
	• Being evaluated by someone who really can't give me feedback
	• Making the initial contact to schedule the visit was the hardest thing.
	• If staff cuts that are happening stick, there would be a lot of resentment to the very significant costs to keep this thing going at the expense of large class sizes.
	• Several of my Para's were very hesitant to have someone observing in my room.
3 – Management	
	• I thought the goals and procedures were clear
	• The procedures were confusing
	• We need to streamline the paperwork
	• I didn't know where to go get the forms
	• I'm concerned about funding for substitutes
	• There are two things teachers are always short of, money and time, and this is going to take both to do it well.
	• We need more concrete time lines and support from our educational leaders
	• My major concern, who is going to do the training of everyone in the district by September 1, when it needs to be done.
4 – Consequence	
	• It was good to see where the 6th graders are. It gave me an insight when they come to 9th grade.
	• As a result of observing my peer, I have incorporated more waiting time which allows me to bring new voices to the discussion.
	• We hesitate to leave our students but this is meaningful.
	• A chance to dialogue with our colleagues…is a phenomenal way to have a better macro understanding of development of our students.
	• I don't see a measurable goal in what we did.
5 – Collaboration	
	• Opportunity to observe and collaborate gave me new perspective
	• Peer Review is definitely the way to counteract teacher isolation
	• We had conversation about the 6th grade pedagogy and student needs.
	• I gave her my feedback but she did not reciprocate
	• I have a feeling that the result of this would end up continuing to have conversations…and dialogues that will have impact on instruction and the kids.
	• It opened my eyes to see what other school need.

- Peer Review is helping building bridges and relationships with others
- I think one of the biggest thing was the ability to work with another peer and bond and collaborate and learn from their strength so I can improve on myself too
- Peer Review is helping in increasing interaction, feedback, sharing of student information.
- We need time for reflection as we are already so busy.

6 – Refocusing

- I'm worried that we go through this entire process and then it comes to a road block
- It was frustrating to be combined with other initiatives being pushed down on us.
- We could have a pool of subs…instead of having just one.
- Without this opportunity to connect with a colleague to dialogue…(it can be) kind of metric system to sort and rank teachers
- I would rather see more funding put on peer review

Note. A sample of teachers' own statements of concern in the Stages of Concern model by Hall et al. (1979).

Hall and Hord (2011) suggested that since "change is learning" (p. 53), it is important for program leaders to pay attention to teachers concerns and support them throughout all stages of concern for effective implementation any new program.

Study Question 3

What features of the Reciprocal Peer Review Program are considered to be effective and worthy of retention?

Study question 3 was designed to gather data on study participants' perspective on effective features of the pilot Reciprocal Peer Review Program (RPRP). Both qualitative and quantitative responses are presented to show program features that were viewed as positive or perceived to be effective and should be maintained in the future program.

Results from the Perception Survey indicated that teachers overwhelmingly perceived the RPRP as important in allowing them to speak openly and honestly about their teaching practice, that it helped them improve their overall teaching quality and feelings of teacher isolation. From the Perception Survey question four, 100% of 15 teachers surveyed, reported that they strongly agreed (73.33%) or agreed (26.6%) with the statement that *I feel able to speak openly and honestly with my peer coach/observer.* This showed that teachers

overwhelmingly believed that RPRP allowed them to speak openly and honestly about their

teaching practice. In the same survey, 86% of surveyed teachers reported that they either

strongly agreed or agreed with statements *peer coaching program is helping me improve my*

overall teaching quality and that *peer coaching program is helping in reducing teacher*

isolation. This result indicated that surveyed teachers felt that the RPRP was helping them

improve their overall teaching quality and reduced feelings of teacher isolation.

Teachers' responses to the open-ended question number nine of the Perception

Survey, "Please identify 2-3 features of the RPRP that are effective and worth keeping." are

summarized in Table 18 with corresponding number of responses in the second column.

Table 18

Reported Effective Features of the Reciprocal Peer Review Program (RPRP)

Positive features of the program	Frequency of responses
Opportunity to visit and observe other teachers teach.	8
Receiving meaningful feedback and reflection.	4
Professional dialogue with colleagues about teaching strategies.	3
Being assigned a peer 1st semester and select own peer second semester.	3
Learning from colleagues.	2
Collaborating with colleagues.	2
Focusing on professional growth rather than on evaluation.	1
Clear goals set ahead of time.	1

From Table 18 a large number of responses mentioned that teachers appreciated the

opportunity to visit and observe other teachers teach. Other important features mentioned

were the significance of receiving meaningful feedback, opportunity to learn and collaborate

with peers and opportunity to have professional dialogue with peers on teaching strategies.

In the focus group interview, Table 29, all three participating administrators agreed that the RPRP was positive and specifically noted the following as strengths of the program.

Table 19

Reported Strength of the Reciprocal Peer Review Program by Administrators

• It was energizing and motivating.
• It allows teachers to observe each other.
• it allows teachers' growth through collaboration and feedback.
• It meets teacher evaluation statue.
• It's reported by teachers to be a powerful experience.
• Teachers learn from each other and apply teaching techniques in their classrooms.
• One of the unintended benefits of the program was teachers forming new relationships across the district.
• On the beginning people were worried about people observing them teaching the lesson, but at the meeting that we had, the people who got the really benefit was the actual observer.
• It was a rewarding experience for teachers.
• I think there's an enthusiasm from teachers. It's a truly collaborative all the way through from the beginning.
• One teacher reportedly to the administrator; said, "I taught for 28 years and I had never had this opportunity, and it was extremely positive."
• It has been an opt-in program and we had over 100 teachers who offered to do it this year and we had some that were on their formal year so they didn't.

Note. Statements above are direct quotes from the administrators' focus group interview.

In Table 19, administrators reported strength of the RPRP as teachers' enthusiasm, benefit to both the observed and the observer, opportunity to learn from each other, teachers' instructional feedback and opportunities for peer collaborating. Also, administrators reported that the program served to meet the state's teacher peer review statute.

Study Question 4

What features of the Reciprocal Peer Review Program are not considered effective and in need of refinement or elimination?

The study question four sought to gather participants' perceptions about features of the program that were either negative or ineffective, thus, needed to be removed or improved for the successful implementation of the RPRP district-wide.

Data from teachers' focus group, and administrators' focus group. Data from the focus groups were generated from selected structured questions that addressed features of the RPRP that participants perceived to be negative or ineffective.

Focus group question 22 asked teachers to comment on the negative features about RPRP that were by teachers in the Perception Survey.

Table 20

Reported Negative Features of the Reciprocal Peer Review Program (RPRP)

• We need to get time for personal reflection.
• We hesitate to leave our students but this is meaningful, it's worth it but at the same time we do need a sub and my peer and I did this on our time.
• When you are starting on getting to use your prep, which is valuable time for teachers.
• It needs to be more than one sub otherwise we all gonna run and knock each other out for that sub, we'll need to know in advance so we can plan.
• Instead of having just one, maybe there are two at the junior high and one or two at the senior high, and we know that ahead of time so we can schedule.
• Ideally, would you like time to for reflection right after the observation or schedule another time for feedback and reflection?
• The hardest part is if the person being observed does not have the same prep time or if observation is not taking place right before they have prep, then there is no opportunity to discuss because they could be teaching, so even if the person coming to observe may have taken a day off the person who is being observed needs to continue teaching after the observation.

Note. Statements above are direct quotes from the teachers' focus group interview.

According to Table 20, negative features of the RPRP are: lack of time for engaging in RPRP; lack of time for personal reflection; teachers' use their Prep time; teachers' hesitation to leave their students to go observe their peers; and an ineffective teacher substitute system.

The teacher focus group interview question 18 asked, "What features of the programs don't you like or feel they are ineffective and thus need to be discarded?" Teachers reported four features of the program that are negative and needed to be changed or discarded. Table 22 shows a sample teachers' responses.

Table 21

Reported Features Not Liked by Teachers

• Top-down initiative being pushed.   • I wasn't sure what the goal of the "Goal Observe" form and how it fits into the process.   • Need more streamlining from all district staff.   • Inconsistencies, I don't think I even got all the emails that everybody is talking about.

Information from Table 21 indicates that teachers were not pleased with a number of initiatives that they considered being as top-down programs and seemed have higher priority than the RPRP. Also, teachers reported negative view of the paperwork requirement and poor communication from the district.

Table 22 presents administrators' perceptions of negative features of RPRP.

Table 22

Negative Features of the Reciprocal Peer Review Program as Reported by Administrators

- Technological difficulty, unclear procedures, complications with forms made for a bumpy roll out of the program.
- People were confused, some didn't know when to start, some were waiting for 'a go ahead' to start, and some missed the entire observation in the first semester.
- The teacher substitute process seemed to be a big inhibitor in the process.
- I'm concerned that it is going to be very difficult to manage. The district has about 500 teachers. We have nine elementary schools that span 16 miles in distance, 24 miles or whatever it is so to effectively pair those people will be a challenge.
- The self-select sounds great, but the will always be a bunch of people who don't.
- I'm concerned about the amount of time it is going to take teachers out of classrooms.
- Will need a cultural shift in the minds of our parents and our community that its beneficial to take teachers out of class to go observe and learn from other teachers With a 30-min staggered.
- Prep, with Math and Science being on same day and with Reading block, elementary school schedule makes it more difficult for teachers to leave their rooms.
- Peer Review system for non-classroom positions such as nurses, psychologists, counselors, etc., system is not ready.

Note: Statements in Table 23 are direct quotes from administrators' focus group.

Table 22 shows that administrators' were concerned about the effective

implementation of the RPRP district-wide. Administrators reported that organizational

complexity of such an undertaking required high coordination, technological assistance,

willingness of participating teachers, time out of classroom, and the size of school district in

terms of number of teachers (over 500), and the many school buildings which were

geographically scattered.

Teachers' responses from the Perception Survey open-ended question number 9, "Are

there parts of the program design that you hope to change next year?" are reported in Table

23a.

Table 23a

Teachers' Reported Features of the Program that Need to Change

	Frequency of responses
Poor communication and lack of clarity on goals, expectations and procedures for the program from administration.	12
Difficulty getting time away from students to do peer observation.	3
Inefficient and ineffective teacher substitute system.	
It is difficult for teachers to miss class to go out and observe.	2
Little support from administration.	
Teachers need added time for personal reflection to implement any newly learned (from observation) skills from observation.	2
Collaborating with someone outside of you field (i.e. early childhood observing high school).	1

Note: Information on Table 23a was categorized by researcher based on teachers' responses to the Perception Survey.

A sample of teacher comments with regard to features of RPRP they believed needed to be changed is reported in Table 23b. Teachers reported the need to streamline paperwork to make sure that they only fill out forms that are absolutely necessary and that the process is fast and efficient. Also, teachers wanted to know whether the information they input into the system will generate a report that will help them improve their instruction.

Table 23b

Reported Features of the Reciprocal Peer Review Program that Need to be Changed

• We need to streamline the paperwork to make sure that the process is very clear and time to work the program, time to really give it the attention that it will need. • We more concrete time lines and support from our educational leaders. • I actually had to take a day off because I had to go to another site so that's costly. I have emotional and behavior students and when I'm gone its chaos and it's difficult to get somebody to cover for an hour so I had to take a day off. • Make sure that deadlines are clearly communicated and that support from administration is just that, not a checking in. • Setting up subs for observations, we did ours on our Prep for example, that's pretty darn valuable time these days. • What happens with the forms? Is there anything that would be generated that is informative to ourselves and to the district as well?

Note: Statements on Table 23b are direct quotes of teacher from the group focus interview.

Focus group question eight asked teachers were asked: "What features peer review have you found particularly challenging or difficult?"

Teachers mentioned a total 19 things that they found challenging or difficult, but since some of the features mentioned were overlapped or were repetitions of what others had mentioned, their responses are summarized in Table 24.

Table 24

Reported Challenging Features of Reciprocal Peer Review Program

Features of RPRP that was reportedly challenging/difficult.	Number of comments
• Too much paperwork/difficulty accessing the forms	9
• Time/Difficulty scheduling substitutes to cover class	3
• Difficulty leaving students to go observe	3
• Not knowing peer coach/how they would react/concern about whether one can get meaningful feedback	2
• Unclear goal and procedures	1
• Too many initiatives from district level	1

In Table 24, teachers reported the following to be challenging or difficult features of the program: (1) too much or complicated paperwork system, (2) lack of time, difficulty leaving one's class/students to go observe a peer, (3) little knowledge of peer reviewer, (4) unclear goal and procures of the program, and (5) too many initiatives from the school district.

In the focus group, when teachers were asked what features of the RPRP design they would change for the following year, teachers mentioned several features that are summarized in Table 25. Below is a summary of combined responses from both question number 9, "Are there parts of the program design that you hope to change next year?" and question number 18, "What features of the programs don't you like or feel they are ineffective and thus need to be discarded?" Column 1 shows reported negative features of the program and column 2

reports frequency of mention of the negative features by participating teachers on both related

questions in Table 25.

Table 25

Reported Negative Features of the Reciprocal Peer Review Program that Needed to be Improved

Negative Features	Frequency of Responses
Reduce paperwork, clarify forms and make them available	5
More effective teacher Sub coverage system	5
Streamlining of procedures and processes	4
Communication and support from administration	4
Unclear goals, and procedures and timelines	4
Too many district Initiatives	1

Focus group question 19, "What would you do differently in the future to make

reciprocal peer review program a more meaningful experience to you?" was asked of

teachers. A sample of responses is reported on Table 26.

Table 26

Reported Features of the Peer Review Program that Teachers Would Like to Change

- I would have liked subs more readily available.
- Again I like the idea of you are already paired.
- More peer review between departments too.
- I think the biggest thing is we had a summer session of introducing the program and then I didn't hear anything for about a month and a half from our administrators.
- I agree with R that we wanted to do this and it was still difficult, we are not going to get our hesitant peers to do this if they have to struggle with it.
- Take time to continue conversations with peers.

Note. Statements above are direct quotes from the teachers' focus group interview.

During the focus group interview administrators were asked about their recommendations for improving implementation of the RPRP. A sample of their response is presented in Table 27.

Table 27

Reported Features of Recommendations by Administrators in a Focus Group Interview

- Don't have too many district initiatives at the same time.
- Peer review is key in improving teachers' effectiveness.
- There's a need to change school culture.
- There are other ways to meet teacher evaluation law.
- There's a need to change the school culture around the importance peer review.
- There's a need to explore multiple ways in which people can meet the Peer Review statute.
- There's a need for more training on peer coaching.
- There's a need for better support teachers.
- There's a need for more training on teacher professional development.
- Clarify procedures and expectations.
- Allow principles to manage the Peer Review process in their buildings.
- Find ways to make it easier for teachers to leave their students to observe their peers.
- Work to improve the teacher substitute process so teachers can go out and observe.
- Continue to allow teachers to work and learn from peers in different buildings, grade levels and content area.

Note. Statements above are direct quotes from the administrators' focus group interview.

In Table 27, administrators recommend the need to improve school culture and to provide more support peer coaching, clarifications of goals and procedures, more training on RPRP, and improve the teacher substitute teacher system.

Responses from teacher focus group question 10, Can you give me an example of when you were struggling with something and what you did? A sample of teachers' responses is reported in Table 28.

Table 28

Teachers' Statements on their Struggles with the Reciprocal Peer Review Program (RPRP)

- I got in time crunch…we filed the paperwork and we met on our own time.
- I can't think of a great deal of struggle…I had to ask a couple of people to find the paperwork.
- Difficult to find time with my peer coach-pressure. I also had to do a little bit of legwork to find the paperwork... What I had trouble was communicating with the other person to see each other because we both knew it was gonna take more than just an hour to do so. It was a timeline, I don't know if I had struggled with that though
- Making the initial contact to schedule the visit was the hardest thing. We just kept tagging each other, can we try this, oh that won't work, and before we knew it, we were almost in second semester.
- Coordinating schedules-different start and end times of buildings.
- Coming up with multiple resources to teach differentiation for the diverse populations of students. I went to various teachers of various subjects to get resources.

Table 28 indicates the following as examples of features teachers identified they struggled with RPRP: lack of time, paperwork demand, and difficulty accessing forms, unclear timeline, and difficulty making initial contact with a peer coach.

Summary of Results

This study reviewed a Reciprocal Peer Review Program (RPRP) in a mid-size suburban school district in Minnesota. The results of the study would assist the school district on regarding changes that needed to be considered done for successful implementation of the RPRP district-wide. Other school districts and education policy makers may also find the study helpful in providing additional knowledge into the design implementation of RPRP. This is especially important since the state of Minnesota required all school districts to have RPRP as a component of their teacher evaluation system (Minn. Stat. §.122A 40).

The following basic questions were used as study guidelines:

1. What are the perceptions of teachers and administrators regarding the piloted Reciprocal Peer Review Program?

2. What concerns do participating teachers identify or express about the Reciprocal Peer Review Program?

3. What features of the Reciprocal Peer Review Program are considered to be effective and worthy of retention?

4. What features of the Reciprocal Peer Review Program are not considered effective and in need of refinement or elimination?

Data was collected using the following tools: (1) Stages of Concern Questionnaire (SoCQ) to all participating 60 teachers, (2) a Perception Survey to 32 teachers who had already observed or were observed by a peer (3) a focus group interview with seven volunteered teachers, and (4) a focus group interview with three purposely selected school district's selected administrators with working knowledge of the program.

Results summary of study question 1. What are the perceptions of teachers and administrators regarding the piloted Reciprocal Peer Review Program?

According to the Perception Survey data, teachers overwhelmingly had positive view of Reciprocal Peer Review Program (RPRP). All 15 teachers reported that they either strongly agreed or agreed with the statement that they could speak openly and honestly with their peer observer. Thirteen out of 15 teachers reported that RPRP helped them improve their overall teaching quality. Also, 13 out of 15 teachers reported that RPRP helped reduce teacher isolation. Teachers also reported that RPRP was helping teachers improve their classroom

environment, become familiar with district curriculum and performance standards, improving

their overall teaching quality and in helping to reduce teacher isolation.

Data from teachers' focus group interview revealed that teachers had positive view of

the following features of the RPRP:

- Opportunity to observe, learn and collaborate with colleagues.

- The non-evaluative nature of the program.

- Program's flexibility.

- Professional dialogue about instructions.

- Opportunity to study curriculum across content and grade level.

- Reduce teacher isolation.

  The study agrees with Zwart et al. (2009) about the importance of creating a safe

  and trustworthy environment for teachers to observe and dialogue.

Results summary of study question 2. What concerns do participating teachers

identify or express about the Reciprocal Peer Review Program.

Results of the Stages of Concern Questionnaire (SoCQ) indicated that the three Stages

of Concern with highest or peak scores were Awareness stage with a percentile score of 67,

Personal Stage with a percentile score of 57, and Informational Stage with a percentile score

of 54. The results indicate that teachers were in the initial stages of the implementation of the

program and were seeking more information and were thinking about how the implementation

of RPRP would affect them personally.

Partial analysis of individual questions with highest scores indicates that teachers were

most concerned about the availability of resources for the success of the program; amount of

time and energy commitment required of them; the coordination and working relationship with peers; and how RPRP will change their teaching.

Teachers' Focus group interview results regarding features of difficulty regarding the RPRP included: clarity of goals and procedures; lack of time; paperwork demand; and difficulty accessing forms; unclear timeline; difficulty making initial contact with a peer coach; and concerns about funding.

Some teachers were worried whether the program was more of evaluation of their performance rather than professional growth, some were just nervous and not used to the idea of having another teacher observing and giving feedback about their classroom and their teaching. With regard to time, teachers seemed to be concerning that RPRP would take time away from teaching. Also teachers seemed to be concerned about the time it took to plan for two teachers to get together, finding substitute teachers, observe each other, and giving each other meaningful feedback.

With regard to funding concerns, teachers seemed to worry that there was not going to be enough money to train teachers on the RPRP and to pay for substitute teachers across the district. Also teachers seemed to be worried that at a time when the district was planning to cut budget, it would be unpopular to institute a RPRP that takes money that would otherwise go to decreasing class size.

Results summary of study question 3. What features of the Reciprocal Peer Review Program are considered to be effective and worthy of retention?

Teachers pointed out to the following as being among the features of program that they had positive view of and found effective:

- Opportunity to visit and observe other teachers teach.

- Receiving meaningful feedback and reflection.

- Professional dialogue with colleagues about teaching strategies.

- Being assigned a peer 1st semester and select own peer second semester.

- Learning from and collaborating with colleagues.

- Focusing on professional growth rather than on evaluation.

- Clear goals set ahead of time.

In a focus group interview, school administrators noted that they thought the program was energizing and motivating to teachers. They thought that, in the beginning, some teachers were nervous about the idea of having another teacher observing them, but once they experienced it they found the experience to be rewarding to both teachers. Administrators thought the program allowed for teachers' growth through collaboration and meaningful feedback. Administrators also saw the program as a way to meet state statute that required peer review of all teachers not in in their formal year of observation by principals.

Results summary of study question 4. What features of the Reciprocal Peer Review Program are not considered effective and in need of refinement or elimination?

Teachers pointed the following as negative features of the RPRP:

- Unclear goals and procedures.

- Too much and confusing paperwork.

- Lack of time for engaging in RPRP and personal reflection.

- Teachers' hesitation to leave their students to go observe their peers.

- Inefficient and ineffective teacher substitute system.

- Lack of time, difficulty leaving one's class/students to observe a peer.

- Too many initiatives from the school district.

  Overall the study agrees with a study by Slater and Simmons (2001) in which teachers participating in a reciprocal peer coaching program reported decrease in teacher isolation and increase in teacher collaboration, and improvement in teaching strategies.

Features of Recommendations by teachers and administrators. Administrators identified the following area features of recommendations for the RPRP success:

- Improve the school culture around the importance of RPRP.

- Provide more administrative support to teachers and to the programing.

- Provide more clarifications of goals and procedures.

- Provide more training on RPRP.

- Improve the teacher substitute system.

- Teachers called for the following recommendations to improve the overall program.

- Allow teachers to use the Professional Learning Community time for RPRP.

Chapter 5: Discussion, Conclusions and Recommendations

The organization of Chapter 5 of the study is as follows: brief introduction of the study; background of the study; conclusion of the study; recommendations for practice and recommendations for further study.

Introduction

The study examined the piloted Reciprocal Peer Review Program (RPRP) as implemented by a midsize school district in Minnesota. The study sought to understand teachers' and administrators' perceptions and concerns of the RPRP piloted in their district. The study's purpose was to inform the district leadership and educational policy makers on designing and implementing an effective RPRP. The goals of the piloted RPRP were to: (1) allow teachers to observe, learn and collaborate with their peers; (2) identify those features of the RPRP that needed to be discarded or improved in a school-wide implementation. A number of schools in Minnesota had implemented various models of peer review under the Quality Compensation program, also known as Q Comp, a voluntary pay-for-performance program that started in 2006 (MDE, 2014). However, no study had been conducted in the state of Minnesota to evaluate teachers' and administrators' perceptions and concerns of a peer review program similar to RPRP. The results of the study provided the school district and policy planners with valuable information on implementation of the RPRP district-wide. The results of the study can also be used to inform other school districts planning to implement a peer review program similar to RPRP.

The researcher collected both qualitative and quantitative data from a sample of 60 teachers who volunteered to participate in the pilot RPRP and from three school district

administrators who participated in the design and implementation of the RPRP. Four

instruments of data collection were used for the study of which the first two were quantitative

and the rest were qualitative. The instruments were: (1) A Stages of Concern Questionnaire

(SoCQ), (2) a Perception Survey, (3) a focus group interview format and questions for seven

teachers, and (4) a focus interview format and questions for three school administrators.

The focus group interviews were conducted separately, digitally audio recorded,

transcribed and analyzed by the researcher and categorized into themes to align with the four

study questions.

Background

The state of Minnesota required districts to establish Peer Review processes as part of

teacher evaluation system for teachers beginning in the 2014-2015 school year (Minn. Stat. §

122A.40). The peer review process is different from traditional teacher evaluation process.

Traditional teacher evaluation by principals serves a dual purpose of measuring teacher's

competence and of promoting professional development (Weems & Rogers, 2010). Peer

reviews or peer coaching programs, on the other hand, are mostly non evaluative, done by

teachers followed by immediate and meaningful feedback, and focused on improving

instruction (Ackland, 1991).

Slater and Simmons (2001) defined peer coaching as "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" (p. 68). Anderson (1997) adds that peer

coaching "is non-evaluative, based on classroom observation followed by feedback, and

intended to improve specific instructional techniques" (p. 241). Peer coaching may include such activities such as peer observation, co-planning, study groups, problem solving, and curriculum development (Swafford, 1998). Robbins (1991) also noted that teachers involved in peer coaching can collaborate in lessons planning, dialogue on curricular issues and instruction, team teaching, problem solving, reflective journals, action research, and videotape analysis.

Although peer coaching has been shown to improve planning and organization, instructional strategies, and behavior management among other things, some studies have indicated teacher discomfort in observing their colleagues; some have cited as negative the amount of time it takes to participate in such programs (Kohler et al., 1999). Wilkins and Shin (2011) stressed that observation instruments should focus on instruction, student learning, peer feedback and focus on professional growth.

Discussion of Findings

Study questions. Four study questions were designed to address three main features of the Reciprocal Peer Review Program (RPRP) that was piloted for one year by the school district. Three features addressed by the study questions were: the overall perception of the program, concerns about the program, and the effectiveness of the RPRP. The study sought to answer the study questions listed below.

1. What are the perceptions of teachers and administrators regarding the piloted Reciprocal Peer Review Program

2. What concerns do participating teachers identify or express about the Reciprocal Peer Review Program?

3. What features of the Reciprocal Peer Review Program are considered to be effective and worthy of retention?

4. What features of the Reciprocal Peer Review Program are not considered effective and in need of refinement or elimination?

Summary of the Study Results

Study data shows that participating teachers and administrators generally believed the program met the Minnesota statute which required peer review of teachers who are not in the formal year of their evaluation cycle. The results of the Stages of Concern survey underscore the importance of considering teacher's feelings, attitudes and concerns as the new program is being implemented (Christou et al., 2004; Roach et al., 2009). Teachers in the study expressed positive feelings and attitudes towards the RPRP and indicated some concerns regarding the implementation of the program to be addressed for the program to be success in a large scale district-wide implementation.

Recommendations for Professional Practice

School districts implementing Reciprocal Peer Review Programs (RPRP) should consider the following recommendations for the successful designing and implementation:

- Consider ways to allow strong collaboration between school district administration and teachers in the designing and implementation of the program. This helps to build trust and secure teachers' acceptance of the program.

- A Reciprocal Peer Review Program should be completely separate from teacher evaluation process, i.e., it should focus solely on teacher growth rather than on

evaluation of teacher performance. This separation is a critical element in building teachers' trust and support for the program.

- Find ways to provide strong leadership support for the program. This should include the following: (1) make peer coaching part of the school culture by providing more peer collaboration opportunities throughout the year, (2) assign a peer coaching coordinator at the district or building level, (3) assure teachers of financial commitment for the program, (4) provide training for teachers and administrators on goals and procedures and on peer coaching skills.

- Clarify goals and procedures of the peer coaching program. This should include setting clear, logical, and reasonable but flexible guidelines and timelines for teachers in order to reduce frustration and confusion that may interfere with the effective implementation of the program. Allow opportunity for peer teachers to meet and plan prior to start of year/semester. Reducing unnecessary paperwork and provide for easy on-line access of the paperwork process will help reducing teachers' feelings of frustration.

- Design an effective substitute system that is thoughtful and responsive to teachers' needs. Such as system may include the following features, (1) creating a pool of substitute teachers at each building to be available at particular dates which would allow teachers to sign up for substitute teachers in advance, such at the beginning of semester, (3) pay particular attention and support across-building observation which may require travelling time and consideration for schedule differences, (4) pay particular attention and support for the difficult-to-sub features such as

special education and which may need substitute teachers with specialized skills and experience and may need half-day subs, (5) consider paying stipend to teachers for working on peer coaching outside of contract hours or for substituting for colleagues so they can go observe other teachers.

- Consider including multiple ways and options for pairing teachers in peer coaching. One option could include purposeful pairing of teachers allowing opportunity them to select their own peers as was the case in the study. It may also include providing opportunity for teachers to observe across content areas and grade levels.

- Consider including time and processes for informal evaluation of participants' needs and concerns. These needs assessments should be conducted at the beginning, during the implementation of the program, and at the conclusion of the program. Importantly, districts should have a plan for small continuous improvements throughout the implementation.

Recommendations for Further Study

- Conduct a study of district-wide Stages of Concern Questioner survey of all 60 teachers participating to measure their needs and concerns about reciprocal peer review program.

- A follow-up study should be completed at this site related to the teachers' feedback on the Stages of Concern Questionnaire after a full year of implementation. This follow-up study could examined changes in relation to a school district implementation and professional development.

- A study should be conducted within all districts in the state to assess teachers'
  perceptions of the RPRP. The study could provide valuable information for
  possible changes to the programs.

- A study should be conducted within all districts in the state to assess differences in
  teachers' perceptions about different types of peer coaching programs, such as
  reciprocal peer coaching and expert peer coaching whereby an expert teacher,
  released from teaching duties, conducts peer review/coaching to a group of
  teachers.

- A study should be conducted within all districts in the state to assess teachers'
  perceptions of quality of instructional feedbacks emanating from peer coaching
  process as opposed to from traditional teacher evaluation feedback by principals.

Conclusion

A Reciprocal Peer Review Program (RPRP) can be used to meet the teacher
evaluation law requirement that requires school districts, in collaboration with teacher unions
to design reciprocal peer review or peer coaching programs for the purpose of improving
teacher quality and student success. If schools want to become learning organizations, they
need to foster collaborative work cultures which allow for the fusion of personal strength and
effective collaborations (Fullan, 1993). A Reciprocal Peer Review and peer coaching
program, done well, allows teachers the opportunity to observe, learn and collaborate with
each other on instructional strategies and other features of teaching and learning for the
purpose of teacher growth and for the benefit of students.

In this sense, a Reciprocal Peer Review Program or peer coaching program can be used to compliment teacher evaluation by allowing principals to focus on teacher evaluation for the purpose of performance evaluation and allowing reciprocal peer review program to focus on teacher growth and development, essential for improving teachers' instructional strategy repertoire and overall teacher quality.

If a Reciprocal Peer Review Program is collaboratively designed and implemented between administrators and teachers, allows for professional dialogue among teachers, is separate from teacher evaluation, focuses on teacher growth and student outcomes, has clear goals and procedures, and has minimal paperwork requirements, it can meet both the statue and staff development goals.

Results from the Perception Survey indicate that teachers overwhelmingly perceive the Reciprocal Peer Review Program (RPRP) as important in allowing them to speak openly and honestly about their teaching practice helps them improve their overall teaching quality and helps reduce teacher isolation.

The study suggests that teachers embrace the opportunity to work together in setting professional/instructional goals. They relish the opportunity to observe and learn from each other, they prefer the informal nature of the RPRP than the more formal evaluation by principal, and, they cherish the opportunity to visit and observe teachers, both within and across grade levels, disciplines and buildings. They seek meaningful, specific and immediate feedback from peer observers.

Apart from learning from each other and reducing isolation among teachers, it appears that RPRP, collaboratively developed, can have added benefit of increasing trust and

improving cooperation between teachers and management, which can pay dividend working on other initiatives and even in contract negotiations. Teachers want to know that a new program will work and that it will positively impact student learning, and that it will not consume too much of their time (LeBlanc & Zide, 1987).

Teachers know that for the program to work effectively, expectations and procedures need to be clear and organized. For example, a RPRP schedule needs to be organized ahead of time and procedure for obtaining substitute teachers to cover teachers' classes while they observe others needs to be clear, simple and effective. Furthermore, it is important to simplify the electronic procedures and provide teachers with direct link to all electronic forms.

Districts should establish pool of substitute teachers, known in advance for each building to make sure teachers can be released to conduct observations. Also, teachers also feel that it is important not only to have time to observe and to be observed, but also, to build in common time for the two teachers to critically reflect on their instruction after observation. While RPRP is essentially a teacher driven and non-evaluative staff development process, it is important to ensure that the building principals support the program, understand the process, and support teachers in its implementation. Strong principal leadership and effective peer collaboration has been found to correlate with increased teacher effectiveness which in turn, can increase student achievement (Kraft & Papay, 2014; Ladd, 2009).

Effective staff development programs, such as the RPRP, need to focus on improving teachers learning, which improves student outcomes by creating a school culture that provides teachers with collaborative space that breaks down walls of isolation, and allows them to

study and reflect on their practice, their students and their instruction strategies (Darling-

Hammond & McLaughlin, 1995; Kraft & Papay, 2014).

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Appendix A

Institutional Review Board (IRB)

Administrative Services 210
Website: stcloudstate.edu/osp Email: osp@stcloudstate.edu
          Phone: 320-308-4932
Name: Gracious Msuya
Advisor: John Eller
Address: 14206 Quay St. NW
Email: msgr0301@stcloudstate.edu;
gracious.msuya@gmail.com
Project Title: Peer Review in Minnesota
IRB APPLICATION
DETERMINATION: EXEMPT
The Institutional Review Board has reviewed your application to conduct research involving
human subjects. Your project has been: **EXEMPT**
We are pleased to advise you that your project has been deemed as exempt in accordance with
federal regulations. The IRB has found that your research project meets the criteria for exempt
status and the criteria for protection of human subjects in exempt research. Please note the
following items concerning our exempt policy:
-- Principal Investigator assumes the responsibilities for the protection of human subjects in
this project
--Exempt protocols DO NOT need to be renewed.
--Exempt protocols DO NOT require revisions. However, if changes are made to a protocol
that may no longer meet the exempt criteria, a new initial application will be required.
--Adverse events (research related injuries or other harmful outcomes) must be reported to the
IRB as soon as possible.
--The IRB reserves the right to review the research while it is in progress or when it is
completed.
For the Institutional Review Board:
Patrica Hughes,
Interim Associate Provost for
Research Dean of Graduate Studies
For St. Cloud State University:
Linda Donnay
IRB Administrator
Office of Sponsored Programs
SCSUIRB 1249 - 1501
Type of Review:
12/12/2013

Appendix B

Email Inviting Participants to the Study

Dear educator,

You are invited to participate in a program review study of the Peer Review Pilot program. It will be appreciated if you can complete the survey as soon as possible or at least in the next seven days.

The first survey is called *Stages of Concern Questionnaire (SoCQ)* is designed to be taken by *all* teachers who participate or have signed up to participate in the Peer Review Pilot Program. The purpose of the questionnaire is to determine teachers' concerns at various times during the process of adopting the Peer Review program. This survey will take approximately 5-10 minutes to complete and is available at:
https://www.sedl.org/concerns/index.cgi?sc=hmcdew

The second survey will be taken by *only* those who have already been observed by a peer or have observed a peer at least once. This is a 5 minutes, 10-questions survey on Survey Monkey designed to allow you to give your perspective on the effectiveness of the Peer Review program at this point in time. This survey is available at:
https://www.surveymonkey.com/s/NR5MFGQ

As you heard at the meeting yesterday, we are also looking for eight to ten people who have already been observed by a peer and/or have observed a peer to participate in a one hour focus group interview/discussion on the Peer Review program. The focus group is scheduled for February 6, 2014 from 3:45 p.m. to 5:15 p.m. at the Early Childhood Center. If you are interested, please contact (the HR director) by 4 p.m. on Monday, February 3, 2014.

Lastly, if you didn't do so at the teacher evaluation pilot meeting yesterday, please kindly read and sign the attached *Informed Consent* form.

Thank you for your generous time and willingness to participate in this study.

Gracious Msuya
Doctoral Candidate, Educational Administration and
Leadership, St. Cloud State University, MN

Cell phone: 763 439 5626
Emails: msgr0301@stcloudstate.edu; gracious.msuya@gmail.com

Appendix C

Follow up Email to Participating Teachers for a Focus Group

On Tue, Mar 18, 2014 at 10:55 AM,

Peer Pilot Participants ~

You are probably getting tired of me asking, but I am going to try this one more time! =)

We have yet to be able to do our Peer Review teacher focus group that is part of the doctoral study of our teacher evaluation program. This is a key piece of information in determining if we have been effective in building a program that helps teachers to grow professionally as a result of our teacher evaluation process.

In hopes of making it easier for you to participate, we have moved the focus group meeting to take place during the work day and we will obtain subs for those of you who are willing to be a part of the group. We are looking for eight to ten individuals from the various subjects and grade levels, i.e. elementary, secondary, special ed, etc.

The focus group is scheduled for Thursday, March 27, 2014, from 2:00 p.m. to approximately 3:45 p.m. It is tentatively scheduled to take place at the Community Center.
If you are interested in participating or have questions, please contact (*name detracted*) by noon on Wednesday, March 26, 2014. At the same time, you can go ahead and request a sub for that afternoon, with an absence type of school business, and direct it to (*name detracted*) for approval and coding.

Thank you!!

District HR Director

Appendix D

Permission/Online for the Researcher to the Access to the Stages of Concern Questionnaire

Dear Gracious Msuya,

Thank you for your purchase of the Stages of Concern Questionnaire online. I have set up your administrator account for the SoCQ online.

In addition to the 100 survey completions you purchased, I have added a quantity of "10" survey completions to your account, so you can test the SoCQ site to see how it works before using it with live survey participants.

You can log on to the SoCQ Administrative interface at:
http://www.sedl.org/concerns/admin

You will log on to the admin site using
    - Your e-mail address "gracious.msuya@gmail.com"
    - Your password "msuya"

NEXT STEPS:
Once you set up a survey "cohort" on the Admin site, you will have a password for that cohort which the participants will use to take the survey.

Survey participants will access the SoCQ online at:
http://www.sedl.org/concerns

Let me know if you have any difficulty accessing the site or have other questions about customizing the SoCQ online.

Appendix E

An Invitation Letter to Teachers to Complete Two Electronic Surveys on Reciprocal Peer Review Program

Dear educator,
You are invited to participate in a program review study of the Peer Review Pilot program. It will be appreciated if you can complete the survey as soon as possible or at least in the next seven days.

The first survey is called *Stages of Concern Questionnaire (SoCQ)* is designed to be taken by **all** teachers who participate or have signed up to participate in the Peer Review Pilot Program. The purpose of the questionnaire is to determine teachers' concerns at various times during the process of adopting the Peer Review program. This survey will take approximately 5-10 minutes to complete and is available
at; https://www.sedl.org/concerns/index.cgi?sc=hmcdew

The second survey will be taken by **only** those who have already been observed by peer or have observed a peer at least once. This is a 5 minutes, 10-questions survey on Survey Monkey designed to allow you to give your perspective on the effectiveness of the Peer Review program at this point in time. This survey is available
at; https://www.surveymonkey.com/s/NR5MFGQ

Five to eight of those who have already been observed by a peer and/or have observed a peer, will be invited for a one hour focus group interview/discussion on the Peer Review program.

Kindly read and sign the attached *Informed Consent* form.
Thank you for your generous time and willingness to participate in this study.

Gracious Msuya
Doctoral Candidate, Educational Administration and
Leadership, St. Cloud State University, MN.
Cell phone: 763 439 5626
Emails: msgr0301@stcloudstate.edu; gracious.msuya@gmail.com

Appendix F

Invitation to Participate in the Stages of Concern Survey about the Peer Review Program

Dear educator,

You are invited to participate in a questionnaire related to the Peer Review Pilot program. The purpose of the questionnaire is to determine what teachers are concerned about at various times during the process of adopting the program. The survey is called the Stages of Concern Questionnaire, and it will take approximately 5-10 minutes to complete.
Please click on the following link to take the Stages of Concern Questioner (SoCQ) survey. https://www.sedl.org/concerns/index.cgi?sc=hmcdew

Appendix G

Permission to Use a Peer Review Perception Instrument

From: Gracious Msuya <gracious.msuya@gmail.com>
Date: Thursday, January 10, 2013 8:47 AM
To: "jengoldstein@fullerton.edu" <jengoldstein@fullerton.edu>
Subject: Permission to use PAR Instrument
Jennifer,
I'm writing you to request permission to use your Survey tool on Peer Assistance & Review (PAR) as found in your Methodological Appendixes supplement to Peer Review and Teacher Leadership article (The 2001/02 Rosemount study).
I'm a doctoral student at St Cloud State University, MN in the initial stages of designing my doctoral study on the topic. As you may know, Minnesota has a new teacher evaluation law starting 2014 which requires schools to have PAR as part of their evaluation plans. As it happens, some schools in MN already have PAR as part of Q-Comp, pay-for-performance program.
So, I'd like to conduct a conduct a mix-method case study of (one or two) schools that have had PAR as part of their teacher evaluation process for a while (such as Q-Comp schools).
I've read your work in this area and from the Lit Review, I consider you a leader in the field of PAR. The more I read, the more fascinated I get on the topic and thank you for your work on the field.
I will be honored to replicate your Rosemount study, but I'm open to ideas and advice on practical ways to accomplish this.
Thank you for your time and consideration,
Sincerely,
Gracious Msuya

On Wed, Jan 16, 2013 at 11:38 AM, Goldstein,
Jennifer <jengoldstein@exchange.fullerton.edu> wrote:

Hi Gracious. It's nice to hear that you are interested in the subject of peer review and that you find my work useful. You absolutely can use the instruments I developed so long as you provide attribution (I.e., cite). That was my rationale behind making all of the materials available— no need to reinvent the wheel, and would be good to be able to compare findings across studies. I am happy to support you in whatever way I can.

Just to be clear— you use the word "article" below… but the online methodological appendixes are to my book Peer Review and Teacher Leadership. You should definitely read the book if you are thinking of replicating in any way. I do have a number of articles on peer review, but the book pulls all of the studies together into one cohesive narrative.
Best,
jennifer

Appendix H

Perception Survey about the Peer Review Pilot Program Administered to 32 Teachers

This survey was adapted from a methodological instrument on peer review method by Goldstein (2010a).

1. What is your gender?
   - Female
   - Male
2. Primary Grade Taught
   - Pre K-Elementary
   - Middle School
   - High School
3. Years of Teaching Experience
   - 1-3
   - 4-10
   - 11-20
   - 21 or more
4. I feel able to speak openly and honestly with my peer coach/observer.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
5. The peer coaching program is helping me improve my classroom environment.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
6. The peer coaching program is helping me become familiar with district curriculum and performance standards.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
7. The peer coaching program is helping me improve my overall teaching quality.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
8. The peer coaching program is helping in reducing teacher isolation
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

9. Please identify 2-3 features of the Peer Review program that are effective and worth keeping. Feel free to explain

10. Please identify 2-3 features of the Peer Review program that are NOT working well and therefore need to be removed or improved. Feel free to explain

Appendix I

Interview Protocol for Teachers Focus Group

This survey was adapted from a methodological instrument on peer review method by Goldstein (2010a).

1. Why did you sign up for Peer Review pilot program?
2. How clear were the goals and procedures of the Reciprocal Peer Review Program?
3. How do you feel about Peer Review now?
4. What concerns (personal/minor/major) do you have about the Reciprocal Peer Review Program?
5. Please describe your working relationship with your peer coach?
6. How has peer coaching program helped you improve your overall teaching quality?
7. What features of Peer Review have you enjoyed or found rewarding?
8. What features of Peer Review have you found particularly challenging or difficult?
9. Are there parts of the program design that you hope to change next year?
10. Can you give me an example of when you were struggling with something and what you did?
11. Tell me about what you learned from observing or being observed by a peer
12. Can you give me an example of a specific thing/strategy you learned from peer observation that you applied in your class?
13. How, if at all, has Peer Review helped to reduce teacher isolation?
14. Can you give me an example of a meaningful feedback or conversation you had with your peer reviewer?
15. Do you feel supported by the administration? Please explain/give examples.
16. How would you describe the effectiveness of the Peer Review Program?
17. What features of the programs do you like or feel they are effective and worth keeping?
18. What features of the programs don't you like or feel they are ineffective and thus need to be discarded?
19. What would you do differently in the future to make Reciprocal Peer Review a more meaningful experience to you?
20. Is there anything else you would like to tell me?

Below are some of the responses to the two open-ended questions from teachers who participate in Peer Review pilot program. Please pick a few and respond to them.

Q9: Please identify 2-3 features of the Peer Review program that are effective and worth keeping. Feel free to explain

a) opportunity to observe and collaborate. "Observing peers can energize ourselves to be better teachers"
b) meaningful feedback
c) Meaningful dialogue with colleagues/reflection with peers
d) Minimal required unnecessary paperwork
e) I love the 5D+ format/rubric
f) Clear goals set ahead of time

Q10. Please identify 2-3 features of the Peer Review program that are NOT working well and therefore need to be removed or improved. Feel free to explain

a) Lack of clarity on timelines and expectations. "We need more consistent, concise communication about process and expectations"
b) time away from class, sub, paperwork

c) collaborating with teachers outside your field
d) Lack of a single "go-to" effective resource (ex. web site) for answers to questions, etc.
e) "We need added time for personal reflection to implement any newly learned (from observation) skills."
f) "The online goals we wrote out are unclear and as far as I can tell inaccessible to my peer or to me about my peer's goals...I did not even have a clear direction about where to review my own goals...they were submitted and no longer available

Appendix J

Interview Protocol Administered to Three School Administrators

This survey was adapted from a methodological instrument on peer review method by Goldstein (2010a).

1. What were the goals of the Peer Review program?
2. How do you feel about the Peer Review program?
1. How would you describe the implementation of the program from the beginning to this moment?
2. What do you think about teachers observing other teachers?
3. What did you learn from implementing this program?
4. What adjustments did you have to make as you were implementing the program?
5. What has it being like working with peer coaches?
6. In what ways do you think you were able to help teachers improve their practice?
7. How clearly do you feel principals have understood Peer Review program?
8. How receptive do you feel teachers have been having another teacher in their classrooms?
9. Tell me about one example of a teacher/teachers struggles with Peer Review program?
10. Tell me about one example of a teacher/teachers success with Peer Review program?
11. How, if at all, has Peer Review affected teachers and teaching collectively in (District),
12. How has Peer Review affected the quality of schools? Can you give me an example?
13. Can you give me specific examples of things that went/are going well, that need to be kept
14. Can you give me specific examples of things that didn't go well/are not going well and thus either need improving or removed?
15. Are there parts of the program design that you hope to change next year?
16. Is there anything else you would like to tell me?

Here are some of the responses to the two open ended questions I asked the teachers. Please think about as you prepare for our discussion tomorrow.

Q9: Please identify 2-3 features of the Peer Review program that are effective and worth keeping. Feel free to explain
- opportunity to observe and collaborate. "Observing peers can energize ourselves to be better teachers"
- meaningful feedback
- Meaningful dialogue with colleagues/reflection with peers
- Minimal required unnecessary paperwork
- I love the C's format/rubric
- Clear goals set ahead of time

Q10. Please identify 2-3 features of the Peer Review program that are NOT working well and therefore need to be removed or improved. Feel free to explain

- Lack of clarity on timelines and expectations. "We need more consistent, concise communication about process and expectations"
- time away from class, sub, paperwork
- collaborating with teachers outside your field
- Lack of a single "go-to" effective resource (ex. web site) for answers to questions, etc.
- "We need added time for personal reflection to implement any newly learned (from observation) skills."
- "The online goals we wrote out are unclear and as far as I can tell inaccessible to my peer or to me about my peer's goals...I did not even have a clear direction about where to review my own goals...they were submitted and no longer available."

Appendix K

The Stages of Concern Questionnaire (SoCQ) Administered to all 60 for Teachers

The Stages of Concern Questionnaire (SoCQ) uses a Likert scale response format to measure seven hypothesized Stages of Concerns individuals have toward implementing change. The questionnaire contains 35 statements (five statements for each stage) that allow respondents to describe a concern they currently feel on a scale of 0 to 6. A response of 0 indicates a very low concern; a response of 6 indicates a very high concern. The SoCQ instrument is shown in Table 2 with the statements grouped by stages with the accompanying item number on the instrument as presented to respondents.

Table 2.Stages of Concern Questionnaire grouped by stages.

Statements on the Stages of Concern Questionnaire Grouped by Stage	
Stage 0 - Awareness	
Item	Statement
3	I don't even know what is.
12	I am not concerned about this innovation.
21	I am completely occupied with other things.
23	Although I don't know about this innovation, I am concerned about things in the area.
30	At this time, I am not interested in learning about this innovation.
Stage 1 - Informational	
6	I have a very limited knowledge about the innovation.
14	I would like to discuss the possibility of using the innovation.
15	I would like to know what resources are available if we decide to adopt this innovation.
26	I would like to know what the use of the innovation will require in the immediate future.
35	I would like to know how this innovation is better than what we have now.
Stage 2 - Personal	
7	I would like to know the effect of reorganization on my professional status.
13	I would like to know who will make the decisions in the new system.

17	I would like to know how my teaching or administration is supposed to change.
28	I would like to have more information on time and energy commitments required by this innovation.
33	I would like to know how my role will change when I am using the innovation.
Stage 3 - Management	
4	I am concerned about not having enough time to organize myself each day.
8	I am concerned about conflict between my interests and my responsibilities.
16	I am concerned about my inability to manage all the innovation requires.
25	I am concerned about time spent working with nonacademic problems related to this innovation.
34	Coordination of tasks and people is taking too much of my time.
Stage 4 - Consequence	
1	I am concerned about students' attitudes toward this innovation.
11	I am concerned about how the innovation affects students.
19	I am concerned about evaluating my impact on students.
24	I would like to excite my students about their part in this approach.
32	I would like to use feedback from students to change the program.
Stage 5 - Collaboration	
5	I would like to help other faculty in their use of the innovation.
10	I would like to develop working relationships with both our faculty and outside faculty using this innovation.
18	I would like to familiarize other departments or persons with the progress of this new approach.
27	I would like to coordinate my effort with others to maximize the innovation's effects.
29	I would like to know what other faculty are doing in this area.
Stage 6 - Refocusing	
2	I now know of some other approaches that might work better.
9	I am concerned about revising my use of the innovation.
20	I would like to revise the innovation's instructional approach.

22	I would like to modify our use of the innovation based on the experiences of our students.
31	I would like to determine how to supplement, enhance, or replace the innovation.

Source: Hall, G. E., George, A.A., and Rutherford, W. A. (1998). Measuring stages of concern about the innovation: A manual for use of the SoC questionnaire (p. 25).

Appendix L

Results of Stages of Concern Questionnaire

SEDL

Stages of Concern Questionnaire Administration   (Click here to logout)
Report for cohort: Peer Review-January 2014

A: Cohort Description

Cohort Name: Peer Review-January 2014
Name of Innovation: Peer Review
 of Questionnaires Included: 34 participants

First SoC Received: 01/30/2014
Last SoC Received: 02/12/2014
Cohort Password: hmcdew

Subgroup and Custom Prompt Responses
(Click here to ⊙ Show Subgroup and Custom Prompt Responses.)

B: Question/Responses Table

Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Q3: 53	Q6: 84	Q7: 95	Q4: 64	Q1: 24	Q5: 93	Q2: 49
Q12: 108	Q14: 89	Q13: 124	Q8: 49	Q11: 50	Q10: 106	Q9: 48
Q21: 114	Q15: 129	Q17: 93	Q16: 82	Q19: 61	Q18: 75	Q20: 73
Q23: 114	Q26: 107	Q28: 99	Q25: 59	Q24: 66	Q27: 107	Q22: 46
Q30: 116	Q35: 76	Q33: 87	Q34: 72	Q32: 54	Q29: 106	Q31: 75

C: Raw Score Totals

	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Sum of raw scores:	503	485	498	326	255	487	291
Average:	15	14	15	10	8	14	9

The sum of each column from the table in section B. The average is the sum divided by the number of questionnaires included (34).

E: Percentile Scores

Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
87%	54%	57%	34%	5%	25%	20%

Computed by referencing the raw score for each stage in the table in section D.

Appendix M

Sub Group Report for Stages of Concern Questionnaire

2.	activated (select one)	Primary grade taught	Selection		stage 0	stage 1	stage 2	stage 3	stage 4	stage 5	stage 6
			Early Childhood	9	81	54	55	23	2	25	14
			Elementary	9	94	57	63	43	5	25	20
			Junior High School	6	69	45	48	34	7	22	20
			High School	1 0	87	60	57	34	5	31	20

Stages of Concern Comparison

3.	activated (select one)	Years of teaching experience	Selection		stage 0	stage 1	stage 2	stage 3	stage 4	stage 5	stage 6
			1-3	0	0	0	0	0	0	0	0
			4-10	3	91	66	67	30	3	36	17
			11-20	21	87	51	52	34	4	25	17
			21-over	10	81	60	59	30	5	25	20

Stages of Concern Comparison

| 4. | activated (select one) | Department/Main Content Area |

Selection		stage 0	stage 1	stage 2	stage 3	stage 4	stage 5	stage 6
Art	0	0	0	0	0	0	0	0
Business	0	0	0	0	0	0	0	0
ELL	0	0	0	0	0	0	0	0
English	6	81	54	55	30	4	25	17
FACS	0	0	0	0	0	0	0	0
Heath	1	61	43	35	30	3	16	14
Phy Ed	2	91	60	76	30	16	48	30
Science	3	99	57	55	60	7	16	30
Social Studies	0	0	0	0	0	0	0	0
Special Education	12	75	54	55	27	3	25	17
Tech Ed	0	0	0	0	0	0	0	0
World Languages	1	87	51	41	18	4	76	22
Other	9	0	0	0	0	0	0	0

Stages of Concern Comparison

RELATIVE INTENSITY vs Stages of Concern

0 Unconcerned, 1 Information, 2 Personal, 3 Management, 4 Consequence, 5 Collaboration, 6 Refocusing

Legend: English, Heath, Phy Ed, Science, Special Education, World Languages, Other

5.	not activated		
6.	not activated		
7.	not activated		
8.	not activated		
9.	not activated		
10.	not activated		
11.	not activated		
12.	not activated		
13.	not activated		
14.	not activated		
15.	not activated		
16.	not activated		
17.	not activated		
18.	not activated		
19.	not activated		
20.	not activated		
21.	not activated		
22.	not activated		
23.	not activated		
24.	not activated		
25.	not activated		
26.	not activated		
27.	not activated		
28.	not activated		
29.	not activated		
30.	not activated		

Appendix N

Stages of Concern Questionnaire Administration: Individual SoC Reports

Response	Subgroup Data		Stages of Concern Percentages by Stage						
			0	1	2	3	4	5	6
R1	Gender: Female Primary grade taught: Early Childhood Years of teaching experience: 11-20 Department/Main Content Area: Special Education		22	40	41	15	3	9	34
R2	Gender: Female Primary grade taught: High School Years of teaching experience: 11-20 Department/Main Content Area: World Languages		87	51	41	18	4	76	22
R3	Gender: Female Primary grade taught: High School Years of teaching experience: 11-20 Department/Main Content Area: Science		99	60	63	77	27	19	73
R4	Gender: Male Primary grade taught: Junior High School Years of teaching experience: 4-10 Department/Main Content Area: other: I teach all core subjects at the Washington County Temporary Holding Facility		48	69	72	30	13	44	30
R5	Gender: Male Primary grade taught: Elementary Years of teaching experience: 21-over Department/Main Content Area: other: elementary		97	60	55	39	7	31	30
R6	Gender: Female Primary grade taught: Early Childhood Years of teaching experience: 11-20 Department/Main Content Area: Special Education		99	66	55	23	1	5	6
R7	Gender: Female Primary grade taught: Early Childhood Years of teaching experience: 11-20 Department/Main Content Area: Special Education		61	30	21	15	1	36	9

R8	Gender:	Male	61	43	48	30	9	25	17
	Primary grade taught:	Junior High School							
	Years of teaching experience:	21-over							
	Department/Main Content Area:	Phy Ed							
R9	Gender:	Female	99	57	70	80	3	14	9
	Primary grade taught:	Elementary							
	Years of teaching experience:	11-20							
	Department/Main Content Area:	other: elementary general ed							
R10	Gender:	Female	61	27	25	15	5	10	11
	Primary grade taught:	Elementary							
	Years of teaching experience:	11-20							
	Department/Main Content Area:	other: All subjects!							
R 11	Gender:	Female	75	37	41	23	3	9	9
	Primary grade taught:	Junior High School							
	Years of teaching experience:	11-20							
	Department/Main Content Area:	English							
R 12	Gender:	Male	97	80	57	30	9	64	65
	Primary grade taught:	Elementary							
	Years of teaching experience:	11-20							
	Department/Main Content Area:	other: Elementary Education							
R13	Gender:	Female	81	45	35	23	1	14	9
	Primary grade taught:	Early Childhood							
	Years of teaching experience:	4-10							
	Department/Main Content Area:	Special Education							
R14	Gender:	Female	40	48	55	15	9	28	17
	Primary grade taught:	High School							
	Years of teaching experience:	11-20							
	Department/Main Content Area:	Special Education							
R15	Gender:	Male	99	45	41	43	2	5	14
	Primary grade taught:	High School							
	Years of teaching experience:	21-over							
	Department/Main Content Area:	Science							
R16	Gender:	Female	98	80	94	27	24	68	47

			C1	C2	C3	C4	C5	C6	C7
	Primary grade taught:	Elementary							
	Years of teaching experience:	21-over							
	Department/Main Content Area:	Phy Ed							
R17	Gender:	Female	61	37	52	23	1	28	9
	Primary grade taught:	Early Childhood							
	Years of teaching experience:	11-20							
	Department/Main Content Area:	Special Education							
R18	Gender:	Female	61	51	70	52	4	40	14
	Primary grade taught:	Elementary							
	Years of teaching experience:	11-20							
	Department/Main Content Area:	other: Elementary							
R19	Gender:	Female	97	45	59	30	3	10	11
	Primary grade taught:	Elementary							
	Years of teaching experience:	11-20							
	Department/Main Content Area:	other: Kindergarten							
R20	Gender:	Female	14	72	59	15	5	55	14
	Primary grade taught:	Early Childhood							
	Years of teaching experience:	21-over							
	Department/Main Content Area:	Special Education							
R21	Gender:	Female	94	54	59	18	3	48	17
	Primary grade taught:	Early Childhood							
	Years of teaching experience:	11-20							
	Department/Main Content Area:	Special Education							
R22	Gender:	Female	69	69	76	52	3	12	11
	Primary grade taught:	Elementary							
	Years of teaching experience:	11-20							
	Department/Main Content Area:	other: general education							
R23	Gender:	Female	81	63	55	56	5	36	14
	Primary grade taught:	High School							
	Years of teaching experience:	11-20							
	Department/Main Content Area:	Science							

R24	Gender:	Male	94	66	67	23	8	97	14
	Primary grade taught:	High School							
	Years of teaching experience:	11-20							
	Department/Main Content Area:	English							
R25	Gender:	Female	48	63	63	27	8	36	9
	Primary grade taught:	High School							
	Years of teaching experience:	21-over							
	Department/Main Content Area:	Special Education							
R26	Gender:	Female	98	43	48	47	5	25	17
	Primary grade taught:	Junior High School							
	Years of teaching experience:	11-20							
	Department/Main Content Area:	English							
R27	Gender:	Male	99	75	76	30	7	14	9
	Primary grade taught:	High School							
	Years of teaching experience:	21-over							
	Department/Main Content Area:	other: math							
R28	Gender:	Female	22	57	57	23	3	19	30
	Primary grade taught:	High School							
	Years of teaching experience:	21-over							
	Department/Main Content Area:	English							
R29	Gender:	Female	61	43	35	30	3	16	14
	Primary grade taught:	Junior High School							
	Years of teaching experience:	11-20							
	Department/Main Content Area:	Heath							
R30	Gender:	Female	87	60	55	47	4	12	9
	Primary grade taught:	Elementary							
	Years of teaching experience:	11-20							
	Department/Main Content Area:	English							
R31	Gender:	Female	91	57	57	47	1	14	30
	Primary grade taught:	Early Childhood							
	Years of teaching experience:	21-over							
	Department/Main Content Area:	Special Education							

[R32](#)	Gender:	Female	99	84	89	43	1	52	14
	Primary grade taught:	Early Childhood							
	Years of teaching experience:	4-10							
	Department/Main Content Area:	Special Education							
[R33](#)	Gender:	Female	69	57	55	30	3	7	17
	Primary grade taught:	High School							
	Years of teaching experience:	21-over							
	Department/Main Content Area:	English							
[R34](#)	Gender:	Female	40	43	41	34	9	22	26
	Primary grade taught:	Junior High School							
	Years of teaching experience:	11-20							
	Department/Main Content Area:	Special Education							

Appendix O

Summary of Administrators' Perception of Reciprocal Peer Review Program

Reported Features of Strengths
• was energizing and motivating
• Allowing teachers to observe each other
• Teacher growth through collaboration and feedback
• Meet teacher evaluation statute
• Reportedly powerful experience
• Teachers learn from each other and apply teaching techniques in their classrooms.
• Unintended benefit-teachers forming new relationships across the district
• You know at the beginning people were worried about people observing them teaching the lesson, but at the meeting that we had, the people who got the really benefit was the actual observer.
• Rewarding experience
• CI think there's an enthusiasm from teachers. It's a truly collaborative all the way through from the beginning.
• One teacher reportedly to the administrator; said, "I taught for 28 years and I had never had this opportunity, and it was extremely positive."
• it has been an opt-in program and we had over 100 teachers who offered to do it this year and we had some that were on their formal year so they didn't

Reported Features of Concerns
• Bumpy implementation
• Technology, rolling out, unclear procedures, complications with forms, people were confused, some didn't know when to start, some were waiting for a go ahead to start, some missed the entire observation in the first semester
• The sub process seems to be a big inhibitor in the process.
• We have nine elementary schools that span 16 miles in distance, 24 miles or whatever it is so to effectively pair those people will be a challenge.
• The self-select sounds great, but the will always be a bunch of people who don't.
• I'm concerned that it is going to be very difficult to manage
• I'm concerned about the amount of time it is going to take teachers out of classrooms.
• Will need a cultural shift in the minds of our parents and our community that its beneficial to take teachers out of class to go observe and learn from other teachers With a 30-min staggered
• Prep, with Math and Science being on same day and with Reading block, elementary school schedule makes it more difficult for teachers to leave their rooms
• I'm left with the question of is it manageable to have 66% of our staff engage in Peer Review in this manner, because it would be very difficult to manage, I believe."
• The district has about 500 teachers
• Peer Review system for non-classroom positions such as nurses, psychologists, counselors etc. system is not ready

Reported Features of Recommendations
- Don't introduce teacher evaluation system, principal evaluation system, with peer review, new technology process at the same time.   - I have learned in this process is there are four key components that make up the measurement of a teacher quality/effectiveness; parent/student feedback, observation by a trained observer, observation by peers and colleagues who are content experts and understand the curriculum, and quantitative multiple measures of student achievement.   - I think it will take some time to change the culture around the importance of teachers watching other teachers teach.   - I think we're going to explore multiple ways in which people can meet the Peer Review statute.   - I think we need to do more training on the front end on two pieces. Peer coaching and how to be a peer coach   - There's a need to better anticipating how to support teachers   - Training for all teachers embedded in professional development   - We will continue to work on clarifying procedures and expectations   - Allow principles to manage the Peer Review process in their buildings   - Find ways to make it easier for teachers to leave their students to observe their peers.   - Work to improve the teacher substitute process so teachers can go out and observe.   - Continue to allow teachers to work and learn from peers in different buildings, grade levels and content area.

Note: The comments are direct quotes from administrator's focus group interview.

Appendix P

Summary of Responses from Teacher Focus Group

Q1. Why did you sign up for Peer Review pilot program?
- Opportunity to observe and learn from other teachers
- To help build a quality Peer Review program for teachers
- To dispel the fear of peer evaluation among teachers
- To support other teachers
- To stay in the cutting edge of what is happening in education
- To become a better teacher

Q2. Positive Comments
- I thought the goals and procedures were clear.
- I thought they were pretty informative.
- I like the flexibility…able to schedule directly with my peer review partner.
- I appreciated the flexibility…(allowed for meaningful experiences).
- The goals and procedures were very clear.

Negative Comments
- Very confusing
- answers were accessible and available when I ask for them…not the other way round
- they were not very clear.
- I really did not know what the expectations were
- I really didn't have a clear understanding of what was happening.
- It took me time on my own to really search out what I was going to be doing.
- I thought there were a few gaps as far as the procedures go. Administration that is trying to push initiative down our throats
- I think the goals and procedures could both be clear.
- There were some unclarity about the 5D component fits in with the peer review component.

Examples of confusing/unclear procedures
- the location of documents
- how to access substitute teachers
- inconsistencies with access to the forms.
- didn't know where to go get the forms

Q3. How do you feel about peer review now?
Positive Comments
- I feel positive about it.
- its more of a building process rather than a "gotcha" process.
- I had a fabulous peer reviewer
- I'm viewing that more like a learning experience to learn than to critic.
- I think not being a "gotcha" moment is key.
- the best way to get better is to watch our peers and to get their feedback.
- I learned a great deal from watching him.

- I wasn't there to critic his practice so must as to observe and dialogue about it.
- I was very excited about it.
- It was a good opportunity to go to another school.
- It gave me a great opportunity to learn and to see how my peer acted in class.
- I'm very excited to see the learning in the different levels.

Negative Comments

- need to work out the kinks.
- it's a beginning stages
- it can be improved considering what…
- We are in the front line, the other folks are way behind in the chattel.
- I think it can be improved
- I think it can become something that is a little bit more accessible
- We're a district with over 500 teachers so this experience isn't gonna be the same for all of them and my point of view , it shouldn't be the same for all of them.

Q6. How has peer coaching program helped you improve your overall teaching quality?

- I was able to incorporate more resources and tying them to the curriculum.
- Classroom management as well, very helpful, especially with a different subject.
- I have incorporated more waiting time which allows me to bring new voices to the discussion.
- Expectations are set at to a 'high' level.
- Vertical alignment, awareness of what's going on in the district "bigger picture".
- We're usually you're isolated,…so seeing, where they are at 6th grade, just gave me an insight when they come to 9th grade where they should be at

Q7. What Features Peer Review program have you enjoyed or found rewarding?

- Opportunity to bond, collaborate and learn from peers
- Relationship with peers
- New setting
- Learning effective approach to instruction
- Professional conversation about what works
- Getting out of daily routine to focus on professional side of teaching
- Visiting other schools and seeing vertical alignment, seeing what other schools' needs

Q8. What Features Peer Review have you found particularly challenging or difficult?

- Too much paperwork
- Clear goals and procedures
- It's difficult to leave classroom
- Scheduling time to do peer observation was time consuming
- Finding coverage
- Being evaluated by someone who really can't give me feedback.
- Accessing of electronic forms could be more convenient
- Less initiatives from the district

Q11. **Tell me about what you learned from observing or being observed by a peer**
- Strategies, positive reinforcement, classroom management.
- How my peer teacher kept the focus on every individual students
- It reduces that isolation feeling as a teacher
- Directing students during the problem solving process.

Q12. **Can you give me an example of a specific thing/strategy you learned from peer observation that you applied in your class?**
- Using a newspaper article to introduce the topic we're learning.
- The use of real word engineering application.
- I was amazed that every minute of that hour was built with an activity.
- My peer used CNN student news as a starting point for the class.
- Class seating arrangement and in-class (student) help.

Q13. **How, if at all, has Peer Review helped to reduce teacher isolation?**
- Everybody wanted to know what happened in the department meetings…we pick strategies that others use.
- For students to have another adult to dialogue with is fantastic
- A chance to dialogue with our colleagues…is a phenomenal way to have a better macro understanding of development of our students.
- Peer Review is definitely the way to counteract teacher isolation.
- Interacting, feedback, sharing student information.

Q14. **Can you give me an example of a meaningful feedback or conversation you had with your peer reviewer?**
- My peer and I met over lunch and went over our expectations.
- Sharing expectations upfront was important not just for instructional aspect but what to expect.
- Understanding the pedagogy of other grades and their needs.
- About students we share and strategies about how to work with them.
- No. I gave her my feedback but she did not reciprocate

Q15: **Do you feel supported by the administration? Please explain/give examples.**
- I actually did. We were trying to collaboratively to figure out what we were supposed to be doing, where the forms were
- I do feel supported by the administration that we've been allowed to take part in this pilot that they have indicated ongoing support as part of our development evaluation program.
- I wanna make sure that all of our colleagues feel the same support as they go through the process
- it seems to be a theme that I seem to be returning to, how do I access the forms, how do I know how and where to access a substitute teacher, I wanna take all the questions and mystery out of this process so that people have a positive experience.
- Yes, assisted in finding coverage and interested in what I learned from this experience.
- Somewhat, although at times its frustrating what they might use if for

- not as much as I like, I think they are having as much difficulty as wear due to the lack of support from their superiors.

Q17. **What features of the programs do you like or feel they are effective and worth keeping?**

- I feel strongly we should have a Peer Review process in general.
- Observing peers from across grade level and discipline.
- I also like the idea of observing someone you don't know and then somebody of your choice.
- I like the idea of being paired the first time, because I don't think I would have picked that person otherwise, and I think that opens the door, that ah, this is really neat versus what's comfortable because when we self-select.
- I may have known the person but it's a different school, different setting, different kids, different activities, different actions, so I like being paired
- I like the combo of being paired so you realize the benefits of stretching your horizon and the self-select, maybe there's a specific direction you would like to go.
- All with teachers interacting.
- When asked for a show of hands, all seven teachers indicated they like the current *combo* system of being paired with a partner the first trimester and select their own peer reviewer the second semester.

Q20. Is there anything else you would like to tell me?

- Some of it is due to building culture, but it was constantly brought up on. Several of my Para's were very hesitant to have someone observing in my room (special education room).
- I project that if staff cuts that are happening stick, there would be a lot of resentment to the very significant costs to keep this thing going at the expense of large class sizes.
- I will have a problem somebody coming to my room and taking eight of my students out but I don't have any problem with somebody coming in a peer review. I love it.
- Opportunity to observe and collaborate gave me new perspective. My peer and I had informal feedback and I would like to build on that.

APPENDIX Q

Stages of Concern Questionnaire (SoCQ)

This is a copy of similar version of stages of concern questionnaire (SoCQ) that was electronically administered to all 60 participants.
Stages of Concern Questionnaire
Name (optional) _____

   The purpose of this questionnaire is to determine what people who are using or thinking about using various programs are concerned about at various times during the innovation adoption process. The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various programs to many years experience in using them. Therefore, a good part of the items on this questionnaire may appear to be little relevance or irrelevant to you at this time. For the completely irrelevant items, please circle ì0î on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher.
   For example:
This statement is very true of me at this time. 0 1 2 3 4 5 6 7
This statement is somewhat true of me now. 0 1 2 3 4 5 6 7
This statement is not at all true of me at this time. 0 1 2 3 4 5 6 7
This statement seems irrelevant to me. 0 1 2 3 4 5 6 7
   Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with Information Technology Curriculum. We do not hold to one definition of this innovation, so please think of it in terms of your perception of what it involves. Since this questionnaire is used for a variety of innovations, the name Information Technology Curriculum never appears. However, phrases, such as the innovation, "this Approach" and "the new system" all refer to Peer Review. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with Information Technology Curriculum.
Thank you for taking time to complete this task.

0	1 2	3 4 5	6 7
Irrelevant	Not true of me now	Somewhat true of me now	Very true of me now

1. I am concerned about students' attitudes toward this innovation. 0 1 2 3 4 5 6 7
2. I now know of some other approaches that might work better. 0 1 2 3 4 5 6 7
3. I don't even know what the innovation is. 0 1 2 3 4 5 6 7
4. I am concerned about not having enough time to organize myself each day. 0 1 2 3 4 5 6 7
5. I would like to help other faculty in their use of the innovation. 0 1 2 3 4 5 6 7
6. I have a very limited knowledge about the innovation. 0 1 2 3 4 5 6 7
7. I would like to know the effect of reorganization on my professional status.0 1 2 3 4 5 6 7
8. I am concerned about conflict between my interests and my responsibilities. 0 1 2 3 4 5 6 7
9. I am concerned about revising my use of the innovation. 0 1 2 3 4 5 6 7
10. I would like to develop working relationships with both our faculty and outside faculty using this innovation. 0 1 2 3 4 5 6 7
11. I am concerned about how the innovation affects students. 0 1 2 3 4 5 6 7
12. I am not concerned about this innovation. 0 1 2 3 4 5 6 7
13. I would like to know who will make the decisions in the new system. 0 1 2 3 4 5 6 7
14. I would like to discuss the possibility of using the innovation. 0 1 2 3 4 5 6 7

15. I would like to know what resources are available if we decide to adopt this innovation.
    0 1 2 3 4 5 6 7
16. I am concerned about my inability to manage all the innovation requires. 0 1 2 3 4 5 6 7
17. I would like to know how my teaching or administration is supposed to change. 0 1 2 3 4 5 6 7
18. I would like to familiarize other departments or persons with the progress of this new
    approach. 0 1 2 3 4 5 6 7
19. I am concerned about evaluating my impact on students. 0 1 2 3 4 5 6 7
20. I would like to revise the innovation's instructional approach. 0 1 2 3 4 5 6 7
21. I am completely occupied with other things. 0 1 2 3 4 5 6 7
22. I would like to modify our use of the innovation based on the experiences of our students.
    0 1 2 3 4 5 6 7
23. Although I don't know about this innovation, I am concerned about things in the area.
    0 1 2 3 4 5 6 7
24. I would like to excite my students about their part in this approach. 0 1 2 3 4 5 6 7
25. I am concerned about time spent working with nonacademic problems related to this
    innovation. 0 1 2 3 4 5 6 7
26. I would like to know what the use of the innovation will require in the immediate future.
    0 1 2 3 4 5 6 7
27. I would like to coordinate my effort with others to maximize the innovation's effects
    0 1 2 3 4 5 6 7
28. I would like to have more information on time and energy commitments required by this
    innovation. 0 1 2 3 4 5 6 7
29. I would like to know what other faculty are doing in this area. 0 1 2 3 4 5 6 7
30. At this time, I am not interested in learning about this innovation. 0 1 2 3 4 5 6 7
31. I would like to determine how to supplement, enhance, or replace the innovation.
    0 1 2 3 4 5 6 7
32. I would like to use feedback from students to change the program. 0 1 2 3 4 5 6 7
33. I would like to know how my role will change when I am using the innovation. 0 1 2 3 4 5 6 7
34. Coordination of tasks and people is taking too much of my time. 0 1 2 3 4 5 6 7
35. I would like to know how this innovation is better than what we have now. 0 1 2 3 4 5 6 7