

2003

Teacher Perceptions Of The Danielson/Mcgreal Model Of Differentiated Evaluation And Its Impact On Professional Growth

Linda M. King
Seton Hall University

Follow this and additional works at: <https://scholarship.shu.edu/dissertations>



Part of the [Educational Administration and Supervision Commons](#)

Recommended Citation

King, Linda M., "Teacher Perceptions Of The Danielson/Mcgreal Model Of Differentiated Evaluation And Its Impact On Professional Growth" (2003). *Seton Hall University Dissertations and Theses (ETDs)*. 1474.
<https://scholarship.shu.edu/dissertations/1474>

**TEACHER PERCEPTIONS OF THE DANIELSON/MCGREAL MODEL OF
DIFFERENTIATED EVALUATION AND ITS IMPACT ON PROFESSIONAL
GROWTH**

BY

LINDA M. KING

Dissertation Committee

George Lindemer, Ph.D., Mentor

John Collins, Ph.D

Regina Kiczek, Ed.D

Kenneth Shulack, Ed.D

**Submitted in partial fulfillment of the
requirements of the Degree of Doctor of Education
Seton Hall University
2003**

ABSTRACT

TEACHER PERCEPTIONS OF THE DANIELSON/MCGREAL MODEL OF DIFFERENTIATED EVALUATION AND ITS IMPACT ON PROFESSIONAL GROWTH

The purpose of this study was to gain knowledge about the Danielson/McGreal model of differentiated evaluation, and determine if it increased professional growth while fostering teacher interaction around teaching and learning as well as promoted a sound, professional climate.

This study was based on the perceptions of one hundred and two teachers in a kindergarten through eighth grade school system in its fourth year of implementation of the Danielson/McGreal model of differentiated teacher evaluation. Data was collected through a Likert scale survey instrument which enabled the researcher to: (a) examine the principal leadership in each school; (b) explore the frequency of teacher collaboration/interaction centered around teaching and learning; (c) analyze the professional climate in each school; (d) investigate the support of the entire district for professional growth, local innovation and focus on teaching and learning; and (e) analyze teachers' perceptions of their own professional growth while engaged in the district's differentiated evaluation model.

The findings of this study indicated that the groups of teachers with regard to years of teaching experience, did not differ significantly regarding their rating of principal leadership, teacher interaction around teaching and learning, the general school climate, the support for professional development from the district, and their own professional development and reform climate in their school.

The results of this study indicate support for the conclusion that the teachers' perceptions of their own professional development using the Danielson/McGreal model of differentiated evaluation, were effected by whether the teachers completing the Bay Area School Reform Collaborative Teacher Survey (BASRC) had their bachelors or masters degree. The teachers with bachelor degrees had statistically significant higher ratings.

One of the most important recommendations resulting from this study is the need for further research into the characteristics of the Danielson/McGreal model of differentiated evaluation because it is a new model in the state of New Jersey, with little research to support it.

ACKNOWLEDGMENTS

“You can do anything you dream! Just put your mind to it and work hard.” This is the motto of my mom and dad. It is what they live by; what they have instilled in me; and what they pass on to their grandchildren. I would not be where I am today without the never-ending support, encouragement, and love of my wonderful parents. It is to them that I dedicate this dissertation.

Along with the love and support of my parents, I have been blessed with wonderful people in my life who have been inspirational in my educational endeavors: my brother Greg, his wife Cindy, my nephew Jonathan, and my niece Kristen who aspires to be an educator and who wrote me many motivational notes and cards; my extended family who demonstrated patience for my absences at family gatherings; Sister Maryann who is truly an amazing role model; my wonderful fine arts staff and secretary; my committee members; and the many understanding friends both in and out of work. Two very dear people who supported me emotionally were Dr. Ken Shulack, who introduced me to the prestigious Seton Hall Executive Doctoral program, provided words of encouragement and steadfast advice; and my best friend Cathy, who saw and dealt with first hand, the full gambit of emotions through the coursework and dissertation writing process. To them I will be forever grateful.

It was an exciting, educational journey with a cohort full of spirit, humor, and wisdom. The professors were intellectual people who truly cared and demonstrated their passion for leadership. Pat LiSanti, an outstanding woman, ran a tight ship and had answers to every question. The true sense of the word camaraderie was felt throughout. I will always treasure the memories of this amazing, educational journey.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	ii
TABLES	v
I INTRODUCTION.....	1
Background Information	1
Purpose of the Study and Statement of the Problem.....	8
Research Questions	9
Definition of Terms	10
Delimitations of the Study	14
II REVIEW OF RELATED LITERATURE.....	16
Faculty Trust & Healthy, Quality School Systems	26
Alternative Teacher Evaluation Systems.....	34
S-BESD – School-Based Evaluation/Supervision/Development	34
Portfolios	37
Peer Review	41
360-Degree Feedback	43
A Team Approach	45
Differentiated Supervision	47
Danielson/McGreal Model of Teacher Evaluation	51
Summary	59
III METHODOLOGY.....	62
Statement of the Problem	62
Purpose of the Study	62
Method of Research	67
Description of the Sample	68
The Instrument	71
Data Collection	73
Data Analysis	74
IV PRESENTATION OF THE FINDINGS.....	75
Description of Respondents	77
Presentation of Data Related to Research Questions #1 and #2.....	78
Summary of the Findings Related to Research Question #1.....	86
Summary of the Findings Related to Research Question #2	89

Presentation of Data Related to Research Questions #3 and #4.....	89
Summary of the Findings Related to Research Question #3.....	105
Summary of the Findings Related to Research Question #4.....	110
Presentation of Data Related to Research Questions #5 and #6.....	111
Summary of the Findings Related to Research Question #5.....	125
Summary of the Findings Related to Research Question #6.....	125
Presentation of Data Related to Research Questions #7 and #8.....	131
Summary of the Findings Related to Research Question #7.....	140
Summary of the Findings Related to Research Question #8.....	146
Presentation of Data Related to Research Questions #9 and #10.....	147
Summary of the Findings Related to Research Question #9.....	159
Summary of the Findings Related to Research Question #10.....	162

V SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS163

Summary	163
Purpose of the Study	163
Statement of the Problem.....	163
Description of the Sample	164
Methods of Research	166
Summary of the Findings in Relationship to the Research Questions... ..	168
Research Question #1 and #2.....	168
Research Question #3 and #4.....	168
Research Question #5 and #6.....	170
Research Question #7 and #8.....	170
Research Question #9 and #10.....	172
Discussions and Implications	173
Policy and Practice	179
Recommendations for Further Research	179

References	182
Appendix A: Danielson’s Components of Professional Practice and Overview of Teacher Evaluation Program	190
Appendix B: Observation/Evaluation Forms	193
Appendix C: Bay Area School Reform Collaborative Teacher Survey	205
Appendix D: Reliability Tests	210

LIST OF TABLES

1.	Frequency Analysis of Years of Teaching Experience.....	78
2.	Frequency Analysis of Degree Earned.....	78
3.	Frequency Analysis of Evaluation Model.....	78
4.	The Principal at This School Encourages Teachers to Try New Methods of Instruction.....	79
5.	The Principal at This School Promotes Parental and Community This Involvement in School.....	80
6.	The Principal at This School Works to Create a Sense of Community in This School.....	80
7.	The Principal at This School Takes a Personal Interest in the Professional Development of Teachers.....	81
8.	The Principal at This School is Strongly Committed to Shared Decision Making.....	81
9.	The Principal at This School Ensures that Student Learning is the “Bottom Line” in This School.....	82
10.	The Principal at This School Supports and Encourages Teachers to Take Risks.....	82
11.	The Principal at This School is a Strong Leader in School Reform.....	83
12.	Comparison of Means With Regard to Years of Teaching Experience.....	84
13.	Comparison of Means With Regard to Degree Earned.....	85

14.	One-Way Analysis of Variance Related to the Years of Teaching Experience and Perceptions of Principal Leadership.....	87
15.	Independent t-Test Related to the Degree Earned and Perceptions of Principal Leadership.....	90
16.	Frequency with Which You Share Ideas on Teaching with Other Teachers.	93
17.	Frequency with Which You Observe Another Teacher Teaching.....	93
18.	Frequency with Which You Are Observed by Another Teacher.....	94
19.	Frequency with Which You Teach With a Colleague.....	95
20.	Frequency with Which You Discuss with Other Teachers What You/ They Learned at a Workshop or Conference.....	95
21.	Frequency with Which You Share and Discuss Student Work with Other Teachers.....	96
22.	Frequency with Which You Discuss Particular Lessons that Were Not Very Successful.....	97
23.	Frequency with Which You Discuss Beliefs about Teaching and Learning.....	98
24.	Comparison of Means With Regard to Years of Teaching Experience.....	99
25.	Comparison of Means With Regard to Degree Earned.....	103

26.	One-Way Analysis of Variance Related to the Years of Teaching Experience and Perceptions of Teacher Interaction Around Teaching and Learning.....	106
27.	Independent t-Test Related to the Degree Earned and Perceptions of Teacher Interaction Around Teaching and Learning.....	108
28.	Teachers in This School are Continually Learning and Seeking New Ideas..	112
29.	Teachers are Engaged in Systematic Analysis of Student Performance Data.....	112
30.	When a Conflict Arises, We Usually “Sweep it Under the Rug”.....	113
31.	Our Stance Towards our Work is One of Inquiry and Reflection.....	113
32.	Teachers Who are Involved in Innovation From a Distinct and Separate Group in This School.....	114
33.	The Faculty Seldom Evaluates its Programs and Activities.....	114
34.	Assessment of Student Performance Leads to Changes in our School’s Curriculum.....	115
35.	I Feel Supported by Colleagues to Try Out New Ideas.....	115
36.	Teachers in This School are Encouraged to Experiment with Their Teaching.....	116
37.	Teachers in This School Trust Each Other.....	116
38.	It is Very Difficult to Find Time for this Faculty to Work Together.....	117
39.	Teachers in This School Feel Responsible to Help Each Other Do Their Best.....	117
40.	Teachers in This School Regularly Examine School Performance.....	118

41.	This School is Actively Involved in School Reform.....	118
42.	Comparison of Means With Regard to Years of Teaching Experience.....	120
43.	Comparison of Means With Regard to Degree Earned.....	122
44.	One-Way Analysis of Variance Related to the Years of Teaching Experience and Perceptions of The General School Climate.....	126
45.	Independent T-Test Related to the Degree Earned and Perceptions of The General School Climate.....	129
46.	I Feel That This District Inspires the Very Best in the Job Performance of its Teachers.....	132
47.	I am Proud to Tell Others That I Work for This District.....	132
48.	The District Supports Local Innovation.....	133
49.	The District Holds High Expectations for our School.....	133
50.	The District Builds Community Confidence in our School.....	134
51.	The District Supports My School’s Whole School Change Effort.....	134
52.	The District Promotes the Professional Development of Teachers.....	135
53.	The District Ensures that Student Learning is the “Bottom Line” in This School.....	135
54.	The District Helps My School Focus on Teaching and Learning.....	136
55.	The District is Committed to High Standards for Every Student.....	136
56.	District Priorities are Consistent with My School’s Priorities.....	137
57.	Comparison of Means With Regard to Years of Teaching Experience.....	138
58.	Comparison of Means With Regard to Degree Earned.....	139

59.	One-Way Analysis of Variance Related to the Years of Teaching Experience and Teachers' Perceptions of Support From the District.....	142
60.	Independent t-Test Related to the Degree Earned and Teachers' Perceptions of Support From the District.....	144
61.	My School Has a Clear Vision of Reform (Evaluation Model) that is Linked to Standards for Learning and Growth.....	148
62.	Overall, My Professional Development Experiences This Year Have Been Connected to My School's Reform Vision (Evaluation Model).....	148
63.	Overall, My Professional Development Experiences This Year Have Been Sustained and Coherently Focused, Rather than Short-Term and Unrelated.....	149
64.	Overall, My Professional Development Experiences This Year Have Helped Me Understand My Students Better.....	149
65.	My School Encourages Teachers to Pursue Inquiry into their Classroom Practice.....	150
66.	Overall, My Professional Development Experiences This Year Included Enough Time to Think Carefully About, Try, and Evaluate New Ideas.....	150
67.	Progress Toward the School's Teaching Vision (Evaluation Model) is Openly Examined and Acknowledged.....	151
68.	Teachers Collect and Use Data to Improve their Teaching.....	151
69.	My School Has Made Changes Designed to Better Meet the Needs of our Diverse Student Body.....	152
70.	Comparison of Means With Regard to Years of Teaching Experience.....	153

71.	Comparison of Means With Regard to Degree Earned.....	155
72.	One-Way Analysis of Variance Related to the Years of Teaching Experience and Teachers' Perceptions of Their Professional Development.....	157
73.	Independent t-Test Related to the Degree Earned and Teachers' Perceptions of Support From the District.....	160

LIST OF FIGURES

1.	S-BESD Model.....	36
2.	Danielson’s Components of Professional Practice.....	191
3.	Overview of Teacher Evaluation Program.....	192

CHAPTER I

Introduction

Forward-looking school boards, superintendents, and faculty are trying mightily to break the mold (or ranks) and make new school organizations that serve children better. To do this while staying with the old performance evaluation model is as difficult as playing the piano as you carry it upstairs. When a school system decides to give teachers and support staff a voice in organizational decision processes, it needs a new assessment mode to drive cultural change and align faculty and administrator behaviors with a district's new values, mission and objectives. (Manatt & Benway, 1998, pp. 42)

According to Peterson (2000), teacher evaluation as practiced in the overwhelming majority of school districts in this country consists of erroneous thinking and doing. Administrators occasionally visit classrooms, less often meet with teachers to talk over their work, and fill out annual report forms. Teachers, for their part, put up with the activity and continue to teach as they always have. Educators tell each other, and the public, that the purpose of this type of evaluation is to improve teaching. Few seem to notice that evaluation does not improve practice, and both teachers and administrators continue in their ways in spite of the rhetoric of feedback for change.

Instead of practices that may be redundant and uninformative, teacher evaluation can be made to work. Evaluation can reassure teachers that they are doing good and valued jobs, give security and status to well-functioning teachers, spread innovative

education ideas, and reassure the public that teachers are successfully contributing to this society. New directions in teacher evaluation are needed for these payoffs (Peterson, 2000).

The original purposes of teacher evaluation instruments were hiring, firing, promotion, merit pay, and teacher growth and improvement. They were used as measures of accountability and competence. These data are normally required by state law to demonstrate at least minimum competence, and must be objectively verifiable and standardized for all teachers (Wilson & Wood, 1996).

According to the New Jersey Administrative Code, Title 6, 6:3-4.1 and 6:3-4.3: the purpose of this procedure for the observation and evaluation of nontenured teaching staff members shall be to identify deficiencies, extend assistance for the correction of such deficiencies, improve professional competence, provide a basis for recommendations regarding reemployment and improve the quality of instruction received by the pupils served by the public schools. Nontenured teachers must be observed three times per year for a minimum duration of one class period. Each of the three observations shall be followed within a reasonable period of time, by a conference between the administrative or supervisory staff member who has made the observation and written evaluation, and the nontenured teaching staff member. An additional written annual evaluation summarizing the nontenured teacher's performance for the entire school year is to be completed at the end of each academic year. The purpose for evaluating tenured staff members is to: (a) promote professional excellence and improve the skills of teaching staff members, (b) improve pupil learning and growth, and (c) provide a basis for the

review of performance of tenured teaching staff members. An observation will occur a minimum of once per year. The annual summary conference between the teacher and the evaluator should take place before the annual written evaluation is filed (p. 21).

Although the intent of the New Jersey Administrative Code is to foster improved practice and long term developmental growth in the teaching force, the processes and procedures that districts in New Jersey adopt to implement the Code vary from district to district (Capasso et al., 1996). Therefore, the degrees of professional growth may also vary from district to district.

According to Donald Haefele (1993) a clear sense of purpose should govern the design of a teacher evaluation system. The system should: (a) screen out unqualified persons from certification and selection processes; (b) provide constructive feedback to individual educators; (c) recognize and help reinforce outstanding service; (d) provide direction for staff development practices; (e) provide evidence that will withstand professional and judicial scrutiny; (f) aid institutions in terminating incompetent or unproductive personnel; and (g) unify teachers and administrators in their collective efforts to educate students.

A teacher's career, like that of other professionals, has a distinct life cycle. The job is complex, and skillful practice requires considerable time and support to acquire. But once a teacher attains a certain level of proficiency, professional learning takes a different form from that experienced earlier in the process, and can be more self-directed. And if teachers slip in their skill, if their performance drops below a certain acceptable level, they can also benefit from higher levels of support and more intensive assistance.

This suggests that the procedures used in the evaluation process can be different for those at different stages of their careers (Danielson & McGreal, 2000).

Evaluation has often been a meaningless exercise, endured by both teachers and evaluators. Recently, however, schools and districts have discovered that they can shape an evaluation system so that it contributes substantially to the quality of teaching.

Principals and other administrators who evaluate teachers have high hopes for their roles (Drake & Roe, 1986; Greenfield, 1987). They want to exert leadership that supports successful instruction and curriculum, enables quality teacher performance, creates a school that functions as a learning community, and (ultimately) fosters pupil growth and achievement in knowledge, skills, and attitudes. It is clear to practitioners and scholars alike that the principal/evaluator can make these differences in school quality (National Association of State Boards of Education, 1984; Wiles & Bondi, 2000).

A key role for principal leadership is that of teacher evaluation. Although it is only the duty of one administrator and only one part of the whole picture of school operation, teacher evaluation is a central educational function. In this important school role, no other player has such a range of involvement as does the principal. No other single participant can tip the balance between perfunctory, noneffective teacher evaluation and practices that foster the best in teacher performance, student learning, and school well being (Peterson, 2000).

According to Peterson (2000), the good that has resulted from current conventional teacher evaluation practice is more the result of the individuals doing the activity than of the designs, tools, and district evaluation systems being used. At present, administrators produce better results than educators have any right to expect given

traditional teacher evaluation practices and directions. Yet practitioners and scholars agree on the need for administrators who continue to strive for the best. It is time for school districts to do a better structural job of teacher evaluation; the need is clear for systems that are worthy of the people who take on the tasks.

Differentiation is a way of thinking and planning to provide each teacher with an opportunity to grow beyond his/her current level of skills and understanding. Charlotte Danielson, Development Leader for the Educational Testing Service, the copyright owner and Thomas L. McGreal, Professor Emeritus of Educational Organization and Leadership, have initiated a differentiated teacher evaluation model that merges the dual purposes of accountability and professional development (Danielson & McGreal, 2000). It gives teachers options within supervision and evaluation systems. These options include such activities as participating in peer coaching, interactive journals, curriculum projects, conducting action research projects, developing portfolios, and writing and carrying out self-directed professional development plans. Just as teachers have different teaching styles, so do they have different learning styles.

According to Burke-Guild and Garger (1998), awareness of style will help educators and administrators respond to one another's needs in evaluation and supervision. An administrator must understand that some teachers need specific time commitments for evaluative visits and clear objective criteria. Others may want and need a casual observation schedule with more focus on the less tangible aspects of teaching, such as climate, student relationships, and motivation. When administrators and teachers understand one another's needs, they can use the supervisory process to take advantage of one another's strengths.

Effective leaders understand that they are in the environment-building business. Change that occurs does so against the odds. Critical to beating the odds is establishing an environment that balances the necessity for change with an atmosphere that supports change. Further, an educational leader is a mirror of a larger culture that is reflective in the classroom. As leaders, we ought not do what we would not want teachers to do in their classrooms. In this regard, Tomlinson and Allen (2000) believe that an effective change agent is as follows:

1. Balances mandates with winning trust and commitment;
2. Respects the differences among staff members and builds on them in positive ways;
3. Creates opportunities for teachers and administrators to build a sense of community;
4. Works against “good guy” (complier)/ “bad guy” (noncomplier) dichotomies;
5. Continually nurtures the growth and professionalism of individuals;
6. Promotes risk-taking by creating safe and fear-free settings;
7. Designs a satisfying learning process for teachers to continually expand their capacities;
8. Builds opportunities for teacher success and recognizes that success;
9. Allows their own vision to grow through collaboration with others; and
10. Promotes development of creative solutions to problems.

An effective leader for differentiation understands that she/he plays the same role with teachers that teachers play with their students. Such a leader should continually model

effective differentiation for and community building among teachers (Tomlinson & Allen, 2000).

In deciding on evaluation instruments that provide high-quality feedback to teachers, districts may prefer to use models developed by others or to develop their own model. In either case, Tomlinson and Allen (2000) believe the instruments should (a) address differentiation in the context of high-quality curriculum and instruction, and (b) be closely aligned with those areas in which the district has provided consistent and effective support. Teachers must always have a major voice in the selection and construction of feedback tools, how those tools will be applied, and how results will be used. Whatever formal assessment tools are ultimately used, they should have room to accommodate teacher variance.

Remember the significance of providing differentiation for teachers, exactly as we ask them to provide it for students, based on readiness, interest, and learning profiles. That teachers grow in their capacities to respond to student variance ought to be nonnegotiable, but teachers should have real flexibility in the areas they target for their own growth, the means by which they achieve the growth, and the way they demonstrate it (Tomlinson & Allen, 2000, p. 95).

Like most things in life and education, worthwhile evaluation is complex. We can say three things about evaluation of outcomes. First, leaders will see things they don't like, and as a result, have a chance to adapt and strengthen plans, as well as see prospects for long-term success. Second, leaders will see things they believe are strong. Hard-working and dedicated educators sometimes focus on areas that are not fully successful and become discouraged. According to Tomlinson and Allen (2000), in order

to continue a change effort, we must regularly remind ourselves of our hard-earned successes. Effective evaluations can help ensure that we celebrate what works. Third, we owe it to those whose trust we hold to keep tabs on what we do. To maintain that trust is to maintain support for continued growth.

In summary, it is clear that we are entering a new era of evaluation in which the different learning styles and levels of teacher experience and competence are taken into account. A "one size fits all" method of evaluation is no longer the norm.

Within this study of a K-8 suburban district using the Danielson/McGreal model of differentiation in the State of New Jersey, this researcher will determine if the model increases professional growth while fostering teacher interaction around teaching and learning as well as promoted a sound, professional climate. This study was based on the perceptions of the teachers.

Purpose of the Study and Statement of the Problem

The purpose of this study was to gain knowledge about the Danielson/McGreal model of differentiated evaluation, and determine if it increased professional growth while fostering teacher interaction around teaching and learning as well as promoted a sound, professional climate. This study was based on the perceptions of the teachers in a K-8 suburban district.

The newly implemented model has been designed to address six main areas of deficiency in the current teacher evaluation system: (a) outdated, limited, evaluative criteria; (b) few shared values and assumptions about good teaching; (c) lack of precision in evaluating performance; (d) hierarchical one-way communication; (e) no difference

between novice and experienced practitioners; and (f) limited administrator expertise (Danielson & McGreal, 2000).

Research Questions:

This study will address the following research questions:

1. To what extent do teachers perceive that the principal perpetuates a healthy, quality school environment encouraging professional development, with regard to teaching experience?
2. To what extent do teachers perceive that the principal perpetuates a healthy, quality school environment encouraging professional development, with regard to educational background?
3. To what extent do teachers perceive that there is a fostering of teacher interaction around teaching and learning, with regard to teaching experience?
4. To what extent do teachers perceive that there is a fostering of teacher interaction around teaching and learning, with regard to educational background?
5. To what extent do teachers perceive that their school climate promotes professional development, faculty interaction, and reflection, with regard to teaching experience?
6. To what extent do teachers perceive that their school climate promotes professional development, faculty interaction, and reflection, with regard to educational background?
7. To what extent do teachers perceive that the entire district supports the

professional development of teachers, local innovations, and their focus on teaching and learning, with regard to teaching experience?

8. To what extent do teachers perceive that the entire district supports the professional development of teachers, local innovations, and their focus on teaching and learning, with regard to educational background?

9. To what extent do teachers perceive that the Danielson/McGreal model of differentiated evaluation promotes their own professional growth, with regard to teaching experience?

10. To what extent do teachers perceive that the Danielson/McGreal model of differentiated evaluation promotes their own professional growth, with regard to educational background?

Definition of Terms

Teacher Evaluation Process: The evaluation process includes a four-step procedure:

1. The pre-conference, which is intended to establish communication between the teacher and evaluator in a relaxed manner. The evaluator should engage the teacher in a conceptual rehearsal of the lesson to be observed and the teacher should provide an overview of his/her intents.

2. The observation, which is the actual and systemic observation of teaching. The focus is the teacher in action and the classroom story that unfolds as a result of this action.

3. The post-conference, which should take the following form: (a) the observer displays the data recorded during the observation; (b) the teacher analyzes what

was happening during the lesson as evidenced by the data; (c) the teacher, with the help of the evaluator, interprets the behaviors of teacher and students as represented by the observational data; (d) the teacher, with assistance (and sometimes guidance) decides on alternative approaches for the future to size those aspects that were satisfying; and (e) the evaluator reinforces the teacher's announced intentions for change when the evaluator agrees with them or helps the teacher modify the intentions if there is some disagreement.

4. A written (formative) evaluation is completed by the evaluator after the post-conference. An annual (summative) written evaluation is submitted at the end of the academic year, summarizing the teacher's total annual performance (McGreal, 1983).

Summative Evaluation: It is used for the purpose of making consequential decisions. It may include: screening out unsuitable candidates, dismissing incompetent teachers, and providing legally defensible evidence (Quality Assurance) (Danielson & McGreal, 2000).

Formative Evaluation: It is used for the purpose of enhancing the professional skills of teachers. It may include: providing constructive feedback, recognizing and reinforcing outstanding practice, providing direction for staff development and unifying teachers and administrators around improved student learning (Professional Development) (Danielson & McGreal, 2000).

Evaluator: The administrator who has direct supervisory responsibility for a teacher's evaluation (Could also be a combination of supervisor and principal.)

School Climate: Climate is a fluctuating rather than static condition, influenced by changes in outside forces as well as by the emotions of the staff and students (Dietrich & Bailey, 1996). A positive school climate is important in maintaining an effective

educational environment characterized by excellence, productivity, and cooperation (Rojewski, McInerney, Currin, & Smith, 1990).

Danielson/McGreal Teacher Evaluation Framework: A framework intended to merge the dual purposes of accountability and professional development while differentiating between nontenured teachers, tenured teachers, and teachers in need of assistance. This framework is built around a research-based set of teaching standards: (a) teacher evaluation should be built around a range of sources of data and information, allowing teachers to demonstrate their mastery of the standards; (b) teacher evaluation should provide opportunities for teachers at different stages to be involved in different processes and activities; and (c) teacher evaluation should be heavily focused on the formative aspects of evaluation, using staff-directed activities for the purpose of promoting professional learning. The components of professional practice should include: Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction, and Domain 4: Professional Responsibilities (Danielson & McGreal, 2000). (A detailed explanation of the Domains can be found in Appendix A.)

Peer Coaching: Peer coaching is a relationship between two professionals with each participant offering insights that result in the improvement of teaching and learning. In peer coaching, teachers work in pairs or groups. As a team, or as individuals, they observe each other's classes to provide critical feedback and offer ongoing support. Peer coaching encourages the sharing of expertise (Researched School District Handbook, NJ, 1998).

Interactive Journals: Interactive journals involve an ongoing written dialogue between the teacher and the administrator wherein the principal gains a heightened knowledge of the teacher's practice, and the teacher engages in authentic professional development through analysis, discussion and reflection of his/her own work. Journal writing supports collaboration and collegiality (Researched School District Handbook, NJ, 1998).

Curriculum Projects: The curriculum related project allows the teacher the chance to increase scholarly background by examining and analyzing pertinent curriculum documents and/or programs. This model offers an opportunity for curriculum integration through the development of thematic units. It affords teachers the opportunity to pilot curriculum materials (Researched School District Handbook, NJ, 1998).

Action Research: Action research is a reflective and systematic approach to the resolution of specific classroom problems experienced by a teacher or group of teachers. The research process begins when teachers seriously examine and reflect about what is happening in their classrooms. It continues as the teacher looks for alternative ways to resolve issues and concerns. Action research follows a systematic approach to solving classroom problems (Researched School District Handbook, NJ, 1998).

Portfolios: Portfolios contain evidence of teaching and learning that reflect the thinking process of the teacher. A portfolio is a concrete product with information collected over a period of time that illustrates the work of the teacher and documents self-reflection. It is an opportunity for teachers to showcase their professional and personal growth. More than a presentation of artifacts, portfolios offer an opportunity to self-

assess, reflect, and improve instruction (Researched School District Handbook, NJ, 1998).

Self-Directed Professional Development Plans: A supervisory plan that would meet a curricular, instructional, or program goal. Examples include: out-of-district conference attendance, followed by an action plan/project and implementation of project, establishment of an interdisciplinary project or unit, independent study, collaborative proposals, and/or non-instructional staff projects (Researched School District Handbook, NJ, 1998).

Teachers: For the purpose of this study, the teachers will be from public schools in one suburban district. An elementary teacher is a person teaching an average class size of 21 students in grades kindergarten through fifth, covering all major academic subjects. A middle school teacher is a person teaching an average class size of 22 students in grades sixth through eighth, with emphasis on a particular subject area (e.g., Social Studies, Math, Science, Language Arts, etc.). The special teachers will remain exclusive to their subject area in all grades (e.g., Music, Art, Physical Education, etc.).

Delimitations of the Study

1. The Danielson/McGreal Model is so new in the state of New Jersey that there are limited to no studies on the effectiveness of this model.
2. The Hawthorne Effect may affect the data since this model of evaluation is only in its fourth year of implementation. Teachers may be initially enthused about the new process by the fact that they are at the forefront of all other districts interested in its success or failure.

3. The attitudes of experienced teachers (10 years or more) and teachers newer to the field (4 - 9 years) may have an effect, positive or negative, on the outcome on the data.

4. There may be several other factors that have an effect on professional growth, other than the method of evaluation being used.

5. The researcher is limiting the methodology in this study by using a quantitative instrument which is only one of the many ways to conduct research.

6. The researcher is limiting the study to only one district, since it is the only district in the state of New Jersey in their fourth year of implementation. All other districts are in the initial groundwork and piloting stages.

7. The researcher is limiting the study to perceptions of 102 teachers in a kindergarten through eighth grade district, excluding administrators, students, and community member perceptions.

CHAPTER II

Literature Review

Formal teacher evaluation has been a component of education since at least the turn of the century with the move during the 1890s to school centralization (Rousmaniere, 1997). The first evaluation programs were based on scientific management theory and involved lists of personality traits thought to be responsible for effective teaching (Ellett & Garland, 1997). Over the years, these lists have evolved in response to both changes in society and the perception of schooling and the desire for more objective, research-based means of assessing teaching (Wood, 1992). These research-based lists are checklists of teaching behaviors thought to have a high correlation with student achievement (Tuckman, 1995). Since the mid 1980s, many of these checklists have been based on Madeline Hunter's Effective Instruction Model, which includes traits, characteristics, objectives, and indicators of competent teaching. Most notably, the Hunter model defines the 7-point lesson plan as essential to effective teaching (Downey, Frase, & Peters, 1994). While these behavior-based assessment tools have enjoyed wide popularity, and are even mandated by some states, some districts have either never used them or have forsaken them in favor of open-ended topic commentaries by the evaluator (Peterson, 1995).

The history of education shows that evaluation of schools has not always centered on how well teachers and administrators perform. Evaluation of schools was often based on such things as the school building, its architecture, its library, course offerings,

expenditure per child, the number of certified teachers, and degrees held by the staff of the school (Thomas, 1979).

Early in the history of the United States, educators were evaluated on their traits and attributes. Many believed quality was based on such criteria as good grooming, loud voice, proper speech, good looks, and personality. Because of this belief, many lists of traits were developed and used to measure and evaluate teachers (Thomas, 1979).

Current trends point toward performance evaluations for improvement. If districts want to improve teachers in general, administrators should determine their strengths and weaknesses and assist them with their weaknesses. However, this cannot be done using an instrument constructed solely to determine if specific behaviors are observed or not observed on a particular visit (Thomas, 1979).

The purposes for evaluation are valid, but an examination of the literature reveals that the same instrument should not be used to fulfill all purposes. An instrument used to collect information (data) for dismissal should not be the same as one used to determine strengths and weaknesses for improvement. Evaluation instruments are designed to collect and record specific types of data. The areas/domains to be observed are often different (Wilson & Wood, 1996).

According to Anderson (1986), classroom performance and observation of the performance is an essential part of teacher evaluation. There have been many instruments developed to measure teacher behavior and performance, but measuring all behaviors (good and bad) is difficult because there are no indicators on the instrument.

In an article by Stiggins (1986), the reasons or purposes of teacher evaluations are addressed. Some instruments or evaluations are used for hiring, promotion, and merit

pay of teachers. These instruments are used as measures of accountability and competences. These data are normally required by state law to demonstrate at least minimal competence of teachers, and must be “verifiably objective and standardized for all teachers and administrators” (p.53). The other main purpose for evaluation is teacher growth or improvement.

Both types of evaluation (accountability and growth) are important, but the same instrument should not be used for both purposes. According to Stiggins (1986), instruments are designed for one of two purposes: to eliminate incompetent teachers or to identify weaknesses for improvement. In other words, an instrument for growth should help good teachers become better teachers by identifying weak areas to be improved. This instrument should not be used to observe whether a competency or behavior is met.

In 1987, Ellett and Garland reported the results of a national survey of school district level teacher evaluation practices conducted in 1985 in the 100 largest school districts in the United States. The study included analyses of the quality of evaluation instruments and methodologies used by the various districts in view of developments (from 1976) of large-scale teacher assessment programs in states and districts nationwide. Key findings of the study pointed to several concerns about teacher evaluation instruments, practices, and procedures that were in use at that time at the local district level. For example, more emphasis was placed on the use of teacher evaluation data for summative (dismissal and remediation) rather than formative (professional development) purposes. Policy bases of local district evaluation systems were somewhat deficient in the areas of establishing performance standards and in implementing comprehensive training programs to train evaluators to make reliable judgments about teaching and

learning in classrooms. Few systems allowed for the use of evaluators external to the school district for the inclusion of peer teachers as assessors. As well, local systems were slow to design procedures to accommodate the potential adverse effects of evaluation context variables on the reliability and credibility of evaluation data and processes.

Results of the study indicated that these teacher evaluation systems and the philosophical basis on which local districts established such systems were neither greatly informed nor influenced by recent developments in large-scale teacher evaluation programs (Ellett & Garland, 1987).

While there is often some argument at the local level about the espoused versus the "real" purpose of evaluation, educators overall are in accord regarding its general purpose (Bolton, 1973). Bolton lists the following specific functions of teacher evaluation as the means for fulfilling this major purpose:

1. To improve teaching through the identification of ways to change teaching systems, teaching environments, or teaching behaviors.
2. To supply information that will lead to the modification of assignments, such as placements in other position, promotions, and terminations.
3. To protect students from incompetence and teachers from unprofessional administrators.
4. To reward superior performance.
5. To validate the school system's teacher selection process.
6. To provide a basis for teachers' career planning and professional development.

If this agreement exists, why does teacher evaluation remain an extraordinarily controversial and disruptive influence within local school settings? In most instances the difficulties arise not with the concept or the general purposes, but from the way evaluation is carried out. Actual evaluation is most often directed by the requirements of the evaluation system. And herein lies trouble, because in many cases the system is the problem (McGreal, 1983).

The major difficulties associated with developing effective teacher evaluation systems are well-documented. They include such things as poor teacher-supervisor attitudes toward evaluation, the difficulties in separating formative and summative evaluation, inadequate measurement devices, lack of reliable and consistent teaching criteria, the lack of reliable data collection techniques, the fallibility of standard feedback mechanisms, and the general lack of training of teachers and supervisors in the evaluation process (McGreal 1983).

Traditional teacher performance appraisal programs are based on the same assumptions that underlie appraisal programs in other organizations. Namely, they are based on a positivistic paradigm; they seek to quantify teaching performance, objectify it, and rate it. With these data, administrators attempt to justify renewing contracts for untenured teachers, retaining those with tenure, and becoming accountable to parents and the community (Prybylo, 1998).

It is also worth noting that politics is a ubiquitous and often insidious factor in teacher assessment, just as it is in every other aspect of schooling. Schools are contextual institutions that are heavily influenced by the politics and culture of the communities in which they reside. They must respond to the transient whims of local, state, and national

politics, but they must also acknowledge and respond to the political dynamics within the school building (Blase, 1991). Hartoonian (1991), for example, pointed out that traditional teacher assessment is primarily an expression of control and authority, an unmistakable remnant of scientific management theory and a clear exercise of political power. Administrators, therefore, must become acutely aware of their own political motivations, the political motivations of their constituencies, and the macro-politics of society (Blase, 1991). Politics is an inevitable fact of life in schools, and successful administrators must recognize this. As Farkas and Johnson (1993) pointed out, "Politics is how change occurs, how disputes are mediated, and how consensus is reached. The challenge is to keep politics from descending into pettiness and parochialism" (p. 5).

Whatever one claims the purpose of teacher performance assessment to be, and whichever form of assessment is used, these programs suffer the same pitfalls that beset evaluation programs in other organizations. Rater error is a consistent problem, and is perhaps more pronounced in schools because the rater is far removed from the daily activities of teachers (Prybylo, 1998). In traditional assessment programs, principals observe teachers for short periods two or three times a year, script what they observe, and decide whether what they saw complied with competencies described by the assessment instrument. Assuming that objective performance assessment is possible, one of the most basic premises of the process is that the rater be thoroughly knowledgeable about the ratee's routine behavior (Milkovich & Boudreau, 1997).

Two issues may compound the observation. First, teachers being observed often change the way they teach in order to suit what they believe the observer wants to see (Marshall, 1996). The principal becomes, in essence, the audience for a stage

performance by the teacher who uses a script derived from the assessment tool. When this happens, even the principal who somehow could be completely objective, does not see what usually happens in this classroom, only what happens during the observation. Any judgments made about the teacher become irrelevant because they do not reflect the normal behaviors of the teacher (Prybylo, 1998).

Second, even if teachers do not alter their lessons for observation, a host of other factors besides instructional method affect what goes on in classrooms. Quite possibly, and unfortunately for both the teacher and evaluator, external conditions could alter the intended delivery of the lesson (Marshall, 1996). The teacher is penalized because the evaluator did not have the opportunity to observe the prescribed or intended behavior, and the evaluator is penalized by not getting an accurate picture of that teacher's true abilities.

The teacher performance appraisal process (i.e., pre-conference, observation, post-conference, and summation) is fundamentally flawed because it is grounded in two basic assumptions. First, it assumes that the evaluator will have the opportunity to observe typical behaviors in a classroom during an observation. Second, it assumes that the evaluator has the capacity to be objective and rational in defining what is observed. Both of these assumptions are positivistic and cannot account for normal fluctuations in teacher and student behavior of the environment. And, these assumptions do not consider the human values, beliefs, and biases that the evaluator brings to the process and through which the observations are filtered (Wood, 1992).

It seems clear that there are two issues that a school district must address if it is to increase the effectiveness of its teacher evaluation system:

1. It must look seriously at the evaluation system that now exists, particularly with regard to its purposes, procedures, processes, and instrumentation. It is imperative that congruence exists between the things a district wants its system to be and to do, and those things that a system requires of the people involved.

2. The district must provide all the members of the school with appropriate training and guided practice in the skills and knowledge necessary to implement and effectively maintain the system.

Both of these requirements tend to focus on the procedural side of evaluation. This concern for the system and for its procedures and processes is not intended to deny the importance of the individual relationship between a supervisor and a teacher. Experience shows that a positive, supportive relationship between a knowledgeable supervisor and a committed teacher is still the most effective way to produce improved instruction (McGreal, 1983).

One of the primary criticisms of teacher evaluations is that they are largely incapable of providing meaningful insight into teacher competence. They only measure or identify those teachers who lack the basic competencies necessary for teaching. In many school districts teacher evaluations are only a perfunctory bureaucratic requirement; they give very little information to the school district personnel who often have to make decisions whether to retain or dismiss a teacher. The principals make very brief visits and hurried conferences in order to comply with school district policies (Hammond, 1986).

Several questions that school administrators should consider before embarking on the crucial but time-consuming task of evaluating teachers include:

1. Does the traditional method of teacher evaluation provide school principals with satisfactory insights into the quality of instruction taking place in their schools, or is it simply an exercise in personnel management?
2. Does it promote a healthy dialogue about teaching and schooling between teachers and administrators, or does it provide only a forum for discussing how well teachers maintain the status quo?
3. Does it encourage new ways of thinking about education and innovative teaching strategies, or does it restrict teaching to a prescribed methodology?
4. Does traditional teacher evaluation differentiate between formative and summative functions or does the same program seek to fulfill both?
5. Ultimately, is teacher evaluation a meaningful exercise for both the principals and the teacher, or is it a burden to be endured for the sake of bureaucracy?

(Prybylo, 1998)

Evaluating teaching is undoubtedly one of the most important tasks that administrators are called on to do. Evaluation is a substantial role of those in leadership positions in any organization, and, as such, ought to be grounded in the same organizational philosophy and vision that guides all of its significant activities. According to Stronge (1997), a “dynamic relationship between the teacher and the school exists in a healthy organization: What’s good for the organization must also be good for the teacher” (p. 3). Noting that this relationship is synergistic, Stronge pointed out that a healthy relationship between the teacher and the school enhances the school’s ability to meet its goals and that a “conceptually sound and properly implemented evaluation system” (p. 15) for teachers is a vital component of school reform. Furthermore, teacher

evaluation is critical because, as Tucker and Kindred (1997) pointed out, "instructional expertise is the heart of the learning enterprise" (p. 60). Without quality instruction, there cannot be quality learning; without instructional evaluation, quality instruction cannot be documented; and unless quality instruction can be documented, institutional goals cannot be evaluated.

Teacher evaluation ought to be concerned with identifying outstanding teachers, encouraging innovative teaching, and promoting the goals of collegiality, professional development, and education improvement. Teacher evaluation connected in a meaningful way to professional development would acknowledge teachers' professional ability to judge instructional delivery methods. It would place the teacher in the center of an evaluation process that acts more as a conduit for discussions about teaching between teachers and administrators than as a vehicle for external judgment of behavior characteristics. Teachers have a major stake in the success of their schools, and their individual professional goals should be aligned with the goals of the school. An evaluation program that encourages teachers to take risks that may benefit the school community would be far more appropriate than a program that favors the status quo (Mason, 1996; Stake, 1989; Tuckman, 1995).

The primary purpose of any supervision and evaluation system should be to continuously improve the instruction provided to each student and ensure accountability. An effective system both motivates educators to strive for higher levels of knowledge and performance and provides the necessary support to make continuous professional growth attainable. In addition, an effective system responsibly provides opportunities for

improvement for those whose performance does not meet stated expectations (Carr & Harris, 2001).

If the purpose of a teacher evaluation program is to facilitate communication, to improve school and schooling, and to provide a framework for the ongoing development of teachers, then let us look for a program that accommodates the entire spectrum of quality instruction (Prybylo, 1998).

Faculty Trust and Healthy, Quality School Systems

Matthew Miles (1965) describes the *healthy* school as one that exhibits reasonably clear and reasonably accepted goals (goal focus); communication that is relatively distortion-free vertically, horizontally, and across boundary lined (communication adequacy); equitable distribution of influence to all levels of the organization (optimal power equalization); and effective and efficient use of inputs, both human and material (resource utilization). The healthy school reflects a sense of togetherness that bonds people together (cohesiveness), a feeling of well-being among the staff (morale), self-renewing properties (innovativeness), and an active response to its environment (autonomy and adaptation). Finally, the healthy school maintains and strengthens its problem-solving capabilities (problem-solving adequacies.)

Peterson (1999), in discussing positive and negative climates, states that, in schools with positive and supportive climates, teachers are inspired to learn, grow, take risks, and work together. In schools with negative climates, there is a spirit of helplessness and despair, a lack of motivation, and self-interest instead of collegiality.

Faculty trust and school health should complement each other. Healthy interpersonal relationships should promote trust among teachers and between teacher and administrators. Conversely, trust should facilitate the development of healthy organizational interaction. Hence, the trust-health relationships are ones of mutual dependence and reciprocal influence; that is healthy organizations promote trust and trust produces healthy organizations. There is empirical evidence to support such relationships in elementary schools (Hoy, Tarter, & Wiskoskie, 1992).

Trust is an intrinsic element in the development of cohesive relationships in organizations (Parsons, 1961); in fact, trust is an important element in the development of social integration and openness in school climate. Moreover, as the climate of the school becomes more cohesive, it becomes more open and trust is reinforced (Hoffman, Sabo, Bliss, & Hoy, 1994).

The supervisory skills and behaviors of the principal/supervisor are important components of a supportive school climate. Sergiovanni and Starratt (1998) discuss the feeling of community that is necessary for change and effective schools. They believe that collegiality can only occur in a caring and collaborative environment. Moreover, they state that building this feeling of community is a basic purpose of supervision. Climate is shaped by the personal contact principals have with teachers during the supervisory process.

Boothe, Bulach, and Pickett (1998) investigated the behaviors of principals as they supervised or made personal contact with teachers. Their study focused on mistakes principals made as they interacted with and supervised teachers. These mistakes or behaviors would tend to foster a negative climate. Principals who frequently practiced

these behaviors did little to develop and nurture the climate required for improving schools. The basic premise of the research was that the supervisory climate that existed between principals and teachers was shaped by the behaviors practiced by principals. If the behaviors are disliked or viewed negatively by teachers, a negative climate will develop; if the behaviors are liked, a positive climate will develop.

According to Hoy and Sabo (1998), the leadership of the principal is strongly related to faculty trust in the principal. Not surprisingly, the collegial leadership of the principal is most important in generating faculty trust in the principal; specifically, leadership that is open, supportive, and friendly, and that treats teachers as equals is strongly related to trust in the principal.

A healthy organizational climate should be a goal in itself. Not only is organizational health a worthy end that is indispensable to purposive organizational dynamics, but it is likely a means to quality schools. Schools should be places where teachers and students want to be rather than have to be. Healthy schools are such places, they are places where students feel good about themselves and their teachers and teachers respect their students and have confidence in their ability to succeed. Trust among and between teachers and administrators is high in healthy schools (Hoy & Sabo, 1998).

Reports of the national sample of K-6 public school teachers who participated in the Survey on Teacher Performance Evaluation inform us that the practice of evaluating school teachers is well established in schools in the United States. Teacher evaluation procedures are guided by written policies, particularly at the school and district levels. Most teachers know the evaluation criteria prior to the process of performance evaluation, and most teachers are evaluated by their school principal, chiefly though

formal and informal classroom observation. A large majority of teachers receive both written and verbal feedback following their evaluation and most can submit a written response or file an appeal at their school (Nolan & Farris, 1995).

Findings supported that most teachers believe their evaluations are an accurate reflection of teaching performance and that they are useful for improving teaching. However, there was a discrepancy between teachers' views of aspects of teaching that *should be* evaluated and teachers' reports of the aspects of their performance that *were* evaluated. The greatest percentage of teachers reported that overall teaching performance, subject-matter knowledge, classroom management, instructional techniques, helping students achieve, and unique teaching demands should be considered in evaluating a teacher's performance, but a significantly smaller percentage reported that those aspects of teaching were actually considered to a great extent in their last evaluation (Nolan & Farris, 1995).

Employee appraisal is an integral part of the process of developing human performance and improving the operation of any organization (Hartzell, 1995). Performance appraisals affect the decisions that school leaders make about the selection, placement, rewards, recognition, promotion, and professional opportunities of employees. In turn, these decisions affect the vision, philosophy, climate, and operating capacities of the school. To make the best choices for organizational effectiveness and quality, and to be fair to individual employees, decision makers need accurate information about levels of employee performance.

Like effectiveness, the concept of quality is difficult to define, but a number of concepts that undergird quality organizations emerge from the writing of Deming (1996)

and his followers. The quality approach can be summarized as a set of 14 principles for transforming and improving organization and administration. These principles of transformation represent a complex, prescriptive set of interrelated rules stated in terms of a series of commands. Increasingly, educational administrators and educational commentators believe that the notion of quality and total quality management (TQM) are useful for schools. Each of the TQM principles is summarized and applied to schools (Hoy & Sabo, 1998).

1. *Create a constant purpose of improvement:* Schools must never be content to rest on their laurels: they must constantly be studying themselves and changing in ways that improve teaching and learning. Improvement is a continuous process.

2. *Adopt a philosophy of change and improvement:* Administrators need to engage in leadership of change, which means continuous research, planning, evaluation, and improvement.

3. *Avoid close supervision and ratings to achieve quality:* Close supervision and teacher ratings do not produce long-term improvement in teaching and learning; in fact, such supervision is likely to create an atmosphere of suspicion and hostility rather than teacher commitment and openness.

4. *Avoid decisions that produce short-term benefits at the expense of long-term consequences:* New ideas and novel approaches should not be eliminated on the bases of cost alone. Cost should not be the bottom line in educational decisions, quality should be.

5. *Improve all aspects of the school social system, not simply the classroom:* The quality of the education produced by the school is a function of the harmony within

and among its subsystems. Cooperation and teamwork are necessary both within and among the systems, that is, between the school and parents, between the board and the administration, between administrators and teachers, and between teachers and students.

6. *Initiate opportunities for professional development:* Continued education is necessary for everyone, but new employees especially need on-the-job education. Beginning teachers are often uneasy and sometimes unprepared for the rigors of teaching. In-service programs will not only save much grief but should help beginners develop the security they need to perform well in the classroom. In-service training is wasted, however, if administrative action is uniformed and insensitive.

7. *Institute transformational leadership:* A school principal must be a leader with vision, one that stresses the development of human capital. Prime responsibility of principals is to develop in their professional staffs an ethic of continual self-improvement, a pride in teaching, and a focus on quality. In the final analysis, the only people who can change the instruction in the classroom are the teachers themselves. Ultimately the teacher must decide what changes are needed to improve student learning. Such change cannot be mandated; it must grow from within the professional. Principals cannot simply be managers. They must be leaders who can build culture of openness, trust, collegiality, confidence, and introspection among their teachers (Hoy & Forsyth, 1986).

8. *Drive out fear:* Mediocrity is the result when fear permeates the organization. People need to be secure if they are to perform well; they need to ask important questions, to challenge accepted practices, to take risks, and to be innovative. Put simply, if we want teachers to grow, experiment, and continue to improve their

professional practices, then we must drive out fear and create a school climate of trust and mutual respect.

9. *Break down barriers between departments:* Teamwork and openness are hallmarks of quality. Teachers and administrators together need to attack the complex problem of improving teaching and learning. Teachers can ill afford to isolate themselves in the confines of traditional departments. Schools must avoid artificial barriers that inhibit cooperation and teamwork. Organizational features that foster isolation and extreme specialization are counterproductive to quality in schools.

10. *Eliminate slogans and exhortations that mask problems:* Many exhortations mask administrative responsibility and organizational impediments and highlight teacher shortcomings. Such slogans also generate frustration, cynicism, and resentment among teachers who see administrators as either being naive about the complexity of their problems or, worse, as hiding behind a cloak of authority. When problems exist, slogans can always be found to mask the causes; slogans are not solutions.

11. *Eliminate management by numerical standards:* Such standards are typically obstacles to quality and productivity because they tend to cap improvement. Once a teacher has reached the standard, there is little motivation to continue to advance. When effectiveness is judged by achieving some magical number, understanding of the job is subordinated to attaining a quota. This is not a system that fosters continual improvement; it is a mechanical process that has negative consequences for quality. To use Deming's (1986) words, "Management by numerical goal is an attempt to manage without knowledge of what to do, and in fact is usually management by fear" (p. 76).

12. *Remove barriers that rob teachers of the pride of teaching:* If school administrators want to meet student needs and fulfill parental expectations, they must examine their administrative practices and procedures with an eye to eliminating those that inhibit continuing improvement. Avoid practices and procedures that focus attention on end products rather than people and processes, which are keys to system success.

13. *Institute a program of education and self-improvement:* The school should be a laboratory for learning at all levels – student, teacher, and administrator. If there is one principle schools should excel in, it is to provide all members with a sound program of training, education, and self-improvement. To be true to the Deming philosophy, such on-the-job education should be anchored in fostering teamwork and cooperation. It may be no accident that cooperative learning is one of the most widely respected and successful contemporary teaching innovations in school today (Slavin, 1991).

14. *Put everyone to work transforming the organization:* Implementing the previous 13 principles is no simple feat. School administrators and teacher must first understand and agree with the new responsibilities of a quality approach; then everybody must transform the organization. The essence of the approach is improvement, in fact, half of the TQM directives are focused on improving processes, and the other half are directed at removing obstacles to improvement.

In brief, quality schools have as their purpose the continual improvement of learning and teaching. A school climate that emphasizes cooperation, trust, openness, and continuous improvement is essential for quality schools. Education and professional development for teachers and administrators are keys to improvement and self-regulated

learning (Hoy & Sabo, 1998). A differentiated model of evaluation is necessary in order to define teaching performance levels and expectations, identify the experience levels of educators, and provide various opportunities for professional growth while holding educators accountable.

Alternative Teacher Evaluation Systems

S-BESD – School-Based Evaluation/Supervision/Development

Jim Sweeney (1994) asked,

What type of evaluation system promotes and reduces isolation, provides support and modeling, promotes self-evaluation, promotes deep reflection, and also provides for accountability? It should be one that treats teachers as professionals and recognizes their needs; that provides choices and opportunities for desperately needed support and sharing in a safe environment; that recognizes that teachers have different growth needs, learning styles, and alternative approaches for growth and development; that recognizes that modeling, self-evaluation, dialogue, reflection and a supportive environment are critical attributes for growth and development and for improving performance; and finally, that avoids using a sledgehammer to crack the accountability nut. (p. 230)

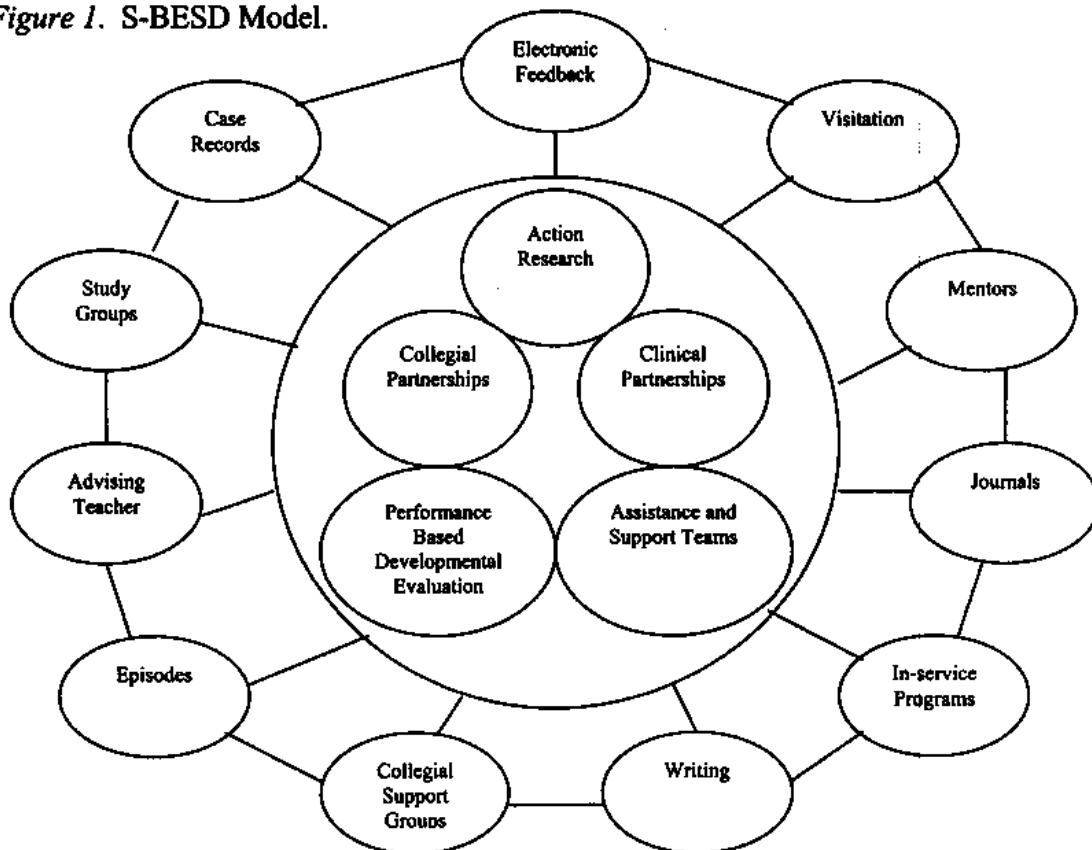
In his article, *New Paradigms in Teacher Evaluation*, he explains the model, S-BESD (school-based evaluation/supervision/development), which is designed to meet the needs of teachers and provide a sufficient level of accountability. Its goal is to promote real teacher growth and enhance the faculty work culture.

S-BESD provides five growth alternatives and ten growth support elements to meet teachers' needs, reduce isolation, promote reflection, and improve performance. The five growth alternatives are (a) clinical partnership, (b) collegial partnership, (c) action research, (d) performance-based developmental evaluation (PBDE), and (e) assistance and support team. The ten growth support elements are (a) advising teacher, (b) case records, (c) classroom visitation, (d) collegial support groups, (e) electronic feedback, (f) episodes, (g) in-service, (h) journals, (i) mentors, and (j) study groups.

Figure 1 shows the linkage between the growth alternatives and the support components. While it might appear that the growth alternatives are linked to all of the support components, these elements represent a possible menu from which teachers may choose. The support elements may not be offered in each school: some may be available by working with teachers in other schools within the district; others may not be used at all. Each school and district must determine the growth components that fit their situation and meet their needs. Below are four guidelines for system use followed by a description of each growth alternative and the growth support components: (a) New and beginning teachers participate in performance-based developmental evaluation (PBDE) and are encouraged to participate in the clinical partnership; (b) if the supervisor has reason to believe a teacher is not performing effectively, the supervisor may require that the teacher participate in performance-based developmental evaluation (PBDE); (c) teachers who have been formally evaluated and notified that performance is below the district standards participate in performance-based developmental evaluation (PBDE) and are provided the opportunity to work with the assistance and support team; and (d) teachers other than those who are new or experiencing performance problems may

choose any of the five growth alternatives that fit their personal and professional needs, learning styles, and developmental needs (Sweeney, 1994).

Figure 1. S-BESD Model.



S-BESD provides teachers and supervisors five alternatives that promote self-evaluation and reflection while providing adequate provision for accountability. S-BESD hooks these alternatives to components that also promote teacher self-evaluation and reflection as well as badly needed support. Together these concepts provide a vehicle for developing a school culture where continuous improvement is a way of doing business. It is in concert with new paradigms that support restructuring and school transformation. It redefines supervision in a meaningful way. It empowers teachers and promotes

professional growth. It provides a level of accountability that makes sense to teachers and the community at large. It offers education great promise (Sweeney, 1994).

Portfolios

In any assessment situation, a model of excellence must exist against which data obtained through the assessment process can be compared. Without such a standard, the assessment process is meaningless (Blake, Bachman, Frys, Holbert, Ivan, & Sellitto, 1995). Joseph Ryan and Therese Kuhs (1993) offer a six-component model of the "domains of knowledge and performance" that comprise the skills and attributes characteristic of teachers:

1. *Knowledge of Subject Matter:* Successful teachers must have command of the material in their discipline at a level consistent with that dealt with in the curriculum; must be able to appreciate the learner's perspective with regard to that material; and must be able to communicate the material in a variety of meaningful ways.

2. *Intellectual Abilities and Problem Solving:* Reflective, higher order thinking skills are important for students, and thus are essential skills for teachers. Teachers must also be able to critically analyze and evaluate their students' products and performances, as well as the efficacy of their own methods and materials. The ability to learn and adapt to new technology, evaluate and apply new research, and devise new solutions to new problems is critical.

3. *Pedagogical Skills:* Andrews and Barnes (1990) identified assessment tools for use in evaluating teachers' ability to: (a) Manage student behavior and the use

of time; (b) Sustain student involvement and monitor learning; (c) Use appropriate curriculum materials; and (d) Communicate with clarity and correctness.

4. *Curriculum Knowledge, Insight, and Skill:* A successful teacher must understand the curriculum and the role played in that structure by his/her teaching assignment. Adaptability to differing philosophical approaches to education, and appreciation of alternative approaches to curricular design, and interdisciplinary awareness are important components of this understanding.

5. *Knowledge of Learners and Learning:* An awareness of the cultural, socioeconomic, and psychological attributes of students is crucial to successful teaching. Additionally, an excellent teacher assimilates and applies the best research in the field of learning theory, and is flexible enough to apply it to a wide range of teaching settings.

6. *Attitudes and Dispositions:* The beliefs, perspectives, emotions, and attitudes brought into the classroom by a teacher obviously influence the action of that teacher, and thus student accomplishment (Ryan & Kuhs, 1993).

The findings of Ryan and Kuhs are supported by Thomas Sergiovanni (1992), who believes that if schools abandon direct leadership for the promotion of professionalism in teaching, teachers would still be committed to excellence and would monitor their own practices. He contends that the culture of the classroom promotes quality learning without the direct supervision of the principal. When teachers manage themselves, principals have time for other important issues that would improve teaching and learning.

Sergiovanni describes professional teachers as self-directed learners. They seek current research and practices to improve the teaching and learning in their classrooms.

They are in charge of their own learning and serve the school community through a *stewardship* that promotes the school's values and purposes. They are committed to their peers, sharing knowledge and expertise to help others become successful (Sergiovanni, 1992).

Professional teachers care for the whole child. This caring attitude can be seen in the way they interact with students and plan to meet the needs of the students through instruction. Portfolio assessment would allow teachers to demonstrate their professionalism through an ongoing process (Blake et al., 1995).

According to Ryan and Kuhs (1993), portfolio assessment refers to both a process and a product. The development of the profile is an ongoing process that provides a wealth of information regarding an individual's potential. A portfolio can serve as an extension of one's self that allows individual choice as well as personal and professional reflection.

Research by Perkins and Gelfer (1993) promotes portfolio assessment as a means for teachers to move toward quality. They claim that portfolios can help strengthen a faculty member's overall organization, demonstrate progress and innovative work, and provide information that helps improve performance and the quality of the overall program.

Criteria for portfolios must be clearly established, or the portfolio could become a clumsy collection of teaching artifacts that show little relationship to critical teaching tasks or teacher reflection. These criteria should reflect the key elements of quality teaching related to one's subject area and/or grade level aligned to the philosophy of the school district and school community. They should include knowledge and skills related

to teaching, evidence of professional growth and collaboration, and define classroom management, creativity, organizations and communication skills. Teachers should be part of the decision-making process when setting the portfolio criteria to increase the effectiveness of this type of assessment (Perkins & Gelfer, 1993).

The portfolio can include teaching artifacts, collections of written documents, diagrams and photographs, and various pieces of self-assessment. Wolf, Lichtenstein, and Stevenson (1997), identify the key features of a teaching portfolio:

1. A portfolio should be structured around sound professional teaching standards, and individual and school goals.
2. A portfolio should contain carefully selected examples of both student and teacher work that illustrates key features of a teacher's practice.
3. The contents of a portfolio should be framed by captions and written commentaries that explain and reflect on the contents of the portfolio.
4. A portfolio should be a mentored or coached experience, in which the portfolio is used as a basis for ongoing professional conversations with colleagues and supervisors.

Whatever is selected by the teacher and the administrator to be included in the portfolio, they must relate them to the critical teaching tasks that have been identified in the criteria. The end product should contain a limited number of documents that best represent the criteria for the portfolio to provide for honest reflection (Wolf, 1991).

The portfolio must be managed carefully by both the teacher and the administrator to provide a "yearbook" of a teacher's experiences instead of a collection of random "snapshots" of isolated teaching experiences. Though some believe that portfolios could

be used as an evaluative tool (Wolf, 1991), Blake and colleagues (1995) believe that the portfolio serves a more useful purpose as an assessment/self-assessment tool if the goal is professional growth. Without an environment of trust and camaraderie, teachers would not feel safe enough to honestly reflect on their own practices, nor would they be willing to take risks if they were evaluated on every new idea they tried in the classroom.

Although no method of teacher assessment has yet proven perfect, portfolios allow teachers to provide "... a connection to the contexts and personal histories of real teaching" (Wolf, 1991, p. 131).

Peer Review

Peer review has also been suggested as an alternative to performance assessment (Shanker, 1996). According to its proponents, the advantages of peer review rest in the fact that peers are more likely to view the process as developmental rather than judgmental and punitive. Shanker, in discussing his experience with a peer review program in Toledo noted:

Teachers were tougher than administrators had been, but, unlike most administrators, they also offered practical assistance to the new teachers. In addition, they set up and administered an intervention program to help more experienced teachers who were having trouble. Interventions lasted until the teacher no longer needed help or the individual was counseled into another line of work. (p. 223)

To raise overall teacher quality, the American Federation of Teachers (AFT) and the National Educators Association (NEA) recommend that local affiliates negotiate two

programs into their contracts: The first is peer assistance, in which consulting teachers improve their knowledge and skills. The second is peer review, in which consulting teachers conduct formal evaluations and make recommendations regarding tenure and other employment conditions (Black, 2000).

The national unions say that peer-assistance and review programs preserve the school board's management right to fire teachers. But, the unions maintain board members and administrators should "routinely accept" consulting teachers' recommendations to keep or fire teachers. Joint decision making at this stage of the teacher evaluation process is bound to improve teacher quality, the unions say: For one thing peer review is thorough and ongoing – in contrast to traditional evaluation systems in which principals or other supervisors observe teachers for a limited time once or twice a year. For another, consulting teachers must produce "hard evidence" that shows whether the teachers they've observed meet evaluation standards (Black, 2000). Good teachers do not want poor teachers in the profession. Districts look for mentors who are willing to make the hard call. It's not easy, but the people who are selected to be a mentor are conscientious and do it for the benefit of students (Bushweller, 1998).

The AFT/NEA handbook lists certain nonnegotiable items that, from a union perspective, must be included in peer-assistance and peer-review programs. The programs must be created through collective bargaining agreements, the unions say (or, in states that do not have collective bargaining, through joint agreement) and must be supported by resources dedicated to that purpose. In addition, the programs must focus on improving teaching; involve joint decisions by teachers and administrators; provide assistance to new and veteran teachers who are at risk of termination or who want to

improve their practice; and identify and train exemplary teachers to serve as consultants, mentors, and evaluators (Black, 2000).

Rooney (1993) notes that peer review has the beneficial secondary gain of teachers discussing their work with other teachers, creating collegiality in a profession where isolation has been the norm. Allen, Nichols, and LeBlanc (1997) believe that maximizing professional interactions, decreasing teacher isolation, and increasing meaningful feedback will lead to improved instruction.

360-Degree Feedback

When a school system decides to give teachers and support staff a voice in organizations decision processes, it needs a new assessment mode to drive cultural change and align faculty and administrator behaviors with a district's new values, mission, and objectives (Manatt & Benway, 1998).

The School Improvement Model (SIM) research team at Iowa State University has worked with school districts to implement 360-degree feedback for educators that is accurate, effective, and requires little work on the part of the evaluatee. SIM client districts have discovered that multi-source feedback is better than the traditional appraisal done by a principal or superintendent. The 360-degree feedback process also has a more powerful impact on people than information from a single source. Done right, 360-degree feedback can be the keystone of school transformation efforts (Manatt & Benway, 1998). The sources of information used in 360-degree feedback include:

1. *Student Feedback:* Each year, teachers survey their classes with age/grade appropriate, 20-question instruments. The questions center on preparation for teaching,

instructional delivery, and student interest. A by-product of scoring these student ratings has been the creation of a norm set with levels by grade and subject taught.

2. *Peer Feedback:* Teachers select a colleague to visit their classes and provide feedback on the same criteria that students and principals use.

3. *Self-Evaluation:* In order to stimulate self-reflection, teachers complete the 20 questions used for students, but couched in an "I do this" format.

4. *Supervisor Evaluation:* Principals' ratings of teachers are based on observations, interviews, work samples, and examination of progress toward goals set by the teacher. After a year of familiarization of teachers, all of the 360-degree feedback shared with the teacher is provided to the principal for use in a "consideration" folder. Teachers give feedback to their principals through a school climate survey.

5. *Parent Feedback:* At each parent-teacher conference session, parents are provided with a five-question report card to complete. Questions apply to the performance of the teacher and the entire school. The opportunity to submit their own evaluations has encouraged high parental attendance at such events, in some cases as high as 95 percent. Teachers using the report card are pleasantly surprised by the positive and supportive feedback from parents.

6. *Student Achievement:* The major component of the system is the report of student achievement gains for each class, subject, and section taught by the teachers. Criterion-referenced tests and authentic assessment are issued in a pre-post-test format. The results are provided to teachers in a percentage-of-mastery report.

Simply put, 360-degree feedback, also known as full-circle appraisal, multi-rater assessment, or group performance appraisal (Hoffman, 1995), in schools includes data

from multiple sources and multiple evaluators. No single source of data is used to develop a summative assessment of a teacher's performance. Instead, this process has the effect of enhancing the positive aspects and reducing the negative aspects of each. Moreover, as Hoffman noted, 360-degree feedback identifies areas for both institutional and individual growth and is a powerful method of aligning the individual's goals to that of the organization.

A Team Approach

The team evaluation approach, collective responsibility for achieving goals, is not as revolutionary as it might at first appear. We hold families "responsible" for their children and "government" must provide for the "nation." Medical "teams" are decades old and the space program has long been noted for its team efforts. Teams have the potential to compensate for individual weaknesses while capitalizing on individual strengths (Larson & Lafasto, 1989).

The interdisciplinary team, a group of teachers from different disciplines working together as a unit with a collective mission, is a mechanism for improving student performance while simultaneously improving teacher morale (Erb, 1987).

Evaluation systems that focus upon individual teacher performance have only marginal impact on the team's performance and ultimately upon student outcomes. Thus, it seems appropriate to construct an evaluation system that has as its focus the success of the team, as opposed to that of the individual teacher. Berg and Urich (1997) suggest a new approach for the evaluation of middle school teachers based upon collective accountability of interdisciplinary teams. Such an evaluation process would require

administrators and team members to reach consensus about team activities including resource allocation, both human and financial, as well as academic and developmental student outcomes.

The standards set by the team reflect what they agree to recognize as the ingredients that best stimulate learning for their middle school students. Team accountability plans help teams tie goal setting, instruction, and assessment together. Teaching teams would be free to determine the means to achieve the goals and objectives and to evaluate the processes used to reach them. Some team members, based upon expertise of interest, might choose to teach fewer classes and be responsible for the home and community liaison role. Others might wish to teach two subjects for a year or semester to promote more interaction of academic content. Some teachers might, through self-selection or team *persuasion*, be coached to select an arena for professional development (Berg & Urich, 1997).

The principal assumes the following responsibilities in the collective accountability model: (a) establishes a visioning process that will bind the faculty together in terms of purpose, values, and norms related to a collective accountability model for the school; (b) initiates a process that helps conceptualize teaching expertise in terms of exemplary beliefs, attitudes, and behaviors; (c) facilitates teachers, parents, district administrators, and students in a process that determines how the planning, decision making, and communication channels will function; (d) develops with teams a goal setting process coupled with a record keeping system that describes team use of resources and activities to reach mutually agreed upon goals; (e) provides the resources of time, money and administrative support to teams; (f) uses a participatory decision

making model to establish norms of assessment and procedures for sharing impression, information, and coordinating activities; (g) establishes a reward system that recognizes team efforts; (h) encourages, motivates, cheerleads and positively represents the interests of the teams (and thereby the students) at the district level and with parents (Berg & Urich, 1997).

A collective accountability model moves the principal from a one-teacher-at-a-time evaluator to what is referred to as the maker of *cultural cement*. The principal becomes responsible for shaping the values, norms, beliefs and purposes, which hold the school together. A faculty thus united works toward common goals as the notion of *us vs. them* decreases. The *magic* occurs when all of the individual teachers self-select responsibilities, become team connected, and share a sense of responsibility and commitment for individual and team achievement (Berg & Urich, 1997).

If we believe that we assess what we value, a team centered evaluation system should command serious consideration (Berg & Urich, 1997).

Differentiated Supervision

Differentiated supervision is an approach to supervision that provides teachers with options about the kinds of supervisory and evaluative services they receive. Although many local variations exist, the differentiated model provides intensive development to nontenured teachers and to tenured teachers with serious problems. The rest of the faculty receives options about how they can foster their professional development: Most work in collaborative teams in the cooperative development mode;

some work with a self-directed approach. In addition, the evaluation processes are differentiated, depending upon tenure status and competence (Glatthorn, 1997).

Glatthorn (1997) defines how a rationale for differentiated supervision can be seen by examining the issue from four perspectives:

1. *The Profession:* This perspective emphasizes the importance of professionalizing teaching. As members of a profession, teachers should have more control over their professional development, within generally accepted professional standards. As skilled professionals, they need both support and feedback, but from colleagues and students, not always from administrators or supervisors.

2. *The Organization:* Evidence shows that more effective schools have a special climate, one that might be characterized with the global term *collegiality*. As McLaughlin and Yee (1988) note, a collegial environment provides multiple opportunities for interactions and creates expectations that colleagues will serve as sources of feedback and support. Such an environment, they note, serves as an essential source of teacher stimulation and motivation. And as Van Maanen and Barley (1984) observe, commitment to high standards of performance is more easily promoted through shared professional norms than by bureaucratic controls.

One of the best ways to foster collegiality is with a differentiated system that strongly emphasizes cooperation and mutual assistance. A key component of the differentiated approach enables teachers to work together, helping each other grow professionally. Evidence from several case studies of this approach suggests that teachers involved in such programs feel a greater spirit of cooperation and trust of other teachers (Glatthorn, 1984).

3. *The Supervisor:* Supervisors need a realistic solution to the problem of finding time for effective supervision. Differentiated supervision enables the supervisor to focus clinical efforts on those teachers needing or requesting them, rather than providing perfunctory, ritualistic visits for all teachers.

4. *The Teacher:* Several arguments can be advanced from the teachers' perspective. First, as Burden (1990) concluded, teachers' preferences for developmental assistance vary, depending upon their stage of professional development. While novices seem to value the intensive assistance of clinical supervision, more advanced teachers prefer options that respond to their individual needs. Second, competent, experienced teachers do not need intensive development. They have the necessary basic skills to do a competent job in their day-to-day teaching. If a new program is implemented requiring the mastery of new skills, then staff development supported by peer coaching has proved effective. And informal observations can give these teachers the ongoing feedback they need. Finally, the research provides convincing evidence that with the first types of organizational support, teachers can learn from experienced colleagues. Little (1988) concludes from her studies that teachers welcome and profit from qualified observers, either peers or administrators, who will not waste the teacher's time, who will not insult the teacher's intelligence, and who will work as hard to understand classroom events as the teachers do to conduct them.

Glatthorn's model of differentiated supervision includes three developmental options and two evaluative options. Developmental options means the choices teachers have in fostering their professional development. Three options are provided:

1. *Intensive Development:* Glatthorn's special approach to *clinical supervision*. (For nontenured teachers and tenured teachers who appear to have serious instructional problems.) The supervisor observes, analyzes, confers, and coaches, working with the teacher toward significant growth. Throughout a school year, the supervisor and the teacher might use as many as seven cycles of the basic processes. All their work is focused solely on improving student learning; teaching methods are seen as means to an end, not an end unto themselves.

2. *Cooperative Development:* A developmental option in which small groups of teachers work together to help each other develop professionally. Typically, teachers' professional growth is directly related to their school's improvement plan.

3. *Self-Directed Development:* Enables teachers to work independently, in a sense, supervising themselves. While the principal supports the teacher working in this mode, the teacher typically sets a growth goal, undertakes actions to accomplish the goal, gets feedback from students, and makes a final assessment of progress. In these ways, a teacher directs individual growth without relying upon a supervisor or colleagues.

The two evaluative options are:

1. *Intensive Evaluation:* Provided to all teachers working in intensive development. The intensive evaluation is used to make high-stakes decisions: grant tenure, deny tenure; promote, not promote; and renew contract, not renew contract. An intensive evaluation is based upon specific research-supported criteria, involves several observations and conferences; evaluates performance of the non-instructional functions; and is typically carried out by a school administrator.

2. *Standard Evaluation:* Provided to the rest of the teachers. Because these teachers are experienced and known to be competent, this evaluation uses the minimum number of observations and conferences specified by state or district policies and is solely a compliance mechanism to satisfy policy requirements.

According to Glatthorn (1997) differentiated supervision is not offered as one more remedy for education's ills. However, it can exert a positive influence on the professional development of teachers, which is instrumental in achieving school improvement. Schools can improve without the differentiated model, but they have a better chance if they provide teachers with options for growth.

The Danielson/McGreal Model of Teacher Evaluation

The multidimensional nature of teaching and supervision mandates a differentiated model of assessment. The process of supervision and assessment should encourage and facilitate professional growth while assessing and enhancing performance. Performance is directly connected to identified standards for effective teaching. These standards of professionalism are based on those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting effective student learning (Danielson, 1996).

According to Danielson and McGreal (2000) in developing or redesigning local teacher evaluation systems, we must eventually answer two questions: (a) What do we believe good teaching looks like? And (b) What are the processes and procedures that will best fit what we want our system to accomplish? Neither question is new. Both have

dominated the literature and the conversation about the evaluation of teaching and teachers since the beginning of the 20th century.

The principal argument of Danielson and McGreal is that we can design evaluation systems in which educators can not only achieve the dual purposes of accountability and professional development, but can merge them.

The challenge confronting designers of an evaluation system is to both encourage professional learning and at the same time ensure the quality of teaching. An effective teacher evaluation system must contain three essential elements:

1. A coherent definition of the domain of teaching (the *What?*), including decisions concerning the standards for acceptable performance (*How good is good enough?*).
2. Techniques and procedures for assessing all aspects of teaching (the *How?*).
3. Trained evaluators who can make consistent judgments about performance, based on evidence of the teaching as manifested in the procedures.

In addition, in designing (or revising) its system of evaluation, a school district should follow a process that includes many perspectives, those of teachers, administrators, and the leadership of the teacher's association.

Danielson's framework for teaching identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. These responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

In this framework, the complex activity of teaching is divided into 22 components clustered into four domains of teaching responsibility: planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3), and professional responsibilities (Domain 4). Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Although the components are distinct, they are, of course, related to one another (Danielson, 1996). See Figure 2 in Appendix A, for Danielson's Components of Professional Practice.

Continuing with the work of Danielson, each of the four domains of the framework refers to a distinct aspect of teaching. Together the four domains serve the primary purpose of engaging students in the pursuit of learning. A number of themes apply to most of the components of the framework and are reflected in the entire instructional cycle. These themes include:

1. *High Expectations:* A belief that all students are capable of high standards of learning. Rates of learning and areas of learning abilities vary among individuals and teaching is organized to meet the needs of all learners accordingly.
2. *Equity:* An environment of respect and rapport in which all students feel valued and receive equally appropriate opportunities for academic achievement.
3. *Cultural Sensitivity:* An awareness of relevant information about students' cultural traditions, religious practices, and patterns of interaction and the appropriate application of strategies that recognize these factors.
4. *Developmental Appropriateness:* An understanding of the developmental milestones, which affect instructional goals, activities and materials, and assessment strategies.

5. *Accommodating Individual Needs:* A sensitivity to students with special needs that may be intellectual, physical, or emotional. Teachers will modify the curriculum for any students who have different cognitive, perceptual, developmental, environmental, and or cultural factors that need consideration.

6. *Appropriate Use of Technology:* A utilization of technological tools to enhance learning.

In order to merge quality assurance and professional learning, Danielson advocates an integrated system that includes a differentiated approach, a culture of professional inquiry, and carefully designed evaluation activities. She explains that, a teacher's career, like that of other professionals, has a distinct life cycle. The job is complex, and skillful practice requires considerable time and support to acquire. But once a teacher attains a certain level of proficiency, professional learning takes a different form from that experienced earlier in the process, and can be more self-directed. And if teachers slip in their skill, if their performance drops below a certain acceptable level, they can also benefit from higher levels of support and more intensive assistance. This suggests that the procedures used in the evaluation process can be different for those at different stages in their careers.

Sound measurement requires that all the aspects of the domain of teaching be capable of being assessed through the evaluation process. But there are design decisions to be made, some activities yield far more professional learning than do others. By requiring self-assessment, working in teams on a focus area, and reflecting on one's practice through portfolio exercises, an evaluation system can promote professional learning in teachers. No matter how skilled a person embarking on any of those

activities, the activities themselves guide and support growth (Danielson & McGreal, 2000).

Danielson and McGreal (2000) propose that teacher evaluation systems be based on a research-based set of teaching standards. Teacher evaluation should be built around a range of sources of data and information, allowing teachers to demonstrate their mastery of the standards. In addition, teacher evaluation should provide opportunities for teachers at different stages to be involved in different processes and activities. Finally, teacher evaluation should be heavily focused on the formative aspects of evaluation, using staff-directed activities for the purpose of promoting professional learning. To accomplish these desired outcomes, school districts that are redesigning their evaluation programs use a basic three-track model as their framework.

Track I – Initial Staff Development, or the Beginning Teacher Program Track

Track II – The Professional Development Track

Track III – The Teacher Assistance Track

Figure 3 in Appendix A, provides an overview of Danielson's Three Track Teacher Evaluation Program.

The rationale for Danielson's differentiated model of supervision that promotes professional growth examines various perspectives:

1. *The Teaching Profession:* As professionals, teachers need to have more options for supervision.
2. *The District/School Organization:* Collegiality is fostered by enabling teachers to work together and in allowing them to help each other grow professionally.

3. *The Principal or Supervising Administrator:* The model provides a realistic solution to the issue of finding adequate time for effective supervision. Differentiated supervision enables the administrator to focus efforts on those teachers needing or requesting assistance.

4. *The Teacher:* Teachers' preference for developmental assistance varies. A differentiated system responds to individual needs of teachers and is focused on students learning.

Districts who are implementing Danielson's model of differentiated evaluation identify teachers in respective tracks; the novice teacher or the teacher new to the district, the experienced, competent teacher, and the teacher needing intensive assistance. In track I, professional development is promoted in collaboration with an administrator and a mentor and includes, but is not limited to multiple observations, coaching, analyzing, and conferencing toward continuous professional growth. Proficiency in the four domains is used to make tenure decisions. Track II teachers (tenured teachers) may choose an alternative model that must be mutually agreeable to the teacher and the administrator. Alternative options may be completed independently by an individual teacher or in collaboration with a colleague or a group of colleagues. Options may include:

1. *Peer Coaching:* Peer coaching is a relationship between two professionals with each participant offering insights that result in the improvement of teaching and learning. In peer coaching, teachers work in pairs or groups. As a team, or as individuals, they observe each other's classes to provide critical feedback and offer ongoing support. Peer coaching encourages the sharing of expertise (Researched School District Handbook, NJ, 1998).

2. *Interactive Journals:* Interactive journals involve an ongoing written dialogue between the teacher and the administrator wherein the principal gains a heightened knowledge of the teacher's practice, and the teacher engages in authentic professional development through analysis, discussion and reflection of his/her own work. Journal writing supports collaboration and collegiality (Researched School District Handbook, NJ, 1998).

3. *Curriculum Projects:* The curriculum related project allows the teacher the chance to increase scholarly background by examining and analyzing pertinent curriculum documents and/or programs. This model offers an opportunity for curriculum integration through the development of thematic units. It affords teachers the opportunity to pilot curriculum materials (Researched School District Handbook, NJ, 1998).

4. *Action Research:* Action research is a reflective and systematic approach to the resolution of specific classroom problems experienced by a teacher or group of teachers. The research process begins when teachers seriously examine and reflect about what is happening in their classrooms. It continues as the teacher looks for alternative ways to resolve issues and concerns. Action research follows a systematic approach to solving classroom problems (Researched School District Handbook, NJ, 1998).

5. *Portfolios:* Portfolios contain evidence of teaching and learning that reflect the thinking process of the teacher. A portfolio is a concrete product with information collected over a period of time that illustrates the work of the teacher and documents self-reflection. It is an opportunity for teachers to showcase their professional and personal growth. More than a presentation of artifacts, portfolios offer an

opportunity to self-reflect and improve instruction (Researched School District Handbook, NJ, 1998).

6. *Mentoring:* Mentoring allows one staff member to be a support and offer help to another staff member. This is primarily a professional-novice relationship or a peer in need of help situation where one staff member has specific training or expertise. Mentoring provides support to try new things and acquire new skills while receiving feedback about performance. Mentors become a source of knowledge and inspiration in a mutually supportive environment (Researched School District Handbook, NJ, 1998).

7. *Collegial Partnerships:* Two or more educators select a project that may be related to a specific aspect of teaching, the curriculum, support services, or supervision. Partners should have specific goals with plans to reach those goals prior to requesting approval of this option (Researched School District Handbook, NJ, 1998).

8. *Self-Directed Professional Development Plans:* A supervisory plan that would meet a curricular, instructional, or program goal. Examples include: out-of-district conference attendance, followed by an action plan/project and implementation of project, establishment of an interdisciplinary project or unit, independent study, collaborative proposals, and/or non-instructional staff projects (Researched School District Handbook, NJ, 1998).

Those teachers in Track III will require a specialized plan of action of development and evaluation. The purpose is to provide organizational support and assistance to teachers who are not meeting the district's teaching standards. Educators should perceive the assistance program in Track III as an in-house, good-faith effort on the part of the district. This track demonstrates the district's commitment to quality

teaching by providing a supported, structured, and focused system of assistance to ensure that every staff member is meeting the district standards.

In utilizing this three track system, districts can design an evaluation system merging the dual purposes of accountability and professional development.

Quality assurance based on a clearly established set of teaching standards can be accomplished within an environment that promotes and encourages professional learning. Forty years of study regarding teacher evaluation indicates that teachers and administrators recognize the importance and the necessity for staff evaluation. The problem for both groups has been with the way schools have done it in the past. As demonstrated through this model, Charlotte Danielson and Thomas McGreal offer a view of how it should be done (Danielson & McGreal, 2000).

Summary

Teacher evaluation is a critical component in the professional development of teachers. An effective evaluation system should contribute to the professional growth of all teachers throughout their careers. In fact, evaluation might be the most effective way to enhance professional performance of all teachers, including beginning teachers, award-winning educators, and those in need of remediation (Thacker, 1999).

Teacher quality matters. Students cannot meet high standards of achievement without effective teachers in the classroom. More and more, teachers are called upon to develop high skill levels to address the challenging standards set by state accountability systems. Students are accountable for learning through state testing, and their teachers

are accountable for providing the instruction necessary to meet those standards (Howard & McColskey, 2001).

For many years, educators have agreed that the fundamental purposes of teacher evaluation are both quality assurance and professional development. Previous evaluation systems, however, have largely failed to achieve either goal. Evaluation is either neglected altogether or conducted in a highly negative environment with low levels of trust (Danielson, 2001).

Educators are designing the new systems, however, so that educators can have it all. Their systems respect the principles of assessment design in which evidence is captured for each of the evaluative criteria. In addition, because of the methodologies used (i.e., portfolios, study group collaborations, teachers' explaining their own practices) the new systems promote teachers' reflection and professional growth. With systems that promote professional dialogue and enhance professional learning, educators have come to recognize the value of teacher evaluation for advancing the professional standing of teaching and have engaged in highly rewarding conversation. The result of such efforts is improved learning opportunities for all students (Danielson, 2001).

The literature reviewed by this researcher, clearly defines the history of the evaluation system, the perceptions of the past and intentions for the future, with the use of interactive models in which teachers become key stakeholders. Further research will provide knowledge of a particular model of staff evaluation, which attempts to merge the dual purposes of accountability and professional growth.

Within this study of a suburban, kindergarten through 8th grade school district in the State of New Jersey, this researcher will determine if the teachers perceive that the

Danielson/McGreal model of differentiated teacher evaluation increases professional growth while fostering teacher interaction around teaching and learning, as well as promoting a professional climate.

CHAPTER III

Methodology

Within this chapter, the researcher restates the statement of the problem, the purpose of the study, describes the method of research and the sample population, and defines the instrument: its origin, reliability and validity, and outlines the method used to collect and analyze the data.

Statement of the Problem

Within this study of a K-8 suburban district using the Danielson/McGreal model of differentiation in the State of New Jersey, this researcher will determine if the model increases professional growth while fostering teacher interaction around teaching and learning as well as promoted a sound, professional climate. This study was based on the perceptions of the teachers.

Purpose of the Study

The purpose of this study was to gain knowledge about the Danielson/McGreal model of differentiated evaluation, and determine if it increased professional growth while fostering teacher interaction around teaching and learning as well as promoted a sound, professional climate. This study was based on the perceptions of the teachers in a particular district.

The newly implemented model has been designed to address six main areas of deficiency in the current teacher evaluation system: (a) outdated, limited, evaluative criteria; (b) few shared values and assumptions about good teaching; (c) lack of precision in evaluating performance; (d) hierarchical one-way communication; (e) no difference between novice and experienced practitioners; and (f) limited administrator expertise (Danielson & McGreal, 2000).

A K-8 district in central New Jersey implemented a new teacher evaluation model as a pilot in the 1998 - 1999 school year. Administrators came to consensus that they needed to develop *District Teaching Standards* to define what teaching excellence should look like in their suburban, middle class district of 2,100 students. Because they envisioned major changes in their supervision model, they convened a district-wide committee composed of teachers, administrators, and Board of Education members. This core committee functioned as building liaisons throughout the three-year revision process. Committee participants read the research on supervision and concluded that teachers would only change educational routine when they begin to reflect on their own practice against standards for excellence. Danielson's framework set forth in *Enhancing Professional Practice: Frameworks for Teaching* (1996), was used as a springboard for designing their own standards.

Danielson's (1996) framework for teaching identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. These responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

In this framework, the complex activity of teaching is divided into 22 components clustered into four domains of teaching responsibility: planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3), and professional responsibilities (Domain 4). Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Although the components are distinct, they are, of course, related to one another (Danielson, 1996). The domains are defined more clearly in Appendix A.

The district-wide committee proposed a differentiated model of assessment that would encourage and facilitate professional growth and enhance performance. Performance would be directly linked to the identified standards for effective teaching, which provided staff with a common language for defining competence. Their rationale for a differentiated model included: (a) teachers as professionals should be afforded options and choices; (b) collegiality is fostered by enabling teachers to work together; (c) administrators should focus efforts on those teachers needing or requesting assistance; (d) teachers will focus on student learning outcomes (Superintendent, 2001).

Tenured staff have many options that include interactive journals, portfolios, action research, curriculum projects, collegial partnerships, mentoring, peer coaching, and teacher designed projects. Non-tenured teachers and tenured teachers with identified deficiencies are placed in a developmental program to enhance their instructional skills. Staff development and supervision, including three observations that reflect the District Teaching Standards, are a part of this process. The teacher is asked to continually self-reflect and is coached by an administrator and a mentor. In addition to classroom

observations, the non-tenured teacher may choose from the variety of options available to tenured staff. Proficiency in all four domains is used to make tenure decisions.

According to the district superintendent, the biggest problem for teachers was finding time to implement the projects aligned with their chosen evaluation model. A consultant was hired to work with staff. Throughout the 1998-1999 school year, opportunities were provided for staff to meet together and with the consultant. Administrators also met with the consultant to seek advice and assistance in future planning.

In the 1999 – 2000 school year administration asked all staff to self-reflect on their performance and on their growth plan. As stated by the superintendent, the teachers have shown that given time, encouragement, and resources, they are capable of assuming responsibility for much of their own professional growth and development. At the end of the 1999-2000 and 2000-2001 school years, each teacher provided his/her administrator with a self-reflective summary of the progress on his/her project and the four domains of teaching that led to the development of a growth plan for the upcoming school year (Superintendent, 2001).

In the fourth year of implementation, all teachers were asked to complete a survey provided by this researcher regarding their perceptions about principal leadership, teacher interaction centered around teaching and learning, school culture, professionalism and the evaluation model, with regard to their own professional growth as educator (See Appendix C).

The research questions will be answered with regard to years of teaching experience as well as the last degree earned. They are:

1. To what extent do teachers perceive that the principal perpetuates a healthy, quality school environment encouraging professional development, with regard to teaching experience?
2. To what extent do teachers perceive that the principal perpetuates a healthy, quality school environment encouraging professional development, with regard to educational background?
3. To what extent do teachers perceive that there is a fostering of teacher interaction around teaching and learning, with regard to teaching experience?
4. To what extent do teachers perceive that there is a fostering of teacher interaction around teaching and learning, with regard to educational background?
5. To what extent do teachers perceive that their school climate promotes professional development, faculty interaction, and reflection, with regard to teaching experience?
6. To what extent do teachers perceive that their school climate promotes professional development, faculty interaction, and reflection, with regard to educational background?
7. To what extent do teachers perceive that the entire district supports the professional development of teachers, local innovations, and their focus on teaching and learning, with regard to teaching experience?
8. To what extent do teachers perceive that the entire district supports the professional development of teachers, local innovations, and their focus on teaching and learning, with regard to educational background?

9. To what extent do teachers perceive that the Danielson/McGreal model of differentiated evaluation promotes their own professional growth, with regard to teaching experience?

10. To what extent do teachers perceive that the Danielson/McGreal model of differentiated evaluation promotes their own professional growth, with regard to educational background?

Method of Research

The research methodology in this study was quantitative, as reflected in the reporting of the data gathered from the Bay Area School Reform Collaborative Teacher Survey (BASRC). A survey,

is quite simple in design: The researcher poses a series of questions to willing participants; summarizes their responses with percentages, frequency counts, or more sophisticated statistical indexes; and then draws inferences about a particular population from the responses of the sample (Leedy, 2001, p. 196).

The demographic information obtained from this suburban district included years of teaching experience, last degree earned, and the evaluation model. A Likert scale was used to answer the research questions posed in the study.

The survey data was summarized in various forms for each of the groups. The groups were identified as: one through five years of teaching experience, six to ten years of teaching experience, eleven to fifteen years of teaching experience and sixteen and over years of teaching experience. It also examined those with a bachelors degree and those with a masters degree or higher. The various forms of data analysis included: a frequency distribution summary, a profile of means and standard deviations, a test of

reliability, a one-way ANOVA for the years of experience, and an independent t-test for the degree. As defined by Witte (2001), "This type of analysis of variance tests whether differences exist among population means categorized by only one factor or independent variable (p. 362)." The items were categorized into subscale areas of principal leadership, teacher interaction around teaching and learning, school culture, professionalism, and the selected differentiated evaluation model. The reliability tests are contained in Appendix D.

A survey research method was used to answer the research questions posed in the study. This method allowed the researcher to gather data from a relatively large sample. All data was analyzed with regard to both years of teaching experience and degree earned. The data will be kept in a secure location and destroyed 3 years after completion of the study.

Description of the Sample

The school district involved in the study was a Kindergarten through eighth grade school system in its fourth year of implementation of the Danielson/McGreal model of differentiated teacher evaluation. It is a suburban, middle class district with approximately 2,170 students enrolled in four schools. The enrollment projections for the year 2002 are 791 students in grades Kindergarten through two, 789 students in grades three through five, and 716 students in grades six through eight. The current per pupil allocation is \$8,380. The average class size is 22 students. Out of 195 teachers in the district, 102 participated in the research. The philosophy of this district is as follows:

The multidimensional nature of teaching and supervision mandates a differentiated model of assessment. The process of supervision and assessment should encourage and facilitate professional growth while assessing and enhancing performance. Performance is directly connected to identified standards for effective teaching. A common language will be used to reflect expectations. These Standards of Professionalism are based on those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting effective students learning (Researched District's Handbook, based on Enhancing Professional Practice: A Framework for Teaching, by Charlotte Danielson, 1996).

The district belief is that all children can learn, recognizing that excellent teaching is an important aspect in attaining this goal. Educating students in order to reach their maximum potential is a priority. As part of a community of learners, teachers need a supportive atmosphere that encourages self-reflection and enhancement of professional skills. The implementation of a collaborative supervision process will continue to improve the quality of instruction.

The Standards of Professionalism for this district include:

1. *High Expectations:* A belief that all students are capable of high standards of learning. Rates of learning and areas of learning abilities vary among individuals and teaching is organized to meet the needs of all learners accordingly.
2. *Developmental Appropriateness:* An understanding of the developmental milestones which affect instructional goals, activities and materials, and assessment strategies.

3. *Accommodating Students with Special Needs:* A sensitivity to students with special needs that may be intellectual, physical, or emotional. Teachers will modify the curriculum for any students who have different cognitive, perceptual, developmental, environmental, and/or cultural factors that need consideration.

4. *Equity:* An environment of respect and rapport in which all students feel valued and receive equally appropriate opportunities for academic achievement.

5. *Cultural Sensitivity:* An awareness of relevant information about students' cultural traditions, religious practices, and patterns of interaction and the appropriate application of strategies that recognize these factors.

6. *Appropriate Use of Technology:* A utilization of technological tools to enhance learning.

The district's rationale for a differentiated model of supervision that promotes professional growth examines various perspectives:

1. *The Teaching Profession:* As professionals, teachers need to have more options for supervision.

2. *The District/School Organization:* Collegiality is fostered by enabling teachers to work together and in allowing them to help each other grow professionally.

3. *The Principal or Supervising Administrator:* The model provides a realistic solution to the issue of finding adequate time for effective supervision.

Differentiated supervision enables the administrator to focus efforts on those teachers needing or requesting assistance.

4. *The Teacher:* Teachers' preference for developmental assistance varies.

A differentiated system responds to individual needs of teachers and is focused on student learning.

The observation and evaluation forms (formative and summative) from the district are included in Appendix B.

Instrument

This researcher used the Bay Area School Reform Collaborative Teacher Survey (BASRC) to collect data for the study (See Appendix C). The BASRC is a teacher survey, developed by Stanford University (1997-1998), used to measure the dependent variable of change in instructional practice. The questionnaire was selected because it addresses a number of the elements identified in the research as related to teacher evaluation systems in the overall context of the school (principal leadership, school culture, teacher interaction around teaching and learning, professionalism, and professional growth).

These survey scales were developed through principal components analysis of teacher survey responses to component items, and each has an Alpha coefficient showing their internal consistency for the BASRC survey respondents. On December 10, 2001, this researcher received permission from the Center for Research on the Context of Teaching, to replicate these and other survey measures in the research, on condition that the scales be constructed as the sum of teacher scores for all items that compose each scale.

A compilation of 50 items was used for the purpose of this study. The first subscale, Principal Leadership, contained 8 items. The reliability Alpha for the suburban K-8 district was .96 in comparison to The Bay Area School reliability Alpha of .94. The second subscale, Teacher Interaction around Teaching and Learning was divided into two sections: Discourse, that had 5 items with a reliability Alpha for the suburban K-8 district of .80 in comparison to The Bay Area School reliability Alpha of .85 and Class Observations and Collaboration that had 3 items with a reliability Alpha for the suburban K-8 district of .72 in comparison to The Bay Area School reliability Alpha of .80. The third subscale, School Culture, was broken into three sections: Norm of Inquiry, that had 6 items with a reliability Alpha for the suburban K-8 district of .80 in comparison to The Bay Area School reliability Alpha of .86; Teacher Learning Community, that had 4 items with a reliability Alpha for the suburban K-8 district of .85 in comparison to The Bay Area School reliability Alpha of .84; and Challenge Constraining Myths, that had 4 items with a reliability Alpha for the suburban K-8 district of .67 in comparison to The Bay Area School reliability Alpha of .62. The fourth subscale, Professionalism, contained 11 items with a reliability Alpha for the suburban K-8 district of .91 in comparison to The Bay Area School reliability Alpha of .96. The fifth subscale, Reform Climate was divided into two sections: Cycle of Inquiry, that had 5 items with a reliability Alpha for the suburban K-8 district of .85 in comparison to The Bay Area School reliability Alpha of .86 and Professional Development Support, that had 4 items with a reliability Alpha for the suburban K-8 district of .82 in comparison to The Bay Area School reliability Alpha of .79. See Appendix D for detailed information on the reliability tests.

This researcher contacted Dr. Joan Talbert, Co-Director of the Center for Research on the Context of Teaching, at Stanford University and received a written letter of permission dated December 10, 2001, allowing the use of the survey utilized in this research.

Data Collection

The researcher received written permission to conduct the study in the selected district, from the district superintendent in February 2002. The Seton Hall Institutional Review Board granted permission for the research to take place (February 22, 2002).

In accordance with the district superintendent, all teachers were invited to participate in the research via cover letter, the Bay Area School Reform Collaborative Teacher Survey (BASRC), and solicitation information, describing the purpose of the study, procedure, voluntary nature of the project, anonymity, security, approval, and contact information. The surveys were given to all 195 teachers in the district on March 1, 2002. A statement was included on the survey informing the teachers that by completing the survey, they were consenting to participate in the study. If they did not wish to participate, they were asked to return a blank survey. No names were included on any forms, ensuring complete anonymity.

The teachers were asked to return the surveys to a secure location designated by the researcher. After receiving a 38% ($n = 75$) return, within two weeks a second set of surveys was distributed with the intention of obtaining a 50% return rate. The teachers were thanked for participating and those who needed more time were encouraged to complete a survey in the additional time provided. Again, it was stated that this was

voluntary in nature as well as completely anonymous. One hundred and two ($n = 102$) teachers returned the completed BASRC forms (102 out of 195 constitutes a 52% return).

Data Analysis

The survey data was summarized in various forms for each of the groups. The groups were identified as: one through five years of teaching experience, six to ten years of teaching experience, eleven to fifteen years of teaching experience, and sixteen and over years of teaching experience, along with those with a bachelors degree and those with a masters degree or higher. The various forms of data analysis included: a frequency distribution summary for each question within the subcategories, a profile of means and standard deviations, a test of reliability, a one-way analysis of variance (ANOVA) for the years of experience, and an independent t -test for the degree. The items were categorized into subscale areas of principal leadership, teacher interaction around teaching and learning, school culture, professionalism, and the selected differentiated evaluation model. A Likert scale was used to answer the research questions posed in the study. This method allowed the researcher to gather data from a relatively large sample. The data will be kept in a secure location and destroyed 3 years after completion of the study.

CHAPTER IV

Presentation of the Findings

The purpose of this study was to gain knowledge about the Danielson/McGreal model of differentiated evaluation, and determine if it increased professional growth while fostering teacher interaction around teaching and learning as well as promoted a sound, professional climate. This study was based on the perceptions of the teachers in a particular district. The school district involved in the study was a kindergarten through eighth grade school system in its fourth year of implementation of the Danielson/McGreal model of differentiated teacher evaluation. It is a suburban, middle class district with approximately 2,170 students enrolled in four schools. The enrollment projections for the year 2002 are 791 students in grades Kindergarten through two, 789 students in grades three through five, and 716 students in grades six through eight. The current per pupil allocation is \$8,380. The average class size is 22 students. Out of 195 teachers in the district, 102 participated in the research. They were grouped according to years of teaching experience (1-5 years, 6-10 years, 11-15 years, and 16 and over) and their degree (bachelors or masters).

This study addressed the following research questions:

1. To what extent do teachers perceive that the principal perpetuates a healthy, quality school environment encouraging professional development, with regard to teaching experience?

2. To what extent do teachers perceive that the principal perpetuates a healthy, quality school environment encouraging professional development, with regard to educational background?

3. To what extent do teachers perceive that there is a fostering of teacher interaction around teaching and learning, with regard to teaching experience?

4. To what extent do teachers perceive that there is a fostering of teacher interaction around teaching and learning, with regard to educational background?

5. To what extent do teachers perceive that their school climate promotes professional development, faculty interaction, and reflection, with regard to teaching experience?

6. To what extent do teachers perceive that their school climate promotes professional development, faculty interaction, and reflection, with regard to educational background?

7. To what extent do teachers perceive that the entire district supports the professional development of teachers, local innovations, and their focus on teaching and learning, with regard to teaching experience?

8. To what extent do teachers perceive that the entire district supports the professional development of teachers, local innovations, and their focus on teaching and learning, with regard to educational background?

9. To what extent do teachers perceive that the Danielson/McGreal model of differentiated evaluation promotes their own professional growth, with regard to teaching experience?

10. To what extent do teachers perceive that the Danielson/McGreal model of differentiated evaluation promotes their own professional growth, with regard to educational background?

This chapter reports the results of the various groups of teachers' responses to the Bay Area School Reform Collaborative Teacher Survey (BASRC). The data presented are reported in order to answer the ten research questions investigated in this dissertation. The data are presented as follows: The research questions related to the subcategory are stated; the subscale categories are examined using a frequency analysis for each question; a comparison of means and standard deviations is provided with regard to years of teaching experience and degree earned with a brief summary to follow; further analysis is supported with table(s) of the data (ANOVA for years of experience and *t*-test for degree earned) to identify whether or not there is statistical significance with regard to the research question posed; a discussion of the results follows; and a summary of the findings for each research question is given. Reliability alphas are presented in Appendix D.

Description of Respondents

The researcher surveyed 195 teachers in a suburban, kindergarten through eighth grade district. Completed surveys were returned from 102 (52%) teachers. Tables 1, 2, and 3 identify the number of teachers in the various categories.

Table 1

Frequency Analysis of Years of Teaching Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-5 years	28	27.5	27.5	27.5
6-10 years	31	30.4	30.4	57.8
11-15 years	16	15.7	15.7	73.5
16+ years	27	26.5	26.5	100.0
Total	102	100.0	100.0	

Table 2

Frequency Analysis of Degree Earned

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid BA/BS	48	47.1	50.0	50.0
MA/MS	48	47.1	50.0	100.0
Total	96	94.1	100.0	
Missing System	6	5.9		
Total	102	100.0		

Table 3

Frequency Analysis of Evaluation Model

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Traditional	34	33.3	33.3	33.3
Portfolio	12	11.8	11.8	45.1
Interactive Journal	1	1.0	1.0	46.1
Action Research	4	3.9	3.9	50.0
Curriculum Project	18	17.6	17.6	67.6
Collegial Partnership	32	31.4	31.4	99.0
Peer Coaching	1	1.0	1.0	100.0
Total	102	100.0	100.0	

Presentation of Data Related to Research Questions #1 and #2

Research Question #1: To what extent do teachers perceive that the principal perpetuates a healthy, quality school environment encouraging professional development, with regard to teaching experience?

Research Question #2: To what extent do teachers perceive that the principal perpetuates a healthy, quality school environment encouraging professional development, with regard to educational background?

The first subscale of the Bay Area Reform Collaborative Teacher Survey (BASRC) focused on the teachers' perceptions of whether or not the principal at their school perpetuated a healthy, quality school environment, encouraging professional development. The eight survey questions asked respondents to assess specific aspects of their principals using the following Likert scale: 1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, and 5 - Strongly Agree. The reliability Alpha for this suburban K-8 district is .96 for the 8 items in the first subscale area of Principal Leadership, in comparison to The Bay Area School reliability Alpha of .94. The reliability analyses are included in Appendix D. The first analysis of data includes frequency statistics (See Tables 4, 5, 6, 7, 8, 9, 10, 11) on the eight questions regarding principal leadership.

Table 4

The Principal at This School Encourages Teachers to Try New Methods of Instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	3.9	4.0	4.0
	Disagree	0	0	0	0
	Neutral	14	13.7	32.0	18.0
	Agree	32	31.4	50.0	50.0
	Strongly Agree	50	49.0	100.0	100.0
	Total	100	98.0		
Missing	System	2	2.0		
Total		102	100.0		

Overall, 49% of the respondents strongly agreed, 31.4% agreed, 13.7% were neutral, no one disagreed, and 3.9% strongly disagreed. These statistics indicate that the majority (80.4%) of respondents either agreed or strongly agreed with this question.

Table 5

The Principal at This School Promotes Parental and Community Involvement in This School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.9	3.0	3.0
	Disagree	2	2.0	2.0	5.1
	Neutral	8	7.8	8.1	13.1
	Agree	24	23.5	24.2	37.4
	Strongly Agree	62	60.8	62.6	100.0
	Total	99	97.1	100.0	
Missing	System	3	2.9		
Total		102	100.0		

Overall, 60.8% of the respondents strongly agreed, 23.5% agreed, 7.8% were neutral, 2% disagreed, and 3% strongly disagreed. These statistics indicate that the majority (84.3%) of respondents either agreed or strongly agreed with this question.

Table 6

The Principal at This School Works to Create a Sense of Community in This School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	3.9	4.0	4.0
	Disagree	11	10.8	11.0	15.0
	Neutral	11	10.8	11.0	26.0
	Agree	17	16.7	17.0	43.0
	Strongly Agree	57	55.9	57.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

Overall, 55.9% of the respondents strongly agreed, 16.7% agreed, 10.8% were neutral, 10.8% disagreed, and 3.9% strongly disagreed. These statistics indicate that the majority (72.6%) of respondents either agreed or strongly agreed with this question.

Table 7

The Principal at This School Takes a Personal Interest in the Professional Development of Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	3.9	4.0	4.0
	Disagree	4	3.9	4.0	8.0
	Neutral	24	23.5	24.0	32.0
	Agree	32	31.4	32.0	64.0
	Strongly Agree	36	35.3	36.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

Overall, 35.3% of the respondents strongly agreed, 31.4% agreed, 23.5% were neutral, 3.9% disagreed, and 3.9% strongly disagreed. These statistics indicate that the majority (66.7%) of respondents either agreed or strongly agreed with this question.

Table 8

The Principal at This School is Strongly Committed to Shared Decision Making

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.9	5.1	5.1
	Disagree	8	7.8	8.1	13.1
	Neutral	15	14.7	15.2	28.3
	Agree	33	32.4	33.3	61.6
	Strongly Agree	38	37.3	38.4	100.0
	Total	99	97.1	100.0	
Missing	System	3	2.9		
Total		102	100.0		

Overall, 37.3% of the respondents strongly agreed, 32.4% agreed, 14.7% were neutral, 7.8% disagreed, and 4.9% strongly disagreed. These statistics indicate that the majority (69.7%) of respondents either agreed or strongly agreed with this question.

Table 9

The Principal at This School Ensures that Student Learning is the "Bottom Line" in This School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	3.9	4.0	4.0
	Disagree	4	3.9	4.0	8.0
	Neutral	17	16.7	17.0	25.0
	Agree	37	36.3	37.0	62.0
	Strongly Agree	38	37.3	38.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

Overall, 37.3% of the respondents strongly agreed, 36.3% agreed, 16.7% were neutral, 3.9% disagreed, and 3.9% strongly disagreed. These statistics indicate that the majority (73.6%) of respondents either agreed or strongly agreed with this question.

Table 10

The Principal at This School Supports and Encourages Teachers to Take Risks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	3.9	4.0	4.0
	Disagree	1	1.0	1.0	5.1
	Neutral	23	22.5	23.2	28.3
	Agree	37	36.3	37.4	65.7
	Strongly Agree	34	33.3	34.3	100.0
	Total	99	97.1	100.0	
Missing	System	3	2.9		
Total		102	100.0		

Overall, 33.3% of the respondents strongly agreed, 36.3% agreed, 22.5% were neutral, 1.0% disagreed, and 3.9% strongly disagreed. These statistics indicate that the majority (69.6%) of respondents either agreed or strongly agreed with this question.

Table 11

The Principal at This School is a Strong Leader in School Reform

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.9	5.1	5.1
	Disagree	6	5.9	6.1	11.1
	Neutral	25	24.5	25.3	36.4
	Agree	34	33.3	34.3	61.7
	Strongly Agree	29	28.4	29.3	100.0
	Total	99	97.1	100.0	
Missing	System	3	2.9		
Total		102	100.0		

Overall, 28.4% of the respondents strongly agreed, 33.3% agreed, 24.5% were neutral, 5.9% disagreed, and 4.9% strongly disagreed. These statistics indicate that the majority (61.7%) of respondents either agreed or strongly agreed with this question.

The second analysis of data includes a summary of the means and standard deviations related to the teachers' perceptions of principal leadership. Table 12 is with regard to years of teaching experience and Table 13 is with regard to degree earned. Teachers rated the overall perception of whether or not the principal at their school perpetuated a healthy, quality school environment, encouraging professional development on a scale of 1 to 5 with 1 representing strong disagreement and 5 representing strong agreement. Mean scores greater than the midpoint of the scale (3.00) were assumed to be favorable.

Table 12

Comparison of Means With Regard to Years of Teaching Experience

	1-5 years			6-10 years			11-15 years			16 +			Total		
	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation
1. The principal at this school encourages teachers to try new methods of instruction.	4.11	28	1.10	4.61	31	.67	4.19	16	.75	3.96	25	1.17	4.24	100	.98
2. The principal at this school promotes parental and community involvement in this school.	4.36	28	1.03	4.52	31	.72	4.44	16	.89	4.33	24	1.17	4.41	99	.95
3. The principal at this school works to create a sense of community in this school.	4.04	28	1.32	4.32	31	1.17	4.31	16	.95	3.84	25	1.31	4.12	100	1.22
4. The principal at this school takes a personal interest in the professional development of teachers.	3.86	28	1.18	4.06	31	.89	3.81	16	1.05	3.88	25	1.17	3.92	100	1.06
5. The principal at this school is strongly committed to shared decision making.	3.79	28	1.32	4.03	31	1.02	4.13	16	.81	3.79	24	1.32	3.92	99	1.15
6. The principal at this school ensures that student learning is the "bottom line" in this school.	4.00	28	1.12	4.13	31	.92	4.00	16	.89	3.88	25	1.20	4.01	100	1.04
7. The principal at this school supports and encourages teachers to take risks.	3.89	28	1.07	4.13	31	.76	4.00	16	1.03	3.83	24	1.17	3.97	99	.99
8. The principal at this school is a strong leader in school reform.	3.82	28	1.16	3.87	31	.88	3.69	16	1.20	3.63	24	1.24	3.77	99	1.10

Table 13

Comparison of Means With Regard to Degree Earned

	BA/BS			MA/MS			Total		
	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation
1. The principal at this school encourages teachers to try new methods of instruction.	4.35	48	.96	4.15	46	1.01	4.26	94	.98
2. The principal at this school promotes parental and community involvement in this school.	4.56	48	.85	4.18	45	1.05	4.38	93	.97
3. The principal at this school works to create a sense of community in this school.	4.25	48	1.14	3.96	46	1.33	4.11	94	1.24
4. The principal at this school takes a personal interest in the professional development of teachers.	3.90	48	1.02	3.93	46	1.14	3.91	94	1.07
5. The principal at this school is strongly committed to shared decision making.	4.00	48	1.19	3.84	45	1.13	3.92	93	1.15
6. The principal at this school ensures that student learning is the "bottom line" in this school.	4.00	48	1.05	4.02	46	1.09	4.01	94	1.06
7. The principal at this school supports and encourages teachers to take risks.	3.96	48	.97	3.96	45	1.07	3.96	93	1.01
8. The principal at this school is a strong leader in school reform.	3.81	48	1.10	3.73	45	1.12	3.77	93	1.10

All groups, with regard to years of teaching experience, rated principal leadership favorably with mean scores ranging from 3.63 to 4.61. Teachers with 6 to 10 years of experience reported the two highest mean scores relative to the principal at their school encouraging teachers to try new methods of instruction, with a mean of 4.61 and a standard deviation of .67, and the principal promoting parental and community involvement, with a mean of 4.52 and a standard deviation of .72.

Both groups, with regard to degree earned, rated principal leadership favorably with mean scores ranging from 3.73 to 4.56. Teachers with their bachelors degree reported the two highest mean scores relative to the principal promoting parental and community involvement, with a mean of 4.56 and a standard deviation of .85, and the principal at their school encouraging teachers to try new methods of instruction, with a mean of 4.35 and a standard deviation of .96.

An ANOVA was used to investigate whether or not there were significant differences with regard to years of teaching experience and the perceptions of principal leadership. Table 14 shows that there were no significant differences ($p < .05$) among the groups with regard to years of teaching experience and their perceptions of principal leadership.

Summary of the Findings Related to Research Question #1

Overall, there were no statistically significant ($p < .05$) differences among the groups with regard to years of teaching experience and their perceptions of whether or not the principal at their school perpetuates a healthy, quality school environment, encouraging professional development. All groups had mean scores which were above

Table 14

One-Way Analysis of Variance Related to the Years of Teaching Experience and Perceptions of Principal Leadership

		Sum of Squares	df	Mean Square	F	Sig.
1. The principal at this school encourages teachers to try new methods of instruction.	Between Groups	6.809	3	2.270	2.492	.065
	Within Groups	87.431	96	.911		
	Total	94.240	99			
2. The principal at this school promotes parental and community involvement in this school.	Between Groups	.579	3	.193	.210	.890
	Within Groups	87.441	95	.920		
	Total	88.020	98			
3. The principal at this school works to create a sense of community in this school.	Between Groups	4.024	3	1.341	.903	.443
	Within Groups	142.536	96	1.485		
	Total	146.560	99			
4. The principal at this school takes a personal interest in the professional development of teachers.	Between Groups	.983	3	.328	.285	.836
	Within Groups	110.377	96	1.150		
	Total	111.360	99			
5. The principal at this school is strongly committed to shared decision making.	Between Groups	1.963	3	.654	.488	.691
	Within Groups	127.390	95	1.341		
	Total	129.354	98			

		Sum of Squares	df	Mean Square	F	Sig.
6. The principal at this school ensures that student learning is the "bottom line" in this school.	Between Groups	.866	3	.289	.281	.853
	Within Groups	106.124	96	1.105		
	Total	106.990	99			
7. The principal at this school supports and encourages teachers to take risks.	Between Groups	1.413	3	.471	.469	.705
	Within Groups	95.496	95	1.005		
	Total	96.909	98			
8. The principal at this school is a strong leader in school reform.	Between Groups	1.003	3	.334	.272	.845
	Within Groups	116.654	95	1.228		
	Total	117.657	98			

the midpoint level (3.00) on the 1-5 point Likert scale, and therefore assumed to be favorable in their belief that the principal did perpetuate a healthy, quality school environment, encouraging professional development. Table 14 demonstrates a one-way analysis of variance related to the years of teaching experience and perceptions of principal leadership.

An independent *t*-test was used to investigate whether or not there were significant differences with regard to degree earned and the perceptions of principal leadership. Table 15 shows that there were no significant differences ($p < .05$) among the groups with regard to degree earned and their perceptions of principal leadership.

Summary of the Findings Related to Research Question #2

Overall, there were no statistically significant ($p < .05$) differences among the groups with regard to degree earned and their perceptions of whether or not the principal at their school perpetuates a healthy, quality school environment, encouraging professional development. All groups had mean scores which were above the midpoint level (3.00) of the 1-5 point Likert scale, and therefore assumed to be favorable in their belief that the principal did perpetuate a healthy, quality school environment, encouraging professional development.

Presentation of Data Related to Research Questions #3 and #4

Research Question #3: To what extent do teachers perceive that there is a fostering of teacher interaction around teaching and learning, with regard to teaching experience?

Table 15

Independent t-Test Related to the Degree Earned and Perceptions of Principal Leadership

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
1. The principal at this school encourages teachers to try new methods of instruction	Equal variances assumed	.136	.714	.996	92	.322	.21	.203	-.201	.605
	Equal variances not assumed			.995	91.127	.323	.21	.203	-.201	.605
2. The principal at this school promotes parental and community involvement in this school	Equal variances assumed	2.056	.155	1.949	91	.054	.38	.197	-.007	.777
	Equal variances not assumed			1.935	84.617	.056	.38	.199	-.011	.780
3. The principal at this school works to create a sense of community in this school	Equal variances assumed	3.009	.086	1.149	92	.253	.29	.255	-.214	.801
	Equal variances not assumed			1.145	88.530	.255	.29	.256	-.216	.803
4. The principal at this school takes a personal interest in the professional development of teachers	Equal variances assumed	2.555	.113	-.175	92	.862	-.04	.223	-.481	.404
	Equal variances not assumed			-.174	89.530	.862	-.04	.223	-.483	.405
5. The principal at this school is strongly committed to shared decision making	Equal variances assumed	.002	.969	.648	91	.519	.16	.240	-.322	.633
	Equal variances not assumed			.649	90.979	.518	.16	.240	-.321	.632
6. The principal at this school ensures that student learning is the "bottom line" in this school	Equal variances assumed	.920	.340	-.099	92	.922	-.02	.220	-.459	.416
	Equal variances not assumed			-.099	91.498	.922	-.02	.221	-.460	.416

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
7. The principal at this school supports and encourages teachers to take risks	Equal variances assumed	2.288	.134	.013	91	.990	.00	.211	-.416	.421
	Equal variances not assumed			.013	88.685	.990	.00	.211	-.417	.423
8. The principal at this school is a strong leader in school reform	Equal variances assumed	.989	.323	.344	91	.732	.08	.230	-.378	.537
	Equal variances not assumed			.344	90.480	.732	.08	.230	-.379	.537

Research Question #4. To what extent do teachers perceive that there is a fostering of teacher interaction around teaching and learning, with regard to educational background?

The second subscale of the Bay Area Reform Collaborative Teacher Survey (BASRC) focused on the extent to which the teachers' perceive that there is a fostering of teacher interaction around teaching and learning. The eight survey questions asked respondents to assess specific aspects on how teachers interact with each other in their school using the following Likert scale: 1- *Never*, 2 – *A Few Times a Year*, 3 – *Once or Twice a Month*, 4 – *Once or Twice a Week*, 5 – *Almost Daily*. The reliability analysis were broken down into two subcategories: Teachers interacting with each other (Questions 1, 4, 5, 6, 7, and 8) and class observations and collaboration (Questions 2, 3, and 4). The reliability Alpha in the first subcategory (teachers interacting with each other) for this suburban K-8 district is .80, in comparison to The Bay Area School reliability Alpha of .85. The reliability Alpha in the second subcategory (class observations and collaboration) for this suburban K-8 district is .72, in comparison to The Bay Area School reliability Alpha of .80. The reliability analyses are included in Appendix D. The first analysis of data includes frequency statistics (Tables 16, 17, 18, 19, 20, 21, 22, 23) on the eight questions regarding teacher interaction around teaching and learning.

Table 16

Frequency with Which You Share Ideas on Teaching with Other Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	1.0	1.0	1.0
	A Few Times a Year	1	1.0	1.0	2.0
	Once or Twice a Month	6	5.9	5.9	7.9
	Once or Twice a Week	22	21.6	21.8	29.7
	Almost Daily	71	69.6	70.3	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

Overall, 69.6% of the respondents share ideas on teaching with other teachers almost daily, 21.6% share ideas on teaching with other teachers once or twice a week, 5.9% share ideas on teaching with other teachers once or twice a month, 1.0% share ideas on teaching with other teachers a few times a year, and 1.0% never share ideas on teaching with other teachers. These statistics indicate that the majority (69.6%) of respondents share ideas on teaching with other teachers almost daily.

Table 17

Frequency with Which You Observe Another Teacher Teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	27	26.5	27.0	27.0
	A Few Times a Year	47	46.1	47.0	74.0
	Once or Twice a Month	13	12.7	13.0	87.0
	Once or Twice a Week	6	5.9	6.0	93.0
	Almost Daily	7	6.9	7.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

Overall, 6.9% of the respondents observe another teacher teaching almost daily, 5.9% observe another teacher teaching once or twice a week, 12.7% observe another

teacher teaching once or twice a month, 46.1% observe another teacher teaching a few times a year, and 26.5% never observe another teacher teaching. These statistics indicate that the largest number (46.1%) of respondents observe another teacher teaching only a few times a year.

Table 18

Frequency with Which You Are Observed by Another Teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	24	23.5	23.8	23.8
	A Few Times a Year	41	40.2	40.6	64.4
	Once or Twice a Month	18	17.6	17.8	82.2
	Once or Twice a Week	5	4.9	5.0	87.1
	Almost Daily	13	12.7	12.9	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

Overall, 12.7% of the respondents are observed by another teacher almost daily, 4.9% are observed by another teacher once or twice a week, 17.6% are observed by another teacher once or twice a month, 40.2% are observed by another teacher a few times a year, and 23.5% are never observed by another teacher. These statistics indicate that the largest number (40.2%) of respondents are observed by another teacher only a few times a year.

Table 19

Frequency with Which You Teach With a Colleague

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	15	14.7	15.0	15.0
	A Few Times a Year	32	31.4	32.0	47.0
	Once or Twice a Month	14	13.7	14.0	61.0
	Once or Twice a Week	17	16.7	17.0	78.0
	Almost Daily	22	21.6	22.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

Overall, 21.6% of the respondents teach with a colleague almost daily, 16.7% teach with a colleague once or twice a week, 13.7% teach with a colleague once or twice a month, 31.0% teach with a colleague a few times a year, and 14.7% never teach with a colleague. These statistics indicate that the largest number (31.4%) of respondents teach with a colleague a few times a year. According to Table 3, thirty-two respondents are involved with collegial partnership models, which may explain the reason for 21.6% of the respondents teaching with a colleague almost daily.

Table 20

Frequency with Which You Discuss with Other Teachers What You/They Learned at a Workshop or Conference

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	0	0	0	0
	A Few Times a Year	36	35.3	35.6	35.6
	Once or Twice a Month	44	43.1	43.6	79.2
	Once or Twice a Week	9	8.8	8.9	88.1
	Almost Daily	12	11.8	11.9	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

Overall, 11.8% of the respondents discuss with other teachers what they learned at a workshop or conference almost daily, 8.8% discuss with other teachers what they learned at a workshop or conference once or twice a week, 43.1% discuss with other teachers what they learned at a workshop or conference once or twice a month, 35.3% discuss with other teachers what they learned at a workshop or conference a few times a year, and none reported that they don't discuss with other teachers what they learned at a workshop or conference. These statistics indicate that the largest number (43.1%) of respondents discuss with other teachers what they learned at a workshop or conference once or twice a month. The second largest number (35.3%) of respondents discuss with other teachers what they learned at a workshop or conference only a few times a year.

Table 21

Frequency with Which You Share and Discuss Student Work with Other Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	0	0	0	0
	A Few Times a Year	3	2.9	3.0	3.0
	Once or Twice a Month	8	7.8	7.9	10.9
	Once or Twice a Week	40	39.2	39.6	50.5
	Almost Daily	50	49.0	49.5	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

Overall, 49% of the respondents share and discuss student work with other teachers almost daily, 39.2% share and discuss student work with other teachers once or twice a week, 7.8% share and discuss student work with other teachers once or twice a month, 2.9% share and discuss student work with other teachers a few times a year, and no one reported that they never share or discuss student work with other teachers. These statistics indicate that the largest number (49%) of respondents share and discuss student

work with other teachers almost daily. The next largest number (29.2%) of respondents share and discuss student work with other teachers once or twice a week.

Table 22

Frequency with Which You Discuss Particular Lessons that Were Not Very Successful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	2.9	3.1	3.1
	A Few Times a Year	19	18.6	19.6	22.7
	Once or Twice a Month	31	30.4	32.0	54.6
	Once or Twice a Week	27	26.5	27.8	82.5
	Almost Daily	17	16.7	17.5	100.0
	Total	97	95.1	100.0	
Missing	System	5	4.9		
Total		102	100.0		

Overall, 16.7% of the respondents discuss particular lessons that were not very successful almost daily, 26.5% discuss particular lessons that were not very successful once or twice a week, 30.4% discuss particular lessons that were not very successful once or twice a month, 18.6% discuss particular lessons that were not very successful a few times a year, and 2.9% never discuss particular lessons that were not very successful. These statistics indicate that the largest number (30.4%) of respondents discuss particular lessons that were not very successful once or twice a month. The next largest number (26.5%) of respondents discuss particular lessons that were not very successful once or twice a week.

Table 23

Frequency with Which You Discuss Beliefs about Teaching and Learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	2.9	3.0	3.0
	A Few Times a Year	9	8.8	8.9	11.9
	Once or Twice a Month	22	21.6	21.8	33.7
	Once or Twice a Week	32	31.4	31.7	65.3
	Almost Daily	35	34.3	34.7	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

Overall, 34.3% of the respondents discuss beliefs about teaching and learning almost daily, 31.4% discuss beliefs about teaching and learning once or twice a week, 21.6% discuss beliefs about teaching and learning once or twice a month, 8.8% discuss beliefs about teaching and learning a few times a year, and 2.9% never discuss beliefs about teaching and learning. These statistics indicate that the largest number (34.3%) of respondents discuss beliefs about teaching and learning almost daily. The next largest number (31.4%) of respondents discuss beliefs about teaching and learning once or twice a week.

The second analysis of data includes a summary of the means and standard deviations related to the extent to which the teachers perceive that there is a fostering of teacher interaction around teaching and learning. Table 24 is with regard to years of teaching experience. Table 25 is with regard to degree earned.

The eight survey questions asked respondents to assess specific aspects on how teachers interact with each other in their school using the following Likert scale: 1 - *Never*, 2 - *A Few Times a Year*, 3 - *Once or Twice a Month*, 4 - *Once or Twice a Week*, 5 - *Almost Daily*.

Table 24

Comparison of Means With Regard to Years of Teaching Experience

	1-5 years			6-10 years			11-15 years			16 +			Total		
	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation
1. The frequency with which you: share ideas on teaching with other teachers.	4.67	27	.83	4.61	31	.67	4.38	16	.81	4.63	27	.69	4.59	101	.74
2. The frequency with which you: observe another teacher teaching.	2.19	27	1.11	1.93	30	.91	2.19	16	1.17	2.48	27	1.28	2.19	100	1.12
3. The frequency with which you: are observed by another teacher.	2.07	27	1.07	2.35	31	1.28	2.38	16	1.09	2.89	27	1.45	2.43	101	1.27
4. The frequency with which you: teach with a colleague.	2.81	27	1.27	2.97	31	1.38	3.38	16	1.45	2.96	26	1.59	2.99	100	1.41
5. The frequency with which you: discuss with other teachers what you/they learned at a workshop or conference.	3.04	27	.90	2.81	31	.75	2.81	16	1.17	3.19	27	1.11	2.97	101	.96
6. The frequency with which you: share and discuss student work with other teachers.	4.33	27	.96	4.35	31	.66	4.13	16	.81	4.52	27	.58	4.36	101	.76
7. The frequency with which you: discuss particular lessons that were not very successful.	3.84	25	.90	3.31	29	1.00	3.06	16	1.18	3.19	27	1.18	3.37	97	1.08
8. The frequency with which you: Discuss beliefs about teaching and learning.	3.70	27	1.23	3.77	31	.96	3.75	16	1.24	4.19	27	.96	3.86	101	1.09

All groups, with regard to years of teaching experience, rated the frequency with which they shared ideas on teaching with others, between once or twice a week to almost daily, with mean scores ranging from 4.38 to 4.67. Teachers with 1 to 5 years of experience reported the highest mean score with a mean of 4.67 and a standard deviation of .83, and teachers with 11 to 15 years of experience reported the lowest mean score of 4.38 and a standard deviation of .81.

All groups, with regard to years of teaching experience, rated the frequency with which they observed another teacher teaching, only a few times a year, with mean scores ranging from 1.93 to 2.48. Teachers with over 16 years of experience reported the highest mean score with a mean of 2.48 and a standard deviation of 1.28, and teachers with 6 to 10 years of experience reported the lowest mean score of 1.93 and a standard deviation of .91.

All groups, with regard to years of teaching experience, rated the frequency with which they were observed by another teacher, between a few times a year to once or twice a month, with mean scores ranging from 2.07 to 2.89. Teachers with over 16 years of experience reported the highest mean score with a mean of 2.89 and a standard deviation of 1.45, and teachers with 1 to 5 years of experience reported the lowest mean score of 2.07 and a standard deviation of 1.07.

All groups, with regard to years of teaching experience, rated the frequency with which they taught with a colleague, between a few times a year to once or twice a month, with mean scores ranging from 2.07 to 2.89. Teachers with over 16 years of experience reported the highest mean score with a mean of 2.89 and a standard deviation of 1.45, and teachers with 1 to 5 years of experience reported the lowest mean score of 2.07 and a standard deviation of 1.07.

All groups, with regard to years of teaching experience, rated the frequency with which they discussed with other teachers what they learned at a workshop or conference, around once or twice a month, with mean scores ranging from 2.81 to 3.19. Teachers with over 16 years of experience reported the highest mean score with a mean of 3.19 and a standard deviation of 1.11, and teachers with 1 to 5 years of experience reported the lowest mean score of 3.04 and a standard deviation of .90.

All groups, with regard to years of teaching experience, rated the frequency with which they shared and discussed student work with other teachers, around once or twice a week, with mean scores ranging from 4.13 to 4.52. Teachers with over 16 years of experience reported the highest mean score with a mean of 4.52 and a standard deviation of .58, and teachers with 11 to 15 years of experience reported the lowest mean score of 4.13 and a standard deviation of .81.

All groups, with regard to years of teaching experience, rated the frequency with which they discussed particular lessons that were not very successful, once or twice a month, with mean scores ranging from 3.06 to 3.84. Teachers with 1 to 5 years of experience reported the highest mean score with a mean of 3.84 and a standard deviation of .90, which meant that they were closer to discussing particular lessons that were not very successful once or twice a week as opposed to teachers with 11 to 15 years of experience reporting the lowest mean score of 3.06 and a standard deviation of 1.18.

All groups, with regard to years of teaching experience, rated the frequency with which they discussed beliefs about teaching and learning, around once or twice a week, with mean scores ranging from 3.70 to 4.19. Teachers with over 16 years of experience reported the highest mean score with a mean of 4.19 and a standard deviation of .96, and teachers with 1 to 5 years of experience reported the lowest mean score of 3.70 and a

standard deviation of 1.23. Table 25 is a comparison of means with regard to the degree earned.

Both groups, with regard to degree earned, rated the frequency with which they shared ideas on teaching with others, between once or twice a week to almost daily. Teachers with Bachelors degrees reported the higher mean score of 4.71 and a standard deviation of .71, and teachers with Masters degrees reported the lower mean score of 4.47 and a standard deviation of .78.

Both groups, with regard to degree earned, rated the frequency with which they observed another teacher teaching, only a few times a year. Teachers with Bachelors degrees reported the higher mean score of 2.32 and a standard deviation of 1.16, and teachers with Masters degrees reported the lower mean score of 2.04 and a standard deviation of 1.06.

Both groups, with regard to degree earned, rated the frequency with which they were observed by another teacher, between a few times a year to once or twice a month. Teachers with Masters degrees reported the higher mean score of 2.49 and a standard deviation of 1.35, and teachers with Bachelors degrees reported the lower mean score of 2.38 and a standard deviation of 1.21.

Both groups, with regard to degree earned, rated the frequency with which they taught with a colleague, around once or twice a month. Teachers with Bachelors degrees reported the higher mean score of 3.15 and a standard deviation of 1.44, and teachers

Table 25

Comparison of Means With Regard to Degree Earned

	BA/BS			MA/MS			Total		
	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation
1. The frequency with which you share ideas on teaching with other teachers.	4.71	48	.71	4.47	47	.78	4.59	95	.75
2. The frequency with which you observe another teacher teaching.	2.32	47	1.16	2.04	47	1.06	2.18	94	1.12
3. The frequency with which you are observed by another teacher.	2.38	48	1.21	2.49	47	1.35	2.43	95	1.28
4. The frequency with which you teach with a colleague.	3.15	48	1.44	2.83	47	1.37	2.99	95	1.41
5. The frequency with which you discuss with other teachers what you/they learned at a workshop or conference.	3.17	48	.93	2.68	47	.89	2.93	95	.94
6. The frequency with which you share and discuss student work with other teachers.	4.33	48	.81	4.36	47	.74	4.35	95	.77
7. The frequency with which you discuss particular lessons that were not very successful.	3.65	46	.95	3.00	45	1.13	3.33	91	1.09
8. The frequency with which you discuss beliefs about teaching and learning.	4.08	48	.96	3.64	47	1.13	3.86	95	1.07

with Masters degrees reported the lower mean score of 2.83 and a standard deviation of 1.37.

Both groups, with regard to degree earned, rated the frequency with which they discussed with other teachers what they learned at a workshop or conference, around once or twice a month. Teachers with Bachelors degrees reported the higher mean score of 3.17 and a standard deviation of .93, and teachers with Masters degrees reported the lower mean score of 2.68 and a standard deviation of .89.

Both groups, with regard to degree earned, rated the frequency with which they shared and discussed student work with other teachers, around once or twice a week. Teachers with Masters degrees reported the higher mean score of 4.36 and a standard deviation of .74, and teachers with Bachelors degrees reported the lower mean score of 4.33 and a standard deviation of .81.

Teachers with Bachelors degrees rated the frequency with which they discussed particular lessons that were not very successful close to once or twice a week. The mean was 3.65 with a standard deviation of .95. Teachers with Masters degrees rated the frequency with which they discussed particular lessons that were not very successful once or twice a month. The mean was 3.00 with a standard deviation of 1.13.

Both groups, with regard to degree earned, rated the frequency with which they discussed beliefs about teaching and learning, around once or twice a week. Teachers with Bachelors degrees reported the higher mean score of 4.08 and a standard deviation of .96, and teachers with Masters degrees reported the lower mean score of 3.64 and a standard deviation of .78.

An ANOVA was used to investigate whether or not there were significant differences with regard to years of teaching experience and the perceptions of teacher

interaction around teaching and learning. Table 26 shows that there were no significant differences ($p < .05$) among the groups with regard to years of teaching experience and their perceptions of teacher interaction around teaching and learning.

Summary of the Findings Related to Research Question #3

Overall, there are no statistically significant ($p < .05$) differences among the groups with regard to years of teaching experience and their perceptions of the extent to which there is a fostering of teacher interaction around teaching and learning.

An independent t -test was used to investigate whether or not there were significant differences with regard to degree earned and the perceptions of teacher interaction around teaching and learning. Table 27 shows that there was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned and the frequency with which they discussed with other teachers what they learned at workshops or conferences, with a t value of 2.604 at the significance level of .011. There was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned and the frequency with which they discussed particular lessons that were not very successful, with a t value of 2.988 at the significance level of .004. There was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned and the frequency with which they discussed beliefs about teaching and learning, with a t value of 2.066 at the significance level of .042.

Table 26

One-Way Analysis of Variance Related to the Years of Teaching Experience and Perceptions of Teacher Interaction Around Teaching and Learning

		Sum of Squares	df	Mean Square	F	Sig.
1. The frequency with which you share ideas on teaching with other teachers.	Between Groups	.955	3	.318	.578	.631
	Within Groups	53.401	97	.551		
	Total	54.456	100			
2. The frequency with which you observe another teacher teaching.	Between Groups	4.271	3	1.424	1.147	.224
	Within Groups	119.119	96	1.241		
	Total	123.390	99			
3. The frequency with which you are observed by another teacher.	Between Groups	9.328	3	3.109	1.993	.120
	Within Groups	151.365	97	1.560		
	Total	160.693	100			
4. The frequency with which you teach with a colleague.	Between Groups	3.237	3	1.079	.535	.660
	Within Groups	193.753	96	2.018		
	Total	196.990	99			
5. The frequency with which you discuss with other teachers what you/they learned at a workshop or conference.	Between Groups	2.598	3	.866	.930	.429
	Within Groups	90.313	97	.931		
	Total	92.911	100			

		Sum of Squares	df	Mean Square	F	Sig.
6. The frequency with which you share and discuss student work with other teachers.	Between Groups	1.581	3	.527	.919	.434
	Within Groups	55.588	97	.573		
	Total	57.168	100			
7. The frequency with which you discuss particular lessons that were not very successful.	Between Groups	8.061	3	2.687	2.389	.074
	Within Groups	104.578	93	1.124		
	Total	112.639	96			
8. The frequency with which you discuss beliefs about teaching and learning.	Between Groups	3.936	3	1.312	1.115	.347
	Within Groups	114.123	97	1.177		
	Total	118.059	100			

Table 27

Independent t-Test Related to the Degree Earned and Perceptions of Teacher Interaction Around Teaching and Learning

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
1. The frequency with which you share ideas on teaching with other teachers.	Equal variances assumed	3.958	.050	1.571	93	.119	.24	.153	-.063	.544
	Equal variances not assumed			1.570	91.982	.120	.24	.153	-.064	.544
2. The frequency with which you observe another teacher teaching.	Equal variances assumed	2.197	.142	1.204	92	.232	.28	.230	-.180	.733
	Equal variances not assumed			1.204	91.257	.232	.28	.230	-.180	.733
3. The frequency with which you are observed by another teacher.	Equal variances assumed	.541	.464	-.435	93	.665	-.11	.263	-.637	.408
	Equal variances not assumed			-.434	91.534	.665	-.11	.263	-.638	.409
4. The frequency with which you teach with a colleague.	Equal variances assumed	.077	.783	1.093	93	.277	.32	.289	-.258	.890
	Equal variances not assumed			1.094	92.919	.277	.32	.289	-.258	.890
5. The frequency with which you discuss with other teachers what you/they learned at a workshop or conference.	Equal variances assumed	.186	.667	2.604	93	.011	.49	.187	.115	.856
	Equal variances not assumed			2.605	92.937	.011	.49	.186	.115	.856

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
6. The frequency with which you share and discuss student work with other teachers.	Equal variances assumed	.245	.622	-.179	93	.858	-.03	.159	-.343	.286
	Equal variances not assumed			-.179	92.508	.858	-.03	.158	-.343	.286
7. The frequency with which you discuss particular lessons that were not very successful.	Equal variances assumed	.116	.734	2.988	89	.004	.65	.218	.219	1.086
	Equal variances not assumed			2.982	85.765	.004	.65	.219	.217	1.087
8. The frequency with which you discuss beliefs about teaching and learning.	Equal variances assumed	3.316	.072	2.066	93	.042	.45	.215	.017	.873
	Equal variances not assumed			2.062	90.093	.042	.45	.216	.016	.874

Summary of the Findings Related to Research Question #4

Overall, there were three questions in the subcategory teacher interaction around teaching and learning, that had statistical significance at the $p < .05$ level, with regard to the degree earned. There was a statistically significant difference at the $p < .05$ level among the groups with regard to degree earned and the frequency with which they discussed with other teachers what they learned at workshops or conferences, with a t value of 2.604 at the significance level of .011. Teachers holding a Bachelors degree had a mean score of 3.17 with a standard deviation of .93 and teachers holding a Masters degree had a mean score of 2.68 with a standard deviation of .89. There was a statistically significant difference at the $p < .05$ level among the groups with regard to degree earned and the frequency with which they discussed particular lessons that were not very successful, with a t value of 2.988 at the significance level of .004. Teachers holding a Bachelors degree had a mean score of 3.65 with a standard deviation of .95 and teachers holding a Masters degree had a mean score of 3.00 with a standard deviation of 1.13. There was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned and the frequency with which they discussed beliefs about teaching and learning, with a t value of 2.066 at the significance level of .042. Teachers holding a Bachelors degree had a mean score of 4.08 with a standard deviation of .96 and teachers holding a Masters degree had a mean score of 3.64 with a standard deviation of 1.13.

Presentation of Data Related to Research Questions #5 and #6

Research Question #5: To what extent do teachers perceive that their school climate promotes professional development, faculty interaction, and reflection, with regard to teaching experience?

Research Question #6: To what extent do teachers perceive that their school climate promotes professional development, faculty interaction, and reflection, with regard to educational background?

The third subscale of the Bay Area Reform Collaborative Teacher Survey (BASRC) focused on the teachers' perceptions of the extent to which they perceive that their school climate promotes professional development, faculty interaction, and reflection. The eight survey questions asked respondents to assess specific aspects of their general school climate using the following Likert scale: 1- *Strongly Disagree*, 2 - *Disagree*, 3 - *Neutral*, 4 - *Agree*, 5 - *Strongly Agree*. The reliability analysis were broken down into three subcategories: Norm of Inquiry (Questions 1, 2, 4, 7, 13, and 14), Teacher Learning Community (Questions 8,9,10, and 12), and Challenge Constraining Myths (Questions 3, 5, 6, and 11). The reliability Alpha in the first subcategory (Norm of Inquiry) for this suburban K-8 district is .80, in comparison to The Bay Area School reliability Alpha of .86. The reliability Alpha in the second subcategory (Teacher Learning Community) for this suburban K-8 district is .85, in comparison to The Bay Area School reliability Alpha of .84. The reliability Alpha in the third subcategory (Challenge Constraining Myths) for this suburban K-8 district is .67, in comparison to The Bay Area School reliability Alpha of .62. The reliability analyses are included in Appendix D. The first analysis of data includes frequency statistics (Tables 28, 29, 30,

31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41) on the fourteen questions regarding general school climate.

Table 28

Teachers in This School are Continually Learning and Seeking New Ideas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	5	4.9	5.0	5.0
	Neutral	13	12.7	13.0	18.0
	Agree	33	32.4	33.0	51.0
	Strongly Agree	49	48.0	49.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

Overall, 48% of the respondents strongly agreed, 32.4% agreed, 12.7% were neutral, 4.9% disagreed, and no one strongly disagreed. These statistics indicate that the majority (80.4%) of respondents either agreed or strongly agreed with this question.

Table 29

Teachers are Engaged in Systematic Analysis of Student Performance Data

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	13	12.7	13.3	13.3
	Neutral	20	19.6	20.4	33.7
	Agree	41	40.2	41.8	75.5
	Strongly Agree	24	23.5	24.5	100.0
	Total	98	96.1	100.0	
Missing	System	4	3.9		
Total		102	100.0		

Overall, 23.5% of the respondents strongly agreed, 40.2% agreed, 19.6% were neutral, 12.7% disagreed, and no one strongly disagreed. These statistics indicate that the majority (63.7%) of respondents either agreed or strongly agreed with this question.

Table 30

When a Conflict Arises, We Usually "Sweep it Under the Rug"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	37	36.3	37.4	37.4
	Disagree	37	36.3	37.4	74.7
	Neutral	13	12.7	13.1	87.9
	Agree	10	9.8	10.1	98.0
	Strongly Agree	2	2.0	2.0	100.0
	Total	99	97.1	100.0	
Missing	System	3	2.9		
Total		102	100.0		

Overall, 2% of the respondents strongly agreed, 9.8% agreed, 12.7% were neutral, 36.3% disagreed, and 36.3% strongly disagreed. These statistics indicate that the majority (72.6%) of respondents either disagreed or strongly disagreed with this question.

Table 31

Our Stance Towards our Work is One of Inquiry and Reflection

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	3	2.9	3.1	3.1
	Neutral	17	16.7	17.5	20.6
	Agree	38	37.3	39.2	59.8
	Strongly Agree	39	38.2	40.2	100.0
	Total	97	95.1	100.0	
Missing	System	5	4.9		
Total		102	100.0		

Overall, 38.2% of the respondents strongly agreed, 37.3% agreed, 16.7% were neutral, 2.9% disagreed, and no one strongly disagreed. These statistics indicate that the majority (75.5%) of respondents either agreed or strongly agreed with this question.

Table 32

Teachers Who are Involved in Innovation From a Distinct and Separate Group in This School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	26	25.5	26.5	26.5
	Disagree	31	30.4	31.6	58.2
	Neutral	23	22.5	23.5	81.6
	Agree	15	14.7	15.3	96.9
	Strongly Agree	3	2.9	3.1	100.0
	Total	98	96.1	100.0	
Missing	System	4	3.9		
Total		102	100.0		

Overall, 2.9% of the respondents strongly agreed, 14.7% agreed, 22.5% were neutral, 30.4% disagreed, and 25.5% strongly disagreed. These statistics indicate that 55.9% of respondents either disagreed or strongly disagreed with this question.

Table 33

The Faculty Seldom Evaluates its Programs and Activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	45	44.1	45.0	45.0
	Disagree	38	37.3	38.0	83.0
	Neutral	11	10.8	11.0	94.0
	Agree	1	1.0	1.0	95.0
	Strongly Agree	5	4.9	5.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

Overall, 4.9% of the respondents strongly agreed, 1.0% agreed, 10.8% were neutral, 37.3% disagreed, and 44.1% strongly disagreed. These statistics indicate that the majority (81.4%) of respondents either disagreed or strongly disagreed with this question.

Table 34

Assessment of Student Performance Leads to Changes in our School's Curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	5.9	6.0	6.0
	Disagree	10	9.8	10.0	16.0
	Neutral	30	29.4	30.0	46.0
	Agree	42	41.2	42.0	88.0
	Strongly Agree	12	11.8	12.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

Overall, 11.8% of the respondents strongly agreed, 41.2% agreed, 29.4% were neutral, 9.8% disagreed, and 5.9% strongly disagreed. These statistics indicate that 53% of respondents either agreed or strongly agreed with this question.

Table 35

I Feel Supported by Colleagues to Try Out New Ideas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	3	2.9	3.0	3.0
	Neutral	12	11.8	12.0	15.0
	Agree	41	40.2	41.0	56.0
	Strongly Agree	44	43.1	44.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

Overall, 43.1% of the respondents strongly agreed, 40.2% agreed, 11.8% were neutral, 2.9% disagreed, and no one strongly disagreed. These statistics indicate that the majority (83.3%) of respondents either agreed or strongly agreed with this question.

Table 36

Teachers in This School are Encouraged to Experiment with Their Teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.0	2.0	2.0
	Disagree	1	1.0	1.0	3.0
	Neutral	19	18.6	19.0	22.0
	Agree	40	39.2	40.0	62.0
	Strongly Agree	38	37.3	38.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

Overall, 37.3% of the respondents strongly agreed, 39.2% agreed, 18.6% were neutral, 1.0% disagreed, and 2.0% strongly disagreed. These statistics indicate that the majority (76.5%) of respondents either agreed or strongly agreed with this question.

Table 37

Teachers in This School Trust Each Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.0	2.0	2.0
	Disagree	14	13.7	14.0	16.0
	Neutral	29	28.4	29.0	45.0
	Agree	29	28.4	29.0	74.0
	Strongly Agree	26	25.5	26.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

Overall, 25.5% of the respondents strongly agreed, 28.4% agreed, 28.4% were neutral, 13.7% disagreed, and 2.0% strongly disagreed. These statistics indicate that 53.9% of respondents either agreed or strongly agreed with this question.

Table 38

It is Very Difficult to Find Time for this Faculty to Work Together

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	11.8	12.0	12.0
	Disagree	16	15.7	16.0	28.0
	Neutral	39	38.2	39.0	67.0
	Agree	20	19.6	20.0	87.0
	Strongly Agree	13	12.7	13.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

Overall, 12.7% of the respondents strongly agreed, 19.6% agreed, 38.2% were neutral, 15.7% disagreed, and 11.8% strongly disagreed. These statistics indicate that the majority (38.2%) of respondents were neutral with this question.

Table 39

Teachers in This School Feel Responsible to Help Each Other Do Their Best

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.0	2.0	2.0
	Disagree	6	5.9	6.0	8.0
	Neutral	27	26.5	27.0	35.0
	Agree	38	37.3	38.0	73.0
	Strongly Agree	27	26.5	27.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

Overall, 26.5% of the respondents strongly agreed, 37.3% agreed, 26.5% were neutral, 5.9% disagreed, and 2.0% strongly disagreed. These statistics indicate that 63.8% of respondents either agreed or strongly agreed with this question.

Table 40

Teachers in This School Regularly Examine School Performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.0	2.0	2.0
	Disagree	7	6.9	7.0	9.0
	Neutral	23	22.5	23.0	32.0
	Agree	51	50.0	51.0	83.0
	Strongly Agree	17	16.7	17.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

Overall, 16.7% of the respondents strongly agreed, 50.0% agreed, 22.5% were neutral, 6.9% disagreed, and 2.0% strongly disagreed. These statistics indicate that the majority (66.7%) of respondents either agreed or strongly agreed with this question.

Table 41

This School is Actively Involved in School Reform

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.9	3.0	3.0
	Disagree	3	2.9	3.0	6.1
	Neutral	18	17.6	18.2	24.2
	Agree	62	60.8	62.6	86.9
	Strongly Agree	13	12.7	13.1	100.0
	Total	99	97.1	100.0	
Missing	System	3	2.9		
Total		102	100.0		

Overall, 12.7% of the respondents strongly agreed, 60.8% agreed, 17.6% were neutral, 2.9% disagreed, and 2.9% strongly disagreed. These statistics indicate that the majority (73.5%) of respondents either agreed or strongly agreed with this question.

The second analysis of data includes a summary of the means and standard deviations related to the teachers perceptions of the general school climate. Table 42 is with regard to years of teaching experience. Table 43 is with regard to degree earned.

Teachers rated the extent to which they perceive that their school culture promotes professional development, faculty interaction, and reflection on a scale of 1 to 5 with 1 representing strong disagreement and 5 representing strong agreement. Mean scores greater than the midpoint of the scale (3.00) were assumed to be favorable for all but four questions: 3, When a conflict arises we usually sweep it under the rug; 5, Teachers who are involved in innovation form a distinct and separate group in this school; 6, The faculty seldom evaluates its programs and activities; and 11, It is very difficult to find time for this faculty to work together. In these four cases, mean scores less than the midpoint (3.00) were assumed to be favorable.

All groups, with regard to years of teaching experience, rated the general school climate favorably with mean scores ranging from 3.38 to 4.46 for questions 1, 2, 4, 7, 8, 9, 10, 12, 13, and 14 with mean scores ranging from 1.67 to 2.55 for questions 3, 5, and 6. Lower means represent favorable responses when answering questions 3, 5, and 6. Question 11 remains neutral with the means ranging from 2.93 to 3.23. The teachers were neutral with regard to years of teaching experience and finding it very difficult to find time to work together as a faculty. Teachers with 16 years of experience and above reported the highest mean scores relative to feeling supported by colleagues to try out

	1-5 years			6-10 years			11-15 years			16 +			Total		
	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation
3. When a conflict arises, we usually "sweep it under the rug."	2.14	28	1.01	2.13	31	1.18	1.67	15	.62	1.96	25	1.14	2.02	99	1.05
5. Teachers who are involved in innovation form a distinct and separate group in this school.	2.44	27	1.15	2.55	31	1.12	2.07	15	.96	2.24	25	1.20	2.37	98	1.13
6. The faculty seldom evaluated its programs and activities.	1.86	28	1.01	1.94	31	1.03	1.67	15	1.05	1.77	26	1.03	1.83	100	1.02
11. It is very difficult to find time for this faculty to work together.	2.93	28	1.15	3.06	31	1.09	3.00	15	1.36	3.23	26	1.21	3.06	100	1.17

Note. Questions 3, 5, 6, and 11 are placed at the bottom of the scale to expedite analysis of means. Lower numbers represent favorable responses.

Table 43

Comparison of Means With Regard to Degree Earned

	BA/BS			MA/MS			Total		
	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation
1. Teachers in this school are continually learning and seeking new ideas.	4.41	46	.72	4.19	48	.94	4.30	94	.84
2. Teachers are engaged in systematic analysis of student performance data.	3.96	46	.84	3.60	47	1.08	3.77	93	.98
4. Our stance towards our work is one of inquiry and reflection.	4.25	44	.81	4.04	47	.83	4.14	91	.82
7. Assessment of student performance leads to changes in our school's curriculum.	3.63	46	.88	3.25	48	1.18	3.44	94	1.05
8. I feel supported by colleagues to try out new ideas.	4.37	46	.74	4.13	48	1.18	4.24	94	.80
9. Teachers in this school are encouraged to experiment with their teaching.	4.20	46	.81	4.00	48	.97	4.10	94	.89
10. Teachers in this school trust each other.	3.74	46	.93	3.48	48	1.25	3.61	94	1.08
12. Teachers in this school feel responsible to help each other do their best.	4.00	46	.84	3.63	48	1.04	3.81	94	.96
13. Teachers in this school regularly examine school performance.	3.89	46	.77	3.56	48	1.01	3.72	94	.91
14. This school is actively involved in school reform.	3.80	46	.88	3.81	47	.74	3.81	93	.81

	BA/BS			MA/MS			Total		
	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation
3. When a conflict arises, we usually "sweep it under the rug."	1.87	46	.88	2.17	47	1.20	2.02	93	1.06
5. Teachers who are involved in innovation form a distinct and separate group in this school.	2.20	45	.97	2.46	48	1.24	2.33	93	1.12
6. The faculty seldom evaluated its programs and activities.	1.78	46	.99	1.83	48	1.06	1.81	94	1.02
11. It is very difficult to find time for this faculty to work together.	2.91	46	1.11	3.15	48	1.25	3.03	94	1.19

Note. Questions 3, 5, 6, and 11 are placed at the bottom of the scale to expedite analysis of means. Lower numbers represent favorable responses.

new ideas, with a mean of 4.46 and a standard deviation of .65. Teachers with 6 to 10 years experience reported the next highest mean scores relative to continually learning and seeking new ideas, with a mean of 4.32 and a standard deviation of .91. Teachers with 11 to 15 years experience reported the two lowest mean scores on question 3 and 6, representing a favorable response, relative to when a conflict arises, they usually "sweep it under the rug," with a mean of 1.67 and a standard deviation of .62, and relative to the faculty seldom evaluating its program and activities, with a mean of 1.67 and a standard deviation of 1.05.

Both groups, with regard to degree earned, rated the general school climate neutral to favorable with mean scores ranging from 3.25 to 4.41 for questions 1, 2, 4, 7, 8, 9, 10, 12, 13, and 14 with mean scores ranging from 1.78 to 2.46 for questions 3, 5, and 6. Lower means represent favorable responses when answering questions 3, 5, and 6. Question 11 still remains neutral with regard to degree earned, with the means ranging from 2.91 to 3.15. The teachers were neutral with regard to degree earned and finding it very difficult to find time to work together as a faculty. Teachers with their Bachelors degree reported the two highest mean scores relative to teachers in the school are continually learning and seeking new ideas, with a mean of 4.41 and a standard deviation of .72, and feeling supported by colleagues to try out new ideas, with a mean of 4.37 and a standard deviation of .74. The teachers with Bachelors degrees also reported the lowest mean score on question #6, representing a favorable response, relative to the faculty seldom evaluating its program and activities, with a mean of 1.78 and a standard deviation of .99.

An ANOVA was used to investigate whether or not there were significant differences with regard to years of teaching experience and the perceptions of the general school climate. Table 44 shows that there were no significant differences ($p < .05$) among the groups with regard to years of teaching experience and their perceptions of the general school climate.

Summary of the Findings Related to Research Question #5

Overall, there were no statistically significant ($p < .05$) differences among the groups with regard to years of teaching experience and the teachers' perceptions of the extent to which they perceive that their school climate promotes professional development, faculty interaction, and reflection.

An independent t -test was used to investigate whether or not there were significant differences with regard to degree earned and the perceptions of the general school climate. Table 45 shows that there were no significant differences ($p < .05$) among the groups with regard to degree earned and their perceptions of general school climate.

Summary of the Findings Related to Research Question #6

Overall, there were no statistically significant ($p < .05$) differences among the groups with regard to degree earned and the teachers' perceptions of the extent to which they perceive that their school climate promotes professional development, faculty interaction, and reflection. All groups had mean scores that were assumed to be favorable in their belief that the school climate promotes professional development, faculty interaction, and reflection.

Table 44

One-Way Analysis of Variance Related to the Years of Teaching Experience and Perceptions of The General School Climate

		Sum of Squares	df	Mean Square	F	Sig.
1. Teachers in this school are continually learning and seeking new ideas.	Between Groups	.434	3	.145	.185	.906
	Within Groups	74.806	96	.779		
	Total	75.240	99			
2. Teachers are engaged in systematic analysis of student performance data.	Between Groups	2.167	3	.722	.764	.517
	Within Groups	88.894	94	.946		
	Total	91.061	97			
3. When a conflict arises, we usually "sweep it under the rug."	Between Groups	2.754	3	.918	.829	.481
	Within Groups	105.206	95	1.107		
	Total	107.960	98			
4. Our stance towards our work is one of inquiry and reflection.	Between Groups	.588	3	.196	.281	.839
	Within Groups	64.773	93	.696		
	Total	65.361	96			
5. Teachers who are involved in innovation form a distinct and separate group in this school.	Between Groups	2.938	3	.979	.768	.515
	Within Groups	119.837	94	7.275		
	Total	122.776	97			

		Sum of Squares	df	Mean Square	F	Sig.
6. The faculty seldom evaluated its programs and activities.	Between Groups	.862	3	.287	.272	.845
	Within Groups	101.248	96	1.055		
	Total	102.110	99			
7. Assessment of student performance leads to changes in our school's curriculum.	Between Groups	.204	3	.068	.063	.979
	Within Groups	104.436	96	1.088		
	Total	104.640	99			
8. I feel supported by colleagues to try out new ideas.	Between Groups	2.228	3	.743	1.208	.311
	Within Groups	59.012	96	.615		
	Total	61.240	99			
9. Teachers in this school are encouraged to experiment with their teaching.	Between Groups	.288	3	.096	.119	.949
	Within Groups	77.502	96	.807		
	Total	77.790	99			
10. Teachers in this school trust each other.	Between Groups	2.752	3	.917	.782	.507
	Within Groups	112.558	96	1.172		
	Total	115.310	99			
11. It is very difficult to find time for this faculty to work together.	Between Groups	1.297	3	.432	.309	.819
	Within Groups	134.343	96	1.399		
	Total	135.640	99			

		Sum of Squares	df	Mean Square	F	Sig.
12. Teachers in this school feel responsible to help each other do their best.	Between Groups	1.087	3	.359	.376	.770
	Within Groups	91.682	96	.955		
	Total	92.760	99			
13. Teachers in this school regularly examine school performance.	Between Groups	2.129	3	.710	.883	.453
	Within Groups	77.111	96	.803		
	Total	79.240	99			
14. This school is actively involved in school reform.	Between Groups	4.145	3	1.382	2.123	.102
	Within Groups	61.815	95	.651		
	Total	65.960	98			

Table 45

Independent T-Test Related to the Degree Earned and Perceptions of The General School Climate

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
1. Teachers in this school are continually learning and seeking new ideas.	Equal variances assumed	3.295	.073	1.306	92	.195	.23	.173	-.117	.569
	Equal variances not assumed			1.313	87.754	.193	.23	.172	-.116	.567
2. Teachers are engaged in systematic analysis of student performance data.	Equal variances assumed	8.829	.004	1.797	91	.076	.36	.201	-.038	.759
	Equal variances not assumed			1.802	86.810	.075	.36	.200	-.037	.759
3. When a conflict arises, we usually "sweep it under the rug."	Equal variances assumed	4.541	.036	-1.370	91	.174	-.30	.219	-.737	.135
	Equal variances not assumed			-1.375	84.484	.173	-.30	.219	-.736	.134
4. Our stance towards our work is one of inquiry and reflection.	Equal variances assumed	.002	.968	1.203	89	.232	.21	.172	-.135	.550
	Equal variances not assumed			1.204	88.862	.232	.21	.172	-.135	.550
5. Teachers who are involved in innovation form a distinct and separate group in this school.	Equal variances assumed	4.785	.031	-1.117	91	.267	-.26	.231	-.718	.201
	Equal variances not assumed			-1.125	88.228	.263	-.26	.230	-.714	.198
6. The faculty seldom evaluated its programs and activities.	Equal variances assumed	.117	.733	-.240	92	.811	-.05	.211	-.470	.369
	Equal variances not assumed			-.240	91.933	.811	-.05	.211	-.470	.368

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
7. Assessment of student performance leads to changes in our school's curriculum.	Equal variances assumed	2.886	.093	1.771	92	.080	.38	.215	-.046	.807
	Equal variances not assumed			1.782	86.892					
8. I feel supported by colleagues to try out new ideas.	Equal variances assumed	.076	.784	1.493	92	.139	.24	.164	-.081	.570
	Equal variances not assumed			1.497	91.368					
9. Teachers in this school are encouraged to experiment with their teaching.	Equal variances assumed	1.743	.190	1.063	92	.291	.20	.184	-.170	.561
	Equal variances not assumed			1.067	90.275					
10. Teachers in this school trust each other.	Equal variances assumed	7.669	.007	1.169	92	.245	.26	.222	-.182	.702
	Equal variances not assumed			1.175	88.097					
11. It is very difficult to find time for this faculty to work together.	Equal variances assumed	1.141	.288	-950	92	.344	-.23	.245	-.719	.254
	Equal variances not assumed			-.953	91.454					
12. Teachers in this school feel responsible to help each other do their best.	Equal variances assumed	3.076	.083	1.911	92	.059	.38	.196	-.015	.765
	Equal variances not assumed			1.919	89.462					
13. Teachers in this school regularly examine school performance.	Equal variances assumed	4.267	.042	1.774	92	.079	.33	.185	-.039	.697
	Equal variances not assumed			1.784	87.532					
14. This school is actively involved in school reform.	Equal variances assumed	.613	.436	-.025	91	.980	.00	.169	-.340	.332
	Equal variances not assumed			-.025	87.610					

Presentation of Data Related to Research Questions #7 and #8

Research Question #7: To what extent do teachers perceive that the entire district supports the professional development of teachers, local innovations, and their focus on teaching and learning, with regard to teaching experience?

Research Question #8: To what extent do teachers perceive that the entire district supports the professional development of teachers, local innovations, and their focus on teaching and learning, with regard to educational background?

The fourth subscale of the Bay Area Reform Collaborative Teacher Survey (BASRC) focused on the teachers' perceptions of whether or not the entire district supports the professional development of teachers, local innovations, and their focus on teaching and learning. The eleven survey questions asked respondents to assess specific aspects of their district using the following Likert scale: 1- *Strongly Disagree*, 2 - *Disagree*, 3 - *Neutral*, 4 - *Agree*, and 5 - *Strongly Agree*. The reliability Alpha for this suburban K-8 district is .91 for the 11 items in the fourth subscale area of Professionalism, in comparison to The Bay Area School reliability Alpha of .96. The reliability analyses are included in Appendix D. The first analysis of data includes frequency statistics (Tables 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56) on the eleven questions regarding support from the district.

Table 46

I Feel That This District Inspires the Very Best in the Job Performance of its Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.9	3.0	3.0
	Disagree	6	5.9	6.1	9.1
	Neutral	23	22.5	23.2	32.3
	Agree	37	36.3	37.4	69.7
	Strongly Agree	30	29.4	30.3	100.0
	Total	99	97.1	100.0	
Missing	System	3	2.9		
Total		102	100.0		

Overall, 29.4% of the respondents strongly agreed, 36.3% agreed, 22.5% were neutral, 5.9% disagreed, and 2.9% strongly disagreed. These statistics indicate that the majority (65.7%) of respondents either agreed or strongly agreed with this question.

Table 47

I am Proud to Tell Others That I Work for This District

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.0	2.0	2.0
	Disagree	3	2.9	3.0	5.1
	Neutral	12	11.8	12.1	17.2
	Agree	24	23.5	24.2	41.4
	Strongly Agree	58	56.9	58.6	100.0
	Total	99	97.1	100.0	
Missing	System	3	2.9		
Total		102	100.0		

Overall, 56.9% of the respondents strongly agreed, 23.5% agreed, 11.8% were neutral, 2.9% disagreed, and 2% strongly disagreed. These statistics indicate that the majority (80.4%) of respondents either agreed or strongly agreed with this question.

Table 48

The District Supports Local Innovation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.0	2.1	2.1
	Disagree	3	2.9	3.1	5.2
	Neutral	14	13.7	14.6	19.8
	Agree	53	52.0	55.2	75.0
	Strongly Agree	24	23.5	25.0	100.0
	Total	96	94.1	100.0	
Missing	System	6	5.9		
Total		102	100.0		

Overall, 23.5% of the respondents strongly agreed, 52.0% agreed, 13.7% were neutral, 2.9% disagreed, and 2.0% strongly disagreed. These statistics indicate that the majority (75.5%) of respondents either agreed or strongly agreed with this question.

Table 49

The District Holds High Expectations for our School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.0	1.0	1.0
	Disagree	1	1.0	1.0	2.0
	Neutral	1	1.0	1.0	3.0
	Agree	28	27.5	28.3	31.3
	Strongly Agree	68	66.7	68.7	100.0
	Total	99	97.1	100.0	
Missing	System	3	2.9		
Total		102	100.0		

Overall, 66.7% of the respondents strongly agreed, 27.5% agreed, 1% were neutral, 1% disagreed, and 1% strongly disagreed. These statistics indicate that the majority (94.2%) of respondents either agreed or strongly agreed with this question.

Table 50

The District Builds Community Confidence in our School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	7	6.9	7.1	7.1
	Neutral	16	15.7	16.3	23.5
	Agree	38	37.3	38.8	62.2
	Strongly Agree	37	36.3	37.8	100.0
	Total	98	96.1	100.0	
Missing	System	4	3.9		
Total		102	100.0		

Overall, 36.3% of the respondents strongly agreed, 37.3% agreed, 15.7% were neutral, 6.9% disagreed, and no one strongly disagreed. These statistics indicate that the majority (73.6%) of respondents either agreed or strongly agreed with this question.

Table 51

The District Supports My School's Whole School Change Effort

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.0	2.4	2.4
	Disagree	3	2.9	3.6	6.0
	Neutral	14	13.7	16.7	22.6
	Agree	40	39.2	47.6	70.2
	Strongly Agree	25	24.5	29.8	100.0
	Total	84	82.4	100.0	
Missing	System	18	17.6		
Total		102	100.0		

Overall, 24.5% of the respondents strongly agreed, 39.2% agreed, 13.7% were neutral, 2.9% disagreed, and 2% strongly disagreed. These statistics indicate that the majority (63.7%) of respondents either agreed or strongly agreed with this question.

Table 52

The District Promotes the Professional Development of Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.0	1.0	1.0
	Disagree	3	2.9	3.0	4.0
	Neutral	5	4.9	5.1	9.1
	Agree	18	17.6	18.2	27.3
	Strongly Agree	72	70.6	72.7	100.0
	Total	99	97.1	100.0	
Missing	System	3	2.9		
Total		102	100.0		

Overall, 70.6% of the respondents strongly agreed, 17.6% agreed, 4.9% were neutral, 2.9% disagreed, and 1% strongly disagreed. These statistics indicate that the majority (88.2%) of respondents either agreed or strongly agreed with this question.

Table 53

The District Ensures that Student Learning is the "Bottom Line" in This School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.0	2.1	2.1
	Disagree	9	8.8	9.3	11.3
	Neutral	18	17.6	18.6	29.9
	Agree	43	42.2	44.3	74.2
	Strongly Agree	25	24.5	25.8	100.0
	Total	97	95.1	100.0	
Missing	System	5	4.9		
Total		102	100.0		

Overall, 24.5% of the respondents strongly agreed, 42.2% agreed, 17.6% were neutral, 8.8% disagreed, and 2% strongly disagreed. These statistics indicate that the majority (66.7%) of respondents either agreed or strongly agreed with this question.

Table 54

The District Helps My School Focus on Teaching and Learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.0	2.0	2.0
	Disagree	3	2.9	3.1	5.1
	Neutral	19	18.6	19.4	24.5
	Agree	54	52.9	55.1	79.6
	Strongly Agree	20	19.6	20.4	100.0
	Total	98	96.1	100.0	
Missing	System	4	3.9		
Total		102	100.0		

Overall, 19.6% of the respondents strongly agreed, 52.9% agreed, 18.6% were neutral, 2.9% disagreed, and 2% strongly disagreed. These statistics indicate that the majority (72.5%) of respondents either agreed or strongly agreed with this question.

Table 55

The District is Committed to High Standards for Every Student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.0	2.0	2.0
	Disagree	3	2.9	3.1	5.1
	Neutral	13	12.7	13.3	18.4
	Agree	31	30.4	31.6	50.0
	Strongly Agree	49	48.0	50.0	100.0
	Total	98	96.1	100.0	
Missing	System	4	3.9		
Total		102	100.0		

Overall, 48% of the respondents strongly agreed, 30.4% agreed, 12.7% were neutral, 2.9% disagreed, and 2% strongly disagreed. These statistics indicate that the majority (78.4%) of respondents either agreed or strongly agreed with this question.

Table 56

District Priorities are Consistent with My School's Priorities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.9	3.2	3.2
	Disagree	7	6.9	7.4	10.5
	Neutral	13	12.7	13.7	24.2
	Agree	38	37.3	40.0	64.2
	Strongly Agree	34	33.3	35.8	100.0
Total		95	93.1	100.0	
Missing	System	7	6.9		
Total		102	100.0		

Overall, 33.3% of the respondents strongly agreed, 37.3% agreed, 12.7% were neutral, 6.9% disagreed, and 2.9% strongly disagreed. These statistics indicate that the majority (70.6%) of respondents either agreed or strongly agreed with this question.

The second analysis of data includes a summary of the means and standard deviations related to the teachers perceptions of whether or not the entire district supports the professional development of teachers, local innovations, and their focus on teaching and learning. Table 57 is with regard to years of teaching experience. Table 58 is with regard to degree earned.

Teachers rated the overall perception of whether or not the entire district supports the professional development of teachers, local innovations, and their focus on teaching and learning on a scale of 1 to 5 with 1 representing strong disagreement and 5 representing strong agreement. Mean scores greater than the midpoint of the scale (3.00) were assumed to be favorable.

Table 57

Comparison of Means With Regard to Years of Teaching Experience

	1-5 years		6-10 years		11-15 years		16 +		Total						
	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation			
1. I feel that this district inspires the very best in the job performance of its teachers.	3.89	28	.88	3.94	31	.85	3.87	15	1.06	3.72	25	1.34	3.86	99	1.02
2. I am proud to tell others that I work for this district.	4.32	28	.98	4.48	31	.81	4.67	15	.49	4.00	25	1.19	4.34	99	.95
3. The district supports local innovation.	3.72	25	1.06	3.93	30	.58	4.47	15	.52	4.00	26	.94	3.98	96	.85
4. The district holds high expectations for our school.	4.64	28	.68	4.61	31	.50	4.93	15	.26	4.44	25	.92	4.63	99	.66
5. The district builds community confidence in our school.	4.04	28	.96	4.07	29	.70	4.20	15	.86	4.04	26	1.11	4.07	98	.91
6. The district supports my school's whole school change effort.	3.91	22	.97	4.07	27	.73	4.17	12	.83	3.87	23	1.10	3.99	84	.91
7. The district promotes the professional development of teachers.	4.59	27	.93	4.48	31	.77	4.73	15	.80	4.62	26	.75	4.59	99	.81
8. The district ensures that student learning is the "bottom line" in this school.	3.85	27	1.13	3.81	31	.91	4.00	14	.78	3.72	25	1.06	3.82	97	.99
9. The district helps my school focus on teaching and learning.	3.89	28	.96	3.84	31	.58	4.21	14	.58	3.76	25	1.05	3.89	98	.84
10. The district is committed to high standards for every student.	4.29	28	1.05	4.29	31	.78	4.29	14	.73	4.12	25	1.13	4.24	98	.94
11. District priorities are consistent with my school's priorities.	4.04	28	1.08	4.06	31	1.00	4.08	13	.86	3.76	25	1.16	3.98	95	1.04

Table 58

Comparison of Means With Regard to Degree Earned

	BA/BS		MA/MS		Total		Std. Deviation
	Mean	N	Mean	N	Mean	N	
1. I feel that this district inspires the very best in the job performance of its teachers.	4.00	46	3.74	47	3.87	93	1.01
2. I am proud to tell others that I work for this district.	4.57	46	4.15	47	4.35	93	.93
3. The district supports local innovation.	4.07	42	3.92	48	3.99	90	.83
4. The district holds high expectations for our school.	4.67	45	4.65	48	4.66	93	.56
5. The district builds community confidence in our school.	4.31	45	3.85	47	4.08	92	.89
6. The district supports my school's whole school change effort.	4.05	38	3.95	40	4.00	78	.90
7. The district promotes the professional development of teachers.	4.76	45	4.44	48	4.59	93	.78
8. The district ensures that student learning is the "bottom line" in this school.	3.98	45	3.72	46	3.85	91	1.00
9. The district helps my school focus on teaching and learning.	4.00	46	3.83	46	3.91	92	.82
10. The district is committed to high standards for every student.	4.41	46	4.13	46	4.27	92	.92
11. District priorities are consistent with my school's priorities.	4.32	44	3.69	45	4.00	89	1.03

All groups, with regard to years of teaching experience, rated support from the district favorably with mean scores ranging from 3.72 to 4.93. Teachers with 11 to 15 years of experience reported the three highest mean scores relative to the statements: the district holds high expectations for their school, with a mean of 4.93 and a standard deviation of .26; the district promotes the professional development of teachers, with a mean of 4.73 and a standard deviation of .80; and, teachers are proud to tell others that they work for their district, with a mean of 4.67 and a standard deviation of .49.

Both groups, with regard to degree earned, rated support from the district favorably with mean scores ranging from 3.72 to 4.76. Teachers with their bachelors degree reported the two highest mean scores relative to the statements: the district promotes professional development of teachers, with a mean of 4.76 and a standard deviation of .68; and the district hold high expectations for our school, with a mean of 4.67 and a standard deviation of .64.

An ANOVA was used to investigate whether or not there were significant differences with regard to years of teaching experience and the perceptions of whether or not the entire district supports the professional development of teachers, local innovations, and their focus on teaching and learning. Table 59 shows that there were no significant differences ($p < .05$) among the groups with regard to years of teaching experience and their perceptions of district support.

Summary of the Findings Related to Research Question #7

Overall, there were no statistically significant ($p < .05$) differences among the groups with regard to years of teaching experience and their perceptions of whether or

not the entire district supports the professional development of teachers, local innovations, and their focus on teaching and learning. All groups had mean scores above the midpoint level (3.00) on the 1-5 point Likert scale, and therefore assumed to be favorable in their belief that the district supports the professional development of teachers, local innovations, and their focus on teaching and learning.

An independent *t*-test was used to investigate whether or not there were significant differences with regard to degree earned and the perceptions of whether or not the entire district supports the professional development of teachers, local innovations, and their focus on teaching and learning. Table 60 shows that there was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned and their belief that the district builds community confidence in their schools, with a *t* value of 2.428 at the significance level of .017. There was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned and their belief that the district promotes the professional development of teachers, with a *t* value of 1.988 at the significance level of .050, and there was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned and their belief that the district priorities are consistent with their school's priorities, with a *t* value of 2.524 at the significance level of .013.

Table 59

One-Way Analysis of Variance Related to the Years of Teaching Experience and Teachers' Perceptions of Support From the District

		Sum of Squares	df	Mean Square	F	Sig.
1. I feel that this district inspires the very best in the job performance of its teachers.	Between Groups	.239	3	.080	.072	.975
	Within Groups	106.321	96	1.108		
	Total	106.560	99			
2. I am proud to tell others that I work for this district.	Between Groups	4.011	3	1.337	1.475	.226
	Within Groups	87.029	96	.907		
	Total	91.040	99			
3. The district supports local innovation.	Between Groups	2.942	3	.981	1.167	.327
	Within Groups	80.698	96	.841		
	Total	83.640	99			
4. The district holds high expectations for our school.	Between Groups	2.295	3	.765	1.778	.157
	Within Groups	40.877	95	.430		
	Total	43.172	98			
5. The district builds community confidence in our school.	Between Groups	.625	3	.208	.230	.876
	Within Groups	87.165	96	.908		
	Total	87.790	99			

		Sum of Squares	df	Mean Square	F	Sig.
6. The district supports my school's whole school change effort.	Between Groups	1.220	3	.407	.324	.808
	Within Groups	119.285	95	1.256		
	Total	120.505	98			
7. The district promotes the professional development of teachers.	Between Groups	.673	3	.224	.336	.799
	Within Groups	63.348	95	.667		
	Total	64.020	98			
8. The district ensures that student learning is the "bottom line" in this school.	Between Groups	1.322	3	.441	.397	.755
	Within Groups	106.468	96	1.109		
	Total	107.790	99			
9. The district helps my school focus on teaching and learning.	Between Groups	2.920	3	.973	1.270	.289
	Within Groups	73.590	96	.767		
	Total	76.510	99			
10. The district is committed to high standards for every student.	Between Groups	.420	3	.140	.147	.932
	Within Groups	91.740	96	.956		
	Total	92.160	99			
11. District priorities are consistent with my school's priorities.	Between Groups	2.664	3	.888	.718	.544
	Within Groups	118.696	96	1.236		
	Total	121.360	99			

Table 60

Independent t-Test Related to the Degree Earned and Teachers' Perceptions of Support From the District

		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
1. I feel that this district inspires the very best in the job performance of its teachers.	Equal variances assumed	7.592	.007	.979	92	.330	.21	.213	-.214	.631
	Equal variances not assumed			.982	90.707	.329	.21	.212	-.213	.630
2. I am proud to tell others that I work for this district.	Equal variances assumed	1.842	.178	1.980	92	.051	.38	.191	-.001	.757
	Equal variances not assumed			1.982	91.983	.051	.38	.191	-.001	.756
3. The district supports local innovation.	Equal variances assumed	.473	.493	1.742	92	.085	.32	.185	-.045	.690
	Equal variances not assumed			1.736	88.178	.086	.32	.186	-.047	.692
4. The district holds high expectations for our school.	Equal variances assumed	.255	.615	.178	91	.859	.02	.117	-.212	.253
	Equal variances not assumed			.176	81.779	.860	.02	.118	-.214	.256
5. The district builds community confidence in our school.	Equal variances assumed	.055	.815	2.428	92	.017	.45	.186	.082	.822
	Equal variances not assumed			2.431	91.976	.017	.45	.186	.083	.821
6. The district supports my school's whole school change effort.	Equal variances assumed	.078	.781	.277	91	.782	.06	.230	-.394	.522
	Equal variances not assumed			.277	90.604	.782	.06	.230	-.394	.522

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
7. The district promotes the professional development of teachers.	Equal variances assumed	8.290	.005	1.988	91	.050	.32	.160	.000	.636
	Equal variances not assumed			2.002	88.880	.048	.32	.159	.002	.634
8. The district ensures that student learning is the "bottom line" in this school.	Equal variances assumed	1.504	.223	.962	92	.339	.21	.218	-.223	.641
	Equal variances not assumed			.962	91.954	.338	.21	.217	-.223	.641
9. The district helps my school focus on teaching and learning.	Equal variances assumed	1.152	.286	.464	92	.644	.08	.180	-.273	.440
	Equal variances not assumed			.466	90.406	.642	.08	.179	-.272	.439
10. The district is committed to high standards for every student.	Equal variances assumed	.056	.813	1.057	92	.293	.20	.194	-.180	.589
	Equal variances not assumed			1.058	91.967	.293	.20	.193	-.179	.589
11. District priorities are consistent with my school's priorities.	Equal variances assumed	.463	.498	2.524	92	.013	.56	.221	.119	.997
	Equal variances not assumed			2.531	91.345	.013	.56	.220	.120	.996

Summary of the Findings Related to Research Question #8

Overall, there were three questions in the subcategory of professionalism, that had statistical significance at the $p < .05$ level, with regard to the degree earned. There was a statistically significant difference at the $p < .05$ level among the groups with regard to degree earned and their belief that the district builds community confidence in their schools, with a t value of 2.428 at the significance level of .017. Teachers holding a Bachelors degree had a mean score of 4.31 with a standard deviation of .85 and teachers holding a Masters degree had a mean score of 3.85 with a standard deviation of .88. There was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned and their belief that the district promotes the professional development of teachers, with a t value of 1.988 at the significance level of .050. Teachers holding a Bachelors degree had a mean score of 4.76 with a standards deviation of .68 and teachers holding a Masters degree had a mean score of 4.44 with a standard deviation of .85. There was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned and their belief that the district priorities are consistent with their school's priorities, with a t value of 2.524 at the significance level of .013. Teachers holding a Bachelors degree had a mean score of 4.32 with a standard deviation of .96 and teacher holding a Masters degree had a mean score of 3.69 with a standard deviation of 1.02.

Presentation of Data Related to Research Questions #9 and #10

Research Question #9: To what extent do teachers perceive that the Danielson/McGreal model of differentiated evaluation promotes their own professional growth, with regard to teaching experience?

Research Question #10: To what extent do teachers perceive that the Danielson/McGreal model of differentiated evaluation promotes their own professional growth, with regard to educational background?

The last subscale of the Bay Area Reform Collaborative Teacher Survey (BASRC) focused on the extent to which the teachers' perceive their own professional development and their school's reform climate. The nine survey questions asked respondents to assess specific aspects regarding professional development and the reform climate in their school, following the Likert scale: 1- *Strongly Disagree*, 2 – *Agree*, 3 – *Neutral*, 4 – *Disagree*, 5 – *Strongly Disagree*. The reliability analysis were broken down into two subcategories: Cycle of Inquiry (Questions 1, 5, 7, 8 and 9) and Professional Development Support (Questions 2, 3, 4, and 6). The reliability Alpha in the first subcategory (Cycle of Inquiry) for this suburban K-8 district is .85, in comparison to The Bay Area School reliability Alpha of .86. The reliability Alpha in the second subcategory (Professional Development Support) for this suburban K-8 district is .82, in comparison to The Bay Area School reliability Alpha of .79. The reliability analyses are included in Appendix D. The first analysis of data includes frequency statistics (Tables 61, 62, 63, 64, 65, 66, 67, 68, 69) on the nine questions regarding professional development.

Table 61

My School Has a Clear Vision of Reform (Evaluation Model) that is Linked to Standards for Learning and Growth

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	3	2.9	3.0	3.0
	Neutral	20	19.6	19.8	22.8
	Agree	47	46.1	46.5	69.3
	Strongly Agree	31	30.4	30.7	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

Overall, 30.4% of the respondents strongly agreed, 46.1% agreed, 19.6% were neutral, 2.9% disagreed, and no one strongly disagreed. These statistics indicate that the majority (76.5%) of respondents either agreed or strongly agreed with this question.

Table 62

Overall, My Professional Development Experiences This Year Have Been Connected to My School's Reform Vision (Evaluation Model)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	3.9	4.0	4.0
	Disagree	4	3.9	4.0	8.0
	Neutral	21	20.6	21.0	29.0
	Agree	38	37.3	38.0	67.0
	Strongly Agree	33	32.4	33.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

Overall, 32.4% of the respondents strongly agreed, 37.3% agreed, 20.6% were neutral, 3.9% disagreed, and 3.9% strongly disagreed. These statistics indicate that the majority (69.7%) of respondents either agreed or strongly agreed with this question.

Table 63

Overall, My Professional Development Experiences This Year Have Been Sustained and Coherently Focused, Rather than Short-Term and Unrelated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.0	2.0	2.0
	Disagree	7	6.9	7.0	9.0
	Neutral	18	17.6	18.0	27.0
	Agree	45	44.1	45.0	72.0
	Strongly Agree	28	27.5	28.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

Overall, 28.0% of the respondents strongly agreed, 44.1% agreed, 17.6% were neutral, 6.9% disagreed, and 2% strongly disagreed. These statistics indicate that the majority (71.6%) of respondents either agreed or strongly agreed with this question.

Table 64

Overall, My Professional Development Experiences This Year Have Helped Me Understand My Students Better

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	7.8	7.9	7.9
	Disagree	9	8.8	8.9	16.8
	Neutral	22	21.6	21.8	38.6
	Agree	40	39.2	39.6	78.2
	Strongly Agree	22	21.6	21.8	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

Overall, 21.6% of the respondents strongly agreed, 39.2% agreed, 21.6% were neutral, 8.8% disagreed, and 7.8% strongly disagreed. These statistics indicate that the majority (60.8%) of respondents either agreed or strongly agreed with this question.

Table 65

My School Encourages Teachers to Pursue Inquiry into their Classroom Practice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	5	4.9	5.0	5.0
	Neutral	12	11.8	11.9	16.8
	Agree	38	37.3	37.6	54.5
	Strongly Agree	46	45.1	45.5	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

Overall, 45.1% of the respondents strongly agreed, 37.3% agreed, 11.8% were neutral, 4.9% disagreed, and no one strongly disagreed. These statistics indicate that the majority (82.4%) of respondents either agreed or strongly agreed with this question.

Table 66

Overall, My Professional Development Experiences This Year Included Enough Time to Think Carefully About, Try, and Evaluate New Ideas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	6.9	6.9	6.9
	Disagree	17	16.7	16.8	23.8
	Neutral	24	23.5	23.8	47.5
	Agree	36	35.3	35.6	83.2
	Strongly Agree	17	16.7	16.8	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

Overall, 16.7% of the respondents strongly agreed, 35.3% agreed, 23.5% were neutral, 16.7% disagreed, and 6.9% strongly disagreed. These statistics indicate that 52% of respondents either agreed or strongly agreed with this question.

Table 67

Progress Toward the School's Teaching Vision (Evaluation Model) is Openly Examined and Acknowledged

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.0	2.0	2.0
	Disagree	7	6.9	6.9	8.9
	Neutral	31	30.4	30.7	39.6
	Agree	46	45.1	45.5	85.1
	Strongly Agree	15	14.7	14.9	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

Overall, 14.7% of the respondents strongly agreed, 45.1% agreed, 30.4% were neutral, 6.9% disagreed, and 2% strongly disagreed. These statistics indicate that 59.8% of respondents either agreed or strongly agreed with this question.

Table 68

Teachers Collect and Use Data to Improve their Teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.0	2.0	2.0
	Disagree	10	9.8	10.1	12.1
	Neutral	20	19.6	20.2	32.3
	Agree	50	49.0	50.5	82.8
	Strongly Agree	17	16.7	17.2	100.0
	Total	99	97.1	100.0	
Missing	System	3	2.9		
Total		102	100.0		

Overall, 16.7% of the respondents strongly agreed, 49.0% agreed, 19.6% were neutral, 9.8% disagreed, and 2% strongly disagreed. These statistics indicate that the majority (65.7%) of respondents either agreed or strongly agreed with this question.

Table 69

My School Has Made Changes Designed to Better Meet the Needs of our Diverse Student Body

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	5.9	5.9	5.9
	Disagree	8	7.8	7.9	13.9
	Neutral	31	30.4	30.7	44.6
	Agree	37	36.3	36.6	81.2
	Strongly Agree	19	18.6	18.8	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

Overall, 18.6% of the respondents strongly agreed, 36.3% agreed, 30.4% were neutral, 7.8% disagreed, and 5.9% strongly disagreed. These statistics indicate that 54.9% of respondents either agreed or strongly agreed with this question.

The second analysis of data includes a summary of the means and standard deviations related to whether or not the teachers perceive that the Danielson/McGreal model of differentiated evaluation promotes their own professional growth. Table 70 is with regard to years of teaching experience. Table 71 is with regard to degree earned.

Teachers rated their overall professional development and reform climate in their school, based on a scale of 1 to 5 with 1 representing strong disagreement and 5 representing strong agreement. Mean scores greater than the midpoint of the scale (3.00) were assumed to be favorable.

Table 70

Comparison of Means With Regard to Years of Teaching Experience

	1-5 years			6-10 years			11-15 years			16 +			Total		
	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation
1. My school has a clear vision of reform (evaluation model) that is linked to standards for learning and growth.	4.14	28	.76	3.93	30	.78	4.00	16	.82	4.11	27	.85	4.05	101	.79
2. Overall, my professional development experiences this year have been connected to my school's reform vision (evaluation model).	3.79	28	.99	3.93	30	.98	3.81	16	1.28	4.12	26	.99	3.92	100	1.03
3. Overall, my professional development experiences this year have been sustained and coherently focused, rather than short-term and unrelated.	3.96	28	.92	3.77	30	.94	3.81	16	1.11	4.04	26	.96	3.90	100	.96
4. Overall, my professional development experiences this year have helped me understand my students better.	3.75	28	.97	3.40	30	1.22	3.63	16	1.31	3.59	27	1.22	3.58	101	1.16
5. My school encourages teachers to pursue inquiry into their classroom practice.	4.25	28	.80	4.10	30	.92	4.38	16	.81	4.30	27	.87	4.24	101	.85
6. Overall, my professional development experiences this year included enough time to think carefully about, try, and evaluate new ideas.	3.25	28	1.17	3.33	30	1.24	3.69	16	.95	3.41	27	1.19	3.39	101	1.16

	1-5 years			6-10 years			11-15 years			16 +		Total			
	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation
7. Progress toward the school's teaching vision (evaluation model) is openly examined and acknowledged.	3.46	28	1.00	3.53	30	.78	3.63	16	.89	3.96	27	.85	3.64	101	.89
8. Teachers collect and use data to improve their teaching.	3.52	27	.75	3.69	29	1.07	3.88	16	1.02	3.81	27	.92	3.71	99	.94
9. My school has made changes designed to better meet the needs of our diverse students body.	3.43	28	1.14	3.50	30	.86	3.50	16	1.10	3.74	27	1.23	3.54	101	1.07

Table 71

Comparison of Means With Regard to Degree Earned

	BA/BS			MA/MS			Total		
	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation
1. My school has a clear vision of reform (evaluation model) that is linked to standards for learning and growth.	4.19	47	.74	3.87	48	.82	4.03	95	.79
2. Overall, my professional development experiences this year have been connected to my school's reform vision (evaluation model).	4.09	47	1.06	3.70	47	.95	3.89	94	1.02
3. Overall, my professional development experiences this year have been sustained and coherently focused, rather than short-term and unrelated.	4.13	47	.97	3.66	47	.89	3.89	94	.96
4. Overall, my professional development experiences this year have helped me understand my students better.	3.68	47	1.22	3.42	48	1.11	3.55	95	1.16
5. My school encourages teachers to pursue inquiry into their classroom practice.	4.51	47	.62	3.92	48	.96	4.21	95	.86
6. Overall, my professional development experiences this year included enough time to think carefully about, try, and evaluate new ideas.	3.60	47	1.12	3.10	48	1.17	3.35	95	1.16
7. Progress toward the school's teaching vision (evaluation model) is openly examined and acknowledged.	3.77	47	.87	3.44	48	.87	3.60	95	.88
8. Teachers collect and use data to improve their teaching.	3.78	46	.96	3.64	47	.94	3.71	93	.95
9. My school has made changes designed to better meet the needs of our diverse students body.	3.74	47	.99	3.27	48	1.11	3.51	95	1.07

All groups, with regard to years of teaching experience, rated professional development and their schools' reform climate neutral to favorable with mean scores ranging from 3.25 to 4.38. Teachers with 11 to 15 years of experience reported the highest mean scores relative that their school encourages teachers to pursue inquiry into their classroom practice, with a mean of 4.38 and a standard deviation of .81. Teachers with 1 to 5 years experience rated reported the second highest mean score relative to the same statement, with a mean of 4.25 and a standard deviation of .80. Teachers with 1 to 5 years experience reported the lowest mean scores relative to their belief that their professional development experiences this year included enough time to think carefully about, try, and evaluate new ideas, with a mean score of 3.25 and standard deviation of 1.17.

Both groups, with regard to degree earned, rated professional development and their schools' reform climate neutral to favorable with mean scores ranging from 3.10 to 4.51. Teachers with their Bachelors degree reported higher mean scores relative to all questions in this category of professional development and their school's reform climate. The highest mean score reported by teachers with Bachelor degrees was 4.51 with a standard deviation of .62. This mean score was reported relative to the perception that their school encourages teachers to pursue inquiry into their classroom practice.

An ANOVA was used to investigate whether or not there were significant differences with regard to years of teaching experience and the perceptions of professional development. Table 72 shows that there were no significant differences ($p < .05$) among the groups with regard to years of teaching experience and their perceptions of professional growth.

Table 72

One-Way Analysis of Variance Related to the Years of Teaching Experience and Teachers' Perceptions of Their Professional Development

		Sum of Squares	df	Mean Square	F	Sig.
1. My school has a clear vision of reform (evaluation model) that is linked to standards for learning and growth.	Between Groups	.791	3	.264	.413	.744
	Within Groups	61.962	97	.639		
	Total	62.752	100			
2. Overall, my professional development experiences this year have been connected to my school's reform vision (evaluation model).	Between Groups	1.688	3	.563	.521	.669
	Within Groups	103.672	96	1.080		
	Total	105.360	99			
3. Overall, my professional development experiences this year have been sustained and coherently focused, rather than short-term and unrelated.	Between Groups	1.270	3	.423	.453	.716
	Within Groups	89.730	96	.935		
	Total	91.000	99			
4. Overall, my professional development experiences this year have helped me understand my students better.	Between Groups	1.816	3	.605	.442	.723
	Within Groups	132.719	97	1.368		
	Total	134.535	100			
5. My school encourages teachers to pursue inquiry into their classroom practice.	Between Groups	.967	3	.322	.439	.726
	Within Groups	71.330	97	.735		
	Total	72.297	100			

		Sum of Squares	df	Mean Square	F	Sig.
6. Overall, my professional development experiences this year included enough time to think carefully about, try, and evaluate new ideas.	Between Groups	2.068	3	.689	.507	.678
	Within Groups	131.873	97	1.360		
	Total	133.941	100			
7. Progress toward the school's teaching vision (evaluation model) is openly examined and acknowledged.	Between Groups	4.024	3	1.341	1.732	.166
	Within Groups	75.144	97	.775		
	Total	79.168	100			
8. Teachers collect and use data to improve their teaching.	Between Groups	1.733	3	.578	.647	.586
	Within Groups	84.772	95	.892		
	Total	86.505	98			
9. My school has made changes designed to better meet the needs of our diverse students body.	Between Groups	1.507	3	.502	.429	.733
	Within Groups	113.542	97	1.171		
	Total	115.050	100			

Summary of the Findings Related to Research Question #9

Overall, there were no statistically significant ($p < .05$) differences among the groups with regard to teaching years experience and how the teachers perceive their own professional development and their school's reform climate. All groups had mean scores which were neutral to favorable regarding their own professional development and the reform climate of their school.

An independent t -test was used to investigate whether or not there were significant differences with regard to degree earned and the teachers' perceptions of professional development and their school's reform climate. Table 73 shows that there was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned and their belief that their professional development experiences this year (2001-2002) have been sustained and coherently focused, rather than short-term and unrelated, with a t value of 2.437 at the significance level of .017. There was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned and their belief that the school encourages teachers to pursue inquiry into their classroom practice, with a t value of 3.562 at the significance level of .001. There was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned and their belief that their professional development experiences this year included enough time to think carefully about, try, and evaluate new ideas, with a t value of 2.093 at the significance level of .039, and there was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned and their belief that the school has made changes designed to better meet the needs of the diverse student body, with a t value of 2.200 at the significance level of .030.

Table 73

Independent T-Test Related to the Degree Earned and Teachers' Perceptions of Support From the District

		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
1. My school has a clear vision of reform (evaluation model) that is linked to standards for learning and growth.	Equal variances assumed	1.278	.261	1.978	93	.051	.32	.160	-.001	.634
	Equal variances not assumed			1.980	92.496	.051	.32	.160	-.001	.634
2. Overall, my professional development experiences this year have been connected to my school's reform vision.	Equal variances assumed	.417	.520	1.842	92	.069	.38	.208	-.030	.796
	Equal variances not assumed			1.842	90.994	.069	.38	.208	-.030	.796
3. Overall, my professional development experiences this year have been sustained and coherently focused, rather than short-term and unrelated.	Equal variances assumed	.102	.750	2.437	92	.017	.47	.192	.087	.850
	Equal variances not assumed			2.437	91.359	.017	.47	.192	.087	.850
4. Overall, my professional development experiences this year have helped me understand my students better.	Equal variances assumed	.009	.927	1.107	93	.271	.26	.239	-.210	.738
	Equal variances not assumed			1.105	91.773	.272	.26	.239	-.210	.739
5. My school encourages teachers to pursue inquiry into their classroom practice.	Equal variances assumed	3.601	.061	3.562	93	.001	.59	.167	.263	.925
	Equal variances not assumed			3.578	80.518	.001	.59	.166	.264	.924

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
6. Overall, my professional development experiences this year included enough time to think carefully about, try, and evaluate new ideas.	Equal variances assumed	.445	.506	2.093	93	.039	.49	.235	.025	.958
	Equal variances not assumed			2.094	92.933	.039	.49	.235	.025	.958
7. Progress toward the school's teaching vision (evaluation model) is openly examined and acknowledged.	Equal variances assumed	.446	.506	1.842	93	.069	.33	.178	-.026	.683
	Equal variances not assumed			1.842	92.986	.069	.33	.178	-.026	.683
8. Teachers collect and use data to improve their teaching.	Equal variances assumed	.008	.931	.730	91	.467	.14	.198	-.248	.537
	Equal variances not assumed			.730	90.820	.467	.14	.198	-.248	.537
9. My school has made changes designed to better meet the needs of our diverse students body.	Equal variances assumed	.443	.507	2.200	93	.030	.47	.215	.046	.901
	Equal variances not assumed			2.203	92.241	.030	.47	.215	.047	.901

Summary of the Findings Related to Research Question #10

Overall, there were four questions in the subcategory of professional development and reform climate, that had statistical significance at the $p < .05$ level, with regard to the degree earned. There was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned and their belief that their professional development experiences this year (2001-2002) have been sustained and coherently focused, rather than short-term and unrelated, with a t value of 2.437 at the significance level of .017. Teachers with a Bachelors degree reported a mean score of 4.13 and teachers with a Masters degree reported a mean score of 3.66. There was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned and their belief that the school encourages teachers to pursue inquiry into their classroom practice, with a t value of 3.562 at the significance level of .001. Teachers with a Bachelors degree reported a mean score of 4.51 and teachers with a Masters degree reported a mean score of 3.92. There was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned and their belief that their professional development experiences this year included enough time to think carefully about, try, and evaluate new ideas, with a t value of 2.093 at the significance level of .039. Teachers with a Bachelors degree reported a mean score of 3.60 and teachers with a Masters degree reported a mean score of 3.10. There was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned and their belief that the school has made changes designed to better meet the needs of the diverse student body, with a t value of 2.200 at the significance level of .030. Teachers with a Bachelors degree reported a mean score of 3.74 and teachers with a Masters degree reported a mean score of 3.27.

CHAPTER V

Summary, Discussion, Conclusions, and Recommendations

This study examined the perceptions of teachers in a suburban, kindergarten through eighth grade district, who have been using the Danielson/McGreal model of teacher evaluation for four years. This chapter includes 4 sections: Summary, Discussion and Implications, Policy and Practice, and Recommendations for Further Research.

Summary

Purpose of This Study

The purpose of this study was to gain knowledge about the Danielson/McGreal model of differentiated evaluation, and determine if it increased professional growth while fostering teacher interaction around teaching and learning, as well as promoted a sound, professional climate. This study was based on the perceptions of the teachers in a particular district.

Statement of the Problem

The goal of teacher evaluation, both formative and summative, has historically served two purposes: accountability and professional growth (Danielson and McGreal, 2000; McGreal, 1983; Prybylo, 1998). A review of the literature indicated that the process of teacher evaluation has had little success with the goal of promoting professional growth (Danielson, 2001; Peterson, 2000; Stiggins, 1986). Most recently, a series of alternative methods of teacher evaluation has been developed (e.g., professional growth portfolio, reflective journaling, 360-degree feedback,

action research, and Danielson/McGreal model) and implemented in some public schools. However, the large majority of schools continue to rely on the traditional model of principal/supervisor as evaluator. In this traditional model, the principal or supervisor observes teachers, and their performance is evaluated based on a set of predetermined criteria. A conference is usually held in which the evaluator reviews the completed observation form with the teacher. This model is widely used in New Jersey because such a model is spelled out in the New Jersey Administrative Code. Districts vary in their attempts to make this a meaningful process for professional growth (Capasso et al., 1996).

In a suburban kindergarten through eighth grade district, a new model of teacher evaluation has been implemented with intentions of fostering professional growth while holding teachers accountable. Within this study of the K-8 suburban district using the Danielson/McGreal model of differentiation in the State of New Jersey, this researcher will report the findings on the teachers' perceptions of whether or not the evaluation model increased professional growth while fostering teacher interaction around teaching and learning as well as promoted a sound, professional climate.

Description of the Sample

The school district involved in the study was a kindergarten through eighth grade school system who, at the time of the study, was in its fourth year of implementation of the Danielson/McGreal model of differentiated teacher evaluation. It was a suburban, middle class district with approximately 2,170 students enrolled in four schools. The enrollment projections for the year 2002 were 791 students in grades kindergarten through two, 789 students in grades three through five, and 716 students in grades six through eight. The per pupil allocation was

\$8,380. The average class size was 22 students. Out of 195 teachers in the district, 102 participated in the research.

The school district involved in this study began to consider a revision of its teacher evaluation system in 1997. The district-wide committee proposed a differentiated model of assessment that would encourage and facilitate professional growth and enhance performance. Performance would be directly linked to the identified standards for effective teaching, which provided staff with a common language for defining competence. Their rationale for a differentiated model included: (a) teachers as professionals should be afforded options and choices; (b) collegiality is fostered by enabling teachers to work together; (c) administrators should focus efforts on those teachers needing or requesting assistance; and (d) teachers will focus on student learning outcomes (District Superintendent, 2001).

Tenured staff have many options that include interactive journals, portfolios, action research, curriculum projects, collegial partnerships, mentoring, peer coaching, and teacher designed projects. Non-tenured teachers and tenured teachers with identified deficiencies are placed in a developmental program to enhance their instructional skills. Staff development and supervision, including three observations that reflect the District Teaching Standards, are a part of this process. The teacher is asked to continually self-reflect and is coached by an administrator and a mentor. In addition to classroom observations, the non-tenured teacher may choose from the variety of options available to tenured staff. Proficiency in all four domains is used to make tenure decisions.

According to the district superintendent, the biggest problem for teachers was finding time to implement the projects aligned with their chosen evaluation model. A consultant was hired to work with staff. Throughout the 1998-1999 school year, opportunities were provided for

staff to meet together and with the consultant. Administrators also met with the consultant to seek advice and assistance in future planning.

In the 1999 – 2000 school year administration asked all staff to self-reflect on their performance and on their growth plan. As stated by the District Superintendent, the teachers have shown that given time, encouragement, and resources, they are capable of assuming responsibility for much of their own professional growth and development. At the end of the 1999-2000 and 2000-2001 school years, each teacher provided his/her administrator a self-reflective summary of the progress on his/her project and the four domains of teaching that led to the development of a growth plan for the upcoming school year (District Superintendent, 2001).

In the fourth year of implementation, all teachers were asked to complete a survey provided by this researcher regarding their perceptions about principal leadership, teacher interaction centered around teaching and learning, school culture, professionalism and the evaluation model, with regard to their own professional growth as educator (See Appendix C).

Methods of Research

The research methodology in this study was quantitative, as reflected in the reporting of the data gathered from the Bay Area School Reform Collaborative Teacher Survey (BASRC). The demographic information obtained from this suburban district included years of teaching experience, degree earned, and evaluation model. A Likert scale was used to answer the research questions posed in the study.

The survey data was summarized in various forms for each of the groups. The groups were identified as: one through five years of teaching experience, six to ten years of teaching experience, eleven to fifteen years of teaching experience, and sixteen and over years of teaching

experience, and well as those with a bachelors degree and those with a masters degree or higher. The various forms of data analysis included: a frequency distribution summary for each question in the subcategories, a profile of means and standard deviations for years of teaching experience and degree earned, a test of reliability, an ANOVA for the years of experience and an independent t-test for the degree. The items were categorized into subscale areas of principal leadership, teacher interaction around teaching and learning, school culture, professionalism, and the selected differentiated evaluation model.

A survey research method was used to answer the research questions posed in the study. This method allowed the researcher to gather data from a relatively large sample. All data was analyzed with regard to both years of teaching experience and degree earned.

Summary of the Findings in Relationship to the Research Questions

Research Questions #1 and #2.

1. To what extent do teachers perceive that the principal perpetuates a healthy, quality school environment encouraging professional development, with regard to teaching experience?

2. To what extent do teachers perceive that the principal perpetuates a healthy, quality school environment encouraging professional development, with regard to educational background?

All groups, with regard to years of teaching experience, rated principal leadership favorably with mean scores ranging from 3.63 to 4.61. Both groups, with regard to degree earned, rated principal leadership favorably with mean scores ranging from 3.73 to 4.56. However, there were no statistically significant differences among the groups with regard to years of teaching experience and their perceptions of whether or not the principal at their school perpetuated a healthy, quality school environment, encouraging professional development. Furthermore, there were no statistically significant differences among the groups with regard to degree earned and their perceptions of whether or not the principal at their school perpetuated a healthy, quality school environment, encouraging professional development.

Research Questions #3 and #4.

3. To what extent do teachers perceive that there is a fostering of teacher interaction around teaching and learning, with regard to teaching experience?

4. To what extent do teachers perceive that there is a fostering of teacher interaction around teaching and learning, with regard to educational background?

All groups, with regard to years of teaching experience and degree earned (bachelors or masters) assessed specific aspects on how teachers interact with each other in their school, using the Likert scale: 1 – *Never*, 2 – *A Few Times a Year*, 3 – *Once or Twice a Month*, 4 – *Once or Twice a Week*, and 5 – *Almost Daily*. There were three questions in the subcategory of teacher interaction around teaching and learning, that had statistical significance at the $p < .05$ level, and it was with regard to degree earned. There was a statistically significant difference at the $p < .05$ level among the groups with regard to degree earned (bachelors or masters) and the frequency with which they discussed with other teachers what they learned at workshops or conferences, with a t value of 2.604 at the significance level of .011. Teachers holding a Bachelors degree had a mean score of 3.17 with a standard deviation of .93 and teachers holding a Masters degree had a mean score of 2.68 with a standard deviation of .89. There was a statistically significant difference at the $p < .05$ level among the groups with regard to degree earned and the frequency with which they discussed particular lessons that were not very successful, with a t value of 2.988 at the significance level of .004. Teachers holding a Bachelors degree had a mean score of 3.65 with a standard deviation of .95 and teachers holding a Masters degree had a mean score of 3.00 with a standard deviation of 1.13. There was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned and the frequency with which they discussed beliefs about teaching and learning, with a t value of 2.066 at the significance level of .042. Teachers holding a Bachelors degree had a mean score of 4.08 with a standard deviation of .96 and teachers holding a Masters degree had a mean score of 3.64 with a standard deviation of 1.13.

Research Questions #5 and #6.

5. To what extent do teachers perceive that their school climate promotes professional development, faculty interaction, and reflection, with regard to teaching experience?

6. To what extent do teachers perceive that their school climate promotes professional development, faculty interaction, and reflection, with regard to educational background?

All groups, with regard to years of teaching experience, rated the general school climate neutral to favorable with mean scores ranging from 3.38 to 4.46 for questions 1, 2, 4, 7, 8, 9, 10, 12, 13, and 14 and mean scores ranging from 1.67 to 2.55 for questions 3, 5, and 6. Lower means represent favorable responses when answering questions 3, 5, and 6. Question 11 remains neutral with the means ranging from 2.93 to 3.23. There were no statistically significant differences among the groups with regard to years of teaching experience and the extent to which they perceived that their school climate promoted professional development, faculty interaction, and reflection. Furthermore, there were no statistically significant differences among the groups with regard to degree earned and the extent to which they perceived that their school climate promoted professional development, faculty interaction, and reflection.

Research Questions #7 and #8.

7. To what extent do teachers perceive that the entire district supports the professional development of teachers, local innovations, and their focus on teaching and learning, with regard to teaching experience?

8. To what extent do teachers perceive that the entire district supports the professional development of teachers, local innovations, and their focus on teaching and learning, with regard to educational background?

All groups, with regard to years of teaching experience, rated support from the district for professional development of teachers, local innovations, and a focus on teaching and learning favorably, with mean scores ranging from 3.72 to 4.93. Both groups, with regard to degree earned, rated support from the district for professional development of teachers, local innovations, and a focus on teaching and learning favorably, with mean scores ranging from 3.72 to 4.76. There were no statistically significant differences among the groups with regard to years of teaching experience and their perceptions of whether or not there was support from the district for professional development of teachers, local innovations, and a focus on teaching and learning. However there were three questions in the subcategory that had statistical significance at the $p < .05$ level, with regard to the degree earned. There was a statistically significant difference at the $p < .05$ level among the groups with regard to degree earned and their belief that the district builds community confidence in their schools, with a t value of 2.428 at the significance level of .017. Teachers holding a Bachelors degree had a mean score of 4.31 with a standard deviation of .85 and teachers holding a Masters degree had a mean score of 3.85 with a standard deviation of .88. There was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned and their belief that the district promotes the professional development of teachers, with a t value of 1.988 at the significance level of .050. Teachers holding a Bachelors degree had a mean score of 4.76 with a standard deviation of .68 and teachers holding a Masters degree had a mean score of 4.44 with a standard deviation of .85. There was a statistically significant difference at the $p < .05$ among the groups with regard to

degree earned and their belief that the district priorities are consistent with their school's priorities, with a t value of 2.524 at the significance level of .013. Teachers holding a Bachelors degree had a mean score of 4.32 with a standard deviation of .96 and teacher holding a Masters degree had a mean score of 3.69 with a standard deviation of 1.02.

Research Questions #9 and #10.

9. To what extent do teachers perceive that the Danielson/McGreal model of differentiated evaluation promotes their own professional growth, with regard to teaching experience?

10. To what extent do teachers perceive that the Danielson/McGreal model of differentiated evaluation promotes their own professional growth, with regard to educational background?

All groups, with regard to years of teaching experience, rated their school's reform climate and the extent to which they perceive their evaluation model (Danielson/ McGreal) promotes their own professional growth neutral to favorable, with mean scores ranging from 3.25 to 4.38. Both groups, with regard to degree earned, rated their school's reform climate and the extent to which they perceive their evaluation model (Danielson/McGreal) promotes their own professional growth neutral to favorable, with mean scores ranging from 3.10 to 4.51. Overall, there were no statistically significant ($p < .05$) differences among the groups with regard to teaching years experience and how the teachers perceive their own professional development and their school's reform climate. However, there were four questions in the subcategory that had statistical significance at the $p < .05$ level, with regard to the degree earned. There was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned

and their belief that their professional development experiences this year (2001-2002) have been sustained and coherently focused, rather than short-term and unrelated, with a t value of 2.437 at the significance level of .017. Teachers with a Bachelors degree reported a mean score of 4.13 and teachers with a Masters degree reported a mean score of 3.66. There was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned (bachelors or masters) and their belief that the school encourages teachers to pursue inquiry into their classroom practice, with a t value of 3.562 at the significance level of .001. Teachers with a Bachelors degree reported a mean score of 4.51 and teachers with a Masters degree reported a mean score of 3.92. There was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned and their belief that their professional development experiences this year included enough time to think carefully about, try, and evaluate new ideas, with a t value of 2.093 at the significance level of .039. Teachers with a Bachelors degree reported a mean score of 3.60 and teachers with a Masters degree reported a mean score of 3.10. There was a statistically significant difference at the $p < .05$ among the groups with regard to degree earned and their belief that the school has made changes designed to better meet the needs of the diverse student body, with a t value of 2.200 at the significance level of .030. Teachers with a Bachelors degree reported a mean score of 3.74 and teachers with a Masters degree reported a mean score of 3.27.

Discussion and Implications

The findings of this study indicated that the groups of teachers with regard to years of teaching experience, did not differ significantly regarding their rating of principal leadership, teacher interaction around teaching and learning, the general school climate, the support for professional development from the district, and their own professional development and reform

climate in their school. Since all groups (1-5 years of teaching experience, 6-10 years of teaching experience, 11-15 years of teaching experience, and 16 + years of teaching experience) of teachers had mean scores for principal leadership above the midpoint on the 5-point scale, the data seems to support the conclusion that these teachers had a positive attitude about their principal as leader.

Past research indicates that principals want to exert leadership that supports successful instruction and curriculum, enables quality teacher performance, creates a school that functions as a learning community, and (ultimately) fosters pupil growth and achievement in knowledge, skills, and attitudes. It is clear to practitioners and scholars alike that the principal can make these differences in school quality (National Association of State Boards of Education, 1984; Wiles & Bondi, 2000).

With regard to the teachers' perceptions of teacher interaction around teaching and learning, the data supports the conclusion that teachers shared ideas on teaching with others between once or twice a week to almost daily; they observed another teacher teaching only a few times per year; they were observed by another teacher between a few times per year to once or twice per month; they taught with their colleagues between a few times per year to once or twice per month; they discussed what they learned at a workshop or conference once or twice a month; they shared and discussed student work with other teachers once or twice a week; they discussed particular lessons that were not very successful once or twice a month; and they discussed beliefs about teaching and learning once or twice a week. There was no statistically significant difference in the groups with regard to years of teaching experience.

As outlined in the research, teamwork and openness are hallmarks of quality. Teachers can ill afford to isolate themselves in the confines of traditional departments. Schools must

avoid artificial barriers that inhibit cooperation and teamwork. Organizational features that foster isolation and extreme specialization are counterproductive to quality in schools (Hoy & Sabo, 1998). The teachers in this district vary in the amount of time they interact with their colleagues, yet research shows that this is a vital component in quality schools.

The data seems to support the conclusion that these teachers had a neutral to positive attitude with regard to the teachers' perceptions of the extent to which their general school climate promotes professional development, faculty interaction, and reflection. With mean scores above the midpoint with regard to the teachers' perception of whether or not the entire district supports the professional development of teachers, local innovations, and their focus on teaching and learning, the data seems to support the conclusion that the teachers had a positive attitude. Research indicates that cooperation and teamwork are necessary both within and among the systems, that is, between the school and parents, between the board and the administration, between administrators and teachers, and between teachers and students (Hoy & Sabo, 1998).

These findings were consistent with the literature on faculty trust and healthy, quality school systems because historically, in discussing positive and negative climates, in schools with positive and supportive climates, teachers are inspired to learn, grow, take risks, and work together (Peterson, 1999). The supervisory skills and behaviors of the principal/supervisor are important components of a supportive school climate. Sergiovanni and Starrat (1998) believe that collegiality can only occur in a caring and collaborative environment. Building this feeling of community is a basic purpose of supervision. The groups of teachers in this study, with regard to years of teaching experience, did reflect a positive attitude toward their principal as leader and the support they received for professional development from the district. Their perceptions of their interaction with each other, their perceptions of the general school climate, and their

perceptions of their evaluation model and school reform climate were reported to be neutral to positive.

Overall, the findings seem to indicate that the various groups of teachers with regard to years of teaching experience held a neutral to positive rating of the Danielson/McGreal evaluation model, supporting the conclusion that factors other than the evaluation instrument influenced these teachers views. (Hoy & Sabo, 1998; Little, 1998; McLaughlin & Yee, 1988) The Danielson/McGreal model of differentiated evaluation is consistent with the research indicating that teacher evaluation connected in a meaningful way to professional development acknowledges teachers' professional ability to judge instructional delivery methods. It places the teacher in the center of an evaluation process that acts more as a conduit for discussions about teaching between teachers and administrators than as a vehicle for external judgment of behavior characteristics. Teachers have a major stake in the success of their schools, and their individual professional goals should be aligned with the goals of the school. An evaluation program that encourages teachers to take risks that may benefit the school community would be far more appropriate than a program that favors the status quo (Mason, 1996; Stake, 1989; Tuckman, 1995).

The findings of this study indicated that the groups of teachers with regard to degree earned, did not differ significantly regarding their rating of principal leadership. Again, both groups of teachers had mean scores for principal leadership above the midpoint on the 5 point scale supporting the conclusion that these teachers had a positive attitude about their principal as leader.

The data indicates that there were statistically significant differences between the mean scores of the teachers with bachelor degrees and teachers with master degrees in the subcategory

of teacher interaction around teaching and learning, for the frequency with which they discussed with other teachers what they learned at a workshop or conference; the frequency with which they discussed particular lessons that were not very successful; and, the frequency with which they discussed beliefs about teaching and learning. The teachers with bachelor degrees had higher mean scores than those with master degrees. This data supports the conclusion that teachers with more education engaged less in collegial discussion. As stated previously, teachers can ill afford to isolate themselves in the confines of traditional departments. Schools must avoid artificial barriers that inhibit cooperation and teamwork. Organizational features that foster isolation and extreme specialization are counterproductive to quality in schools (Hoy & Sabo, 1998).

The data indicates that there were statistically significant differences between the mean scores of the teachers with bachelor degrees and teachers with master degrees in the subcategory of professionalism (district support for professional growth) and their perceptions that the district builds community confidence in their schools; the district promotes the professional development of teachers; and the district priorities are consistent with their school's priorities. The teachers with bachelor degrees had higher mean scores than those with master degrees. This data supports the conclusion that teachers with more education did not perceive the support from the district as strongly as those with less education. However, the mean scores did report a neutral to positive attitude regarding the support from the district.

The data indicates that there were statistically significant differences between the mean scores of the teachers with bachelor degrees and teachers with master degrees in the subcategory of reform climate (professional development with regard to the Danielson/ McGreal evaluation model and the school's reform climate), in their perceptions that overall, their professional

development experiences this year (2001-2002) have been sustained and coherently focused, rather than short-term and unrelated; their school encouraged teachers to pursue inquiry into their classroom practice; overall, their professional development experiences this year (2001-2002) included enough time to think carefully about, try, and evaluate new ideas; and their school has made changes designed to better meet the needs of their diverse student body. The teachers with bachelor degrees had higher mean scores than those with master degrees. This data supports the conclusion that teachers with more education did not perceive their professional development experiences as strongly as those with less education. Every question in this subcategory reported lower mean scores for teachers with master degrees than those with bachelor degrees. Although the mean scores were lower, they still reflected a neutral to positive attitude toward their evaluation model promoting professional growth.

Past research indicates that a teacher's career, like that of other professionals, has a distinct life cycle. The job is complex and skillful practice requires considerable time and support to acquire. But once a teacher attains a certain level of proficiency, professional learning takes a different form from that experienced earlier in the process, and can be more self-directed. This suggests that the procedures used in the evaluation process can be different for those at different stages of their careers (Danielson & McGreal, 2000). An effective system both motivates educators to strive for higher levels of knowledge and performance and provides the necessary support to make continuous professional growth attainable (Carr & Harris, 2001). This researcher believes that there is a continuum of professional growth and educators are at different stages on this continuum. It may be assumed that teachers with more knowledge scrutinize the system to a greater degree and therefore may be hesitant when strongly agreeing with this particular model and its effect on their professional growth. Or they may have reached a higher

level on the continuum of professional growth through the knowledge they gained in their higher education courses and therefore do not necessarily strongly agree with this particular model helping them grow professionally. Although there was a significant difference with regard to degree earned, it should be noted that the results indicate that all teachers had neutral to positive attitudes regarding this evaluation model and their own professional growth.

Policy and Practice

Superintendents and assistant superintendents charged with the evaluation of principals and supervisors who are in turn evaluating teachers need more information about best practices in this area. Policy decisions for the State Department of Education would include committing time and resources to effective training that is research based. Local policy decisions for a district may include the implementation stages set forth by this particular district: identify needs, involve key stakeholders to develop a model and implementation plan, receive permission from the state to forgo traditional evaluation guidelines and pilot this new model, provide training for evaluators and educators, receive feedback, discuss the findings, and revamp if necessary.

Recommendations for Further Research.

The field of teacher evaluation has expanded over the years to include a variety of models. Although New Jersey public schools are bound the state to follow certain procedures in the teacher evaluation process, that does not preclude districts from investigating alternative means of evaluation and summoning the state for permission to pilot a new model, relinquishing them from the formal Administrative Code. Further research is needed on the

Danielson/McGreal model of evaluation to identify characteristics that can contribute to the body of knowledge about effective evaluation models.

Research indicates (Hoy & Sabo, 1998; Sergiovanni & Starratt, 1998) that characteristics of the evaluator are key to a healthy school environment and an effective evaluation model. Interpersonal skills related to knowledge or instruction, observation, and the provision of feedback are all important in the evaluation process and the instrument used in the process. Districts tend to spend time and resources developing and implementing new evaluation models rather than developing support and training programs for evaluators. Evaluators need to be provided with training in human relations skills and in providing specific feedback. More research is needed regarding training and support programs that effectively develop these characteristics. The results of this study indicate support for the conclusion that the teachers' perceptions of their own professional development using the Danielson/McGreal model of differentiated evaluation, were effected by whether the teachers completing the Bay Area School Reform Collaborative Teacher Survey (BASRC) had their bachelors or masters degree. The teachers with bachelor degrees had statistically significant higher ratings. More research is needed in the area of evaluation models with regard to levels of education/knowledge.

If the major focus of teacher evaluation is on professional growth in terms of effective instructional practices, attention needs to be given to whether or not there is a link to student achievement. If professional growth leads to improved instruction, does increased student achievement follow? Further research on the Danielson/McGreal model of differentiated evaluation and its link to student achievement is needed.

This research was conducted in a suburban kindergarten through eighth grade district in its fourth year of implementation. Further research is needed in urban districts, rural districts, and districts that include high schools.

This researcher believes that one of the most important recommendations resulting from this study is the need for further research into the characteristics of the Danielson/McGreal model of differentiated evaluation because it is a very new model in the state of New Jersey, with little research to support it. A longitudinal study may be beneficial to identify its strengths and weaknesses over time.

References

- Allen, D. W., Nichols Jr., R. D., & LeBlanc, A. C. (1997, June/July). The Prime Teacher Appraisal. *The High School Magazine*, 30-35.
- Anderson, L. (1986). Understanding teacher behavior in the classroom: A must for sound evaluation. *NASSP Bulletin* 70 (490), 42-50.
- Andrews, T. E., & Barnes, S. (1990). Assessment of Teaching." In *Handbook of Research on Teacher Education: A Project of the Association of Teacher Educators*, edited by W. R. Houston. New York: Macmillan, 1990 (pp. 569-98).
- Berg, J., & Urich, T. (1997, March). A team approach to middle school faculty evaluation. *Middle School Journal*, 41-43.
- Black, S. (2000). Evaluation For growth. *American School Board Journal*, 58-61
- Blake, J., Bachman, J., Frys, M., Holbert, H., Ivan, T., & Sellitto, P. (1995). A Portfolio-based assessment model for teachers: Encouraging professional growth. *Bulletin*, 37-47.
- Blase, J. (1991). Analysis and discussion: Some concluding remarks. In J. Blase (Ed.), *The politics of life in schools: Power, conflict, and cooperation* (pp.237-255). Newberry Park, CA: Corwin.
- Bolton, D. L. (1973). *Selection and evaluation of teachers*. Berkeley, CA: McCutchan.
- Boothe, D., Bulach, C. R., and Pickett, W. (1998). "Should Nots' for School Principals: Teachers Share Their Views." *ERS Spectrum* Vol. 16, No. 1 (pp. 16-20).
- Bulach, C., Boothe, D., & Michael, P. (1999, Fall). Teachers' perceptions of the extent to which principals practice effective supervisory behaviors. *ERS Spectrum* (pp. 25-30).
- Burden, P. R. (1990). Teacher development. In W.E. Houston (Ed.), *Handbook of research on teacher education* (pp. 311-328). New York: Macmillan.

- Burke-Guild, P., & Garger, S. (1998). *Marching to different drummers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Bushweller, K. (1998, Spetember). Other voices: Listening to what fellow teachers, parents and students have to say in teacher evaluation. *The American School Board Journal*, 24-27.
- Capasso, R. L., Monoahan, T. C., & White, E. H. (1996, March). *Teacher evaluation: Public policy and professional paradox: A descriptive analysis*. Paper presented at the annual conference of the American Association of School Administrators, in San Diego, CA.
- Carr, J. F., & Harris, D. E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2001, February). New trends in teacher evaluation. *Educational Leadership*, 12-15.
- Danielson, C., & McGreal, T. L. (2000). Teacher evaluation to enhance professional practice. Princeton, NJ: Educational Testing Service.
- Deming, W. E. (1986). *Out of crisis*. Cambridge, MA: Massachusetts Institute of Technology, Center for Advanced Engineering.
- Dietrich, A. P., & Bailey, E. L. (1996, January). School climate: Common sense solutions to complicated problems. *Bulletin*, 17-25.
- Downey, C. J., Frase, L. E., and Peters, J. J. (1994) *The Quality Education Challenge*. Thousand Oaks, CA: Corwin.
- Drake, T. L., & Roe, W. H. (1986). *The principalship*. New York: Macmillan.

- Ellett, C. D., & Garland, J. (1987) Teacher evaluation practices in our largest school districts: Are they measuring up to 'state-of-the-art' systems? *Journal of Personnel Evaluation in Education* 1, 69-92.
- Ellett, C. (1997). "Classroom-Based Assessments of Teaching and Learning," in J.H. Stonge (ed.), *Evaluating Teaching: A Guide to Current Thinking and Best Practice*. Thousand Oaks, CA: Corwin, pp. 107-128.
- Erb, T. O. (1987). What team organization can do for teachers. *Middle School Journal*, 18, 3-6.
- Farkas, S., & Johnson, J. (1993). From good will to gridlock: The politics of education reform. *Education Digest*, 59, 4-8.
- Glatthorn. A. A. (1984). *Differentiated supervision*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Glatthorn. A. A. (1997). *Differentiated supervision* (2nd Ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Greenfield, W. (Ed.). (1987). *Instructional leadership: Concepts, issues, and controversies*. Boston: Allyn & Bacon.
- Haefele, D. L. (1993). Evaluating teachers: A call for change. *Journal of Personnel Evaluation in Education*, 7, 21-31.
- Hammond, L. D. (1986) A proposal for evaluating in the teaching profession. *The Elementary School Journal*, 86, 531-551.
- Hartoonian, M. (1991). Good education, bad politics: Practices and principles of reform. *Education Digest*, 57, 31-36.
- Hartzell, G. N. (1995, Spring). Helping administrators learn to avoid seven common employee performance appraisal errors. *Journal of Staff Development*, 16 (2), 32-35.

- Hoffman, R. (1995). Ten reasons you should be using 360-Degree feedback, *HR Magazine*, 40, 82-86.
- Hoffman, J. D., Sabo, D., Bliss, J. R., & Hoy, W.K. (1994). Building a culture of trust. *Journal of School Leadership*, 3, 484-501.
- Howard, B. B., & McColskey, W. H. (2001). Evaluating experienced teachers. *Educational Leadership*, 58 (5), 48-51.
- Hoy, W. & Forsyth, P. (1986). *Effective Supervision: Theory into Practice*. New York: Random House.
- Hoy, W. K., & Sabo, D. J. (1998). *Quality middle schools, open and healthy*. Thousand Oaks, CA: Corwin Press.
- Hoy, W. K., Tarter, C. J., & Witkoskie, L. (1992). Faculty trust in colleagues: Linking the principal with school effectiveness. *Journal of Research and Development in Education*, 26 (1) 40-47.
- Larson, C., & Lafasto, F. (1989). *Teamwork: What must go right, what can go wrong*. Newbury Park, CA: Sage.
- Leedy, P. D., & Ormrod, J. E. (2001). *Practical Research Planning and Design*. Upper Saddle River, NJ: Prentice Hall (p. 196).
- Little, J. W. (1998). Assessing the prospects for teacher leadership. In A. Lieberman (Ed.), *Building a professional culture in schools* (pp. 78-106). New York: Teachers College Press.
- Manatt, R. P., & Benway, M. (1998, Spring). Teacher & Administrator Performance Evaluation: Benefits of 360-Degree Feedback. *ERS Spectrum*, 18-23

- Marshall, K. (1996). How I confronted HSPS (Hyperactive Superficial Principal Syndrome) and began to deal with the heart of the matter. *Phi Delta Kappan*, 77, 336-345.
- Mason, T. C. (1996). Introduction: Why assess teaching? *Elementary School Journal*, 72, 101-104.
- McGreal, T. L. (1983). *Successful teacher evaluation*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McLaughlin, M. W., & Yee, S. M. (1988). School as a place to have a career. In A. Lieberman (Ed.), *Building a professional culture in schools* (pp. 23-42). New York: Teachers College Press.
- Miles, M. (1965). Planned change and organizational health: Figure and ground. *Change processes in the public schools*. The University of Oregon, Center for the Advanced Study of Educational Administration.
- Milkovich, G. T., Boudreau, J. W. (1997). *Human Resource Management*, 8th Ed. Chicago: Irwin.
- National Association of State Boards of Education. (1984). *A policymakers guide to improving conditions for principals' effectiveness*. Alexandria, VA: Author.
- Nolan, M. J., & Farris, E. (1995, Winter). Teachers' perspectives on teacher performance evaluation, *Kappa Delta Phi Record*, 60-64.
- Parsons, T. (1961). An outline of the social system. In T. Parsons, E. Shils, K. D. Naegle, & J. R. Pitts (Eds.), *Theories of society: Foundations of modern sociological theory*. Vol. 1, (pp. 30-79). New York: Free Press.
- Perkins, P. G., & Gelfer, J. (1993, March-April). Portfolio assessment of teachers. *The Clearinghouse*, Vol. 66, No 4. (pp. 235-237).

- Peterson, K. D. (1995) *Teacher Evaluation: A Comprehensive Guide to New Directions and Practices*. Thousand Oaks, CA: Corwin.
- Peterson, K. D. (1999). Time Use Flows from School Culture. *Journal of Staff Development*, 20, (2), 16-19.
- Peterson, K. D. (2000). *Teacher evaluation: A comprehensive guide to new directions and practices* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Prybylo, D. (1998). Beyond a positivistic approach to teacher evaluation. *Journal of School Leadership*, 8, 558-583.
- Readington Public School District (June 1998). *Professional Growth and Development: Supervision Assessment Handbook*. Readington, New Jersey.
- Rojewski J. W., Wendel, F. C., McNerny, S., Currin, D., & Smith, E. (1990). Title. *The Clearing House*, Vol. 63, (pp. 202-206).
- Rooney, J. (1993). Teacher evaluation: No more "super" vision. *Educational Leadership*, 51, 43-44.
- Rousmaniere, K. (1997). *City teachers: Teaching and school reform in historical perspective*. New York: Teachers College Press.
- Ryan, J., & Kuhs, T. (1993, Spring). *Assessment of preservice teachers and the use of portfolios, theory into practice*. Columbus, OH: The Ohio State University, College of Education.
- Sergiovanni, T. (1992, February). Why we should seek substitutes for leadership. *Educational Leadership*.
- Sergiovanni, T., & Starratt, R. J. (1998). *Supervision: A redefinition*. Boston, MA: McGraw-Hill.
- Shanker, A. (1996). Quality assurance: What must be done to strengthen the teaching profession. *Phi Delta Kappan*, 78, 220-224.

- Slavin, R. E. (1991). Synthesis on research on cooperative learning. *Educational Leadership*, 48 (5), 71-82.
- Spitz, F. (2001). Through the looking glass: Teacher evaluation through self-reflection. *New Jersey Journal of Supervision and Curriculum Development*, 45, 13-21.
- Stake, R. (1989). The evaluation of teaching, in H. Simmons & J. Elliott (Eds.), *Rethinking appraisal and assessment* (pp. 13-19). Bristol, PA: Open University Press.
- State of New Jersey. (2000-2001). New Jersey Administrative Code, Title 6, Education, Gann Law Books, Newark, NJ.
- Stiggins, R. (1986). Teacher evaluation: Accountability and growth systems-different purposes. *NASSP Bulletin* 70, (490), 51-58.
- Stronge, J. H. (1997). Improving schools through teacher evaluation. In J. H. Stronge (Ed.), *Evaluating teaching: A guide to current thinking and best practice*, (pp. 1-23). Thousand Oaks, CA: Corwin Press.
- Sweeney, J. (1994). New paradigms in teacher evaluation: The S-BESD Model. *Journal of Personnel Evaluation in Education*, 8, 223-237.
- Thacker, J. L. (1999, Winter). Using teacher evaluation for professional growth. *ERS Spectrum*, 24-27.
- Thomas, D. (1979). Performance evaluation of educational personnel. *Phi Delta Kappan Educational Foundation Fastback* 135, 7-59.
- Tomlinson, C. S., & Allen, S. D. (2000). *Leadership for differentiating schools & classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Tucker, P. D., & Kindred, K. P. (1997). Legal Considerations in designing teacher evaluation systems. In J. H. Stronge (Ed.), *Evaluating teaching: A guide to current thinking and best practice* (pp. 59-90). Thousand Oaks, CA: Corwin Press.
- Tuckman, B. (1995). Assessing effective teaching. *Peabody Journal of Education*, 70, 127-138.
- Van Maanen, J., & Barley, S. R. (1984). Occupational communities. In S. R. Barley (Ed.), *Research in Organizational Behavior* (pp. 287-365). Greenwich, CO: JAI Press.
- Wiles, J., & Bondi, J. (2000). *Supervision: A guide to practice* (5th ed.). Upper Saddle, NJ: Merrill.
- Wilson, B., & Wood, J. (1996). Teacher evaluation: A national dilemma. *Journal of Personnel Evaluation in Education*, 10, 75-82.
- Witte, R., & Witte, J. (2001). *Statistics* (6th ed.) City, FL: Harcourt (p. 362).
- Wolf, K. (1991, October). The school teacher's portfolio: Issues in design, implementation, and evaluation. *Phi Delta Kappan*, 73 (2), (pp. 129-36).
- Wolf, K., Lichtenstein, G., & Stevenson, C. (1997). Using teaching portfolios in teacher evaluation. In J. Stronge (Ed.), *Teacher assessment and evaluation: A guide for research and practice* (pp. 112-136). Thousand Oaks, CA: Corwin Press.
- Wood, C. J. (1992). Toward more effective teacher evaluation: Lessons from naturalistic inquiry. *NASSP Bulletin*, 76, 52-59.

Appendix A
Danielson's Components of Professional Practice
and Overview of Teacher Evaluation Program

According to copyright laws and the request of the Educational Testing Service,
Danielson's Components of Professional Practice and Overview of Teacher Evaluation
Program forms cannot be made available to University Microfilms, Inc. Please refer to
the hard copy of this dissertation in the Seton Hall University Library.

Appendix B
Observation/Evaluation Forms

According to copyright laws and the request of the Educational Testing Service, Danielson's Classroom Observation Record and Observation Reflection forms cannot be made available to University Microfilms, Inc. Please refer to the hard copy of this dissertation in the Seton Hall University Library.

New Jersey

*Professional Growth Model
Procedural Steps*

All of the alternate forms of supervision involve essentially the same steps. The method of interacting, completing activities and compiling data may be different depending on your choice of portfolio, journal, research, curriculum project, partnership, mentoring or peer coaching, etc.

Planning Phase:

1. Review the Standards for Teaching and determine an area(s) for a Professional Improvement Plan that will be assessed through an educational investigation.
2. Formulate exploratory or guiding questions.
3. Select a model of supervision.
4. Determine training, activities and persons involved.
5. Review the option that is chosen with your principal and collaboratively agree on the Professional Improvement Plan.
6. Determine benchmark points for additional meetings or reporting with your principal.

Action Phase:

1. Complete proposed activities.
2. Collect Data.
3. Draw conclusions from data and relate them to students performance.

Assessment Phase:

1. Reflect on and summarize what has been done by considering both accomplishments and areas for growth. Complete the results and summary portion of the Professional Improvement Plan.
2. Plan for further research or consider next option.
3. Write your Summative Assessment Report and have Summative conference with your principal.

New Jersey

Professional Improvement Plan

Name _____ School Year _____
 School _____ Grade/Program _____

District Teaching Standards Addressed: Please review the district standards for Teaching and identify an area you wish to pursue for professional growth.

Supervision Model Selection: This district provides options for supervision. Non-tenured teachers must follow the standard model (classroom observations). A non-tenured teacher may also select to pursue an alternative model of supervision in addition to the standard requirements. Tenured teachers have the choice of a standard model (classroom observation) or they may select one of the alternate options (see below). A tenured teacher who received an unsatisfactory evaluation the previous year may require a specialized improvement plan. All plans must be developed in collaboration with the building principal. The professional improvement plan goals will be incorporated into whatever supervision model is chosen.

_____ Tenured _____ Non-tenured

Supervision Model Selected: (Please check choice)

Standard Model:

_____ Observation (s)

Alternate Model:

_____ Portfolio	_____ Collegial Partnership
_____ Interactive Journal	_____ Mentoring
_____ Action Research	_____ Peer Coaching
_____ Curriculum Project	_____ Teacher Designed Plan
	(Other option)

Growth Goal (s):

New Jersey Standards for Professional Development Addressed: Please indicate how the above goals relate to the New Jersey Standards for Professional Development.

Activities	Timelines
To participate in the district staff development activities that address my assignment and our district's initiatives.	September 2001- April 2002

Assessment Documentation: (Be sure to explain how this impacted student learning.)

Brief Summary:

Teacher/Staff Member's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

New Jersey
SUMMATIVE ASSESSMENT REPORT
 School Year 2001-2002

Teacher _____ Position _____

School _____

Evaluator _____ Date _____

All teachers are responsible for reflecting on the District's Standards for Professional Practice. Summary comments below should directly relate to all four domains of teaching. The teacher is assessed in the four domains as related to the District's Standards for Professional Practice and reflected in the rubrics for Enhancing Professional Practice: A Framework for Teaching, by Charlotte Danielson.

Professional Status:

_____ Tenured _____ Non-tenured

Supervision Model Selected: (check one)

_____ Traditional Model _____ Alternate Model (specify which type below)

Type of Alternate Model: _____

This evaluation includes _____'s (staff member's name) self-reflection on the four domains of teaching for the 2001-2002 academic year. It also includes the administrator's evaluation of this staff member's role in his/her position and in other district activities.

Teacher/Staff Member's Self-Reflection

Summary of the Year:

Self-Reflection on All 4 Domains:

- Include in your discussion of the 4 domains:
 - Reflection on your professional strengths
 - Reflection on areas in need of growth
 - Reflection on you PIP for this academic year

Administrator' Evaluation/Comments:

Administrator's Signature

Date

Teacher/Staff Member's Signature

Date

New Jersey

CLASSROOM OBSERVATION REPORT
SCHOOL YEAR 2001-2002

Teacher's Name: _____ Observer: _____

School: _____ Position: _____

Grade/Subject: _____

Date of Observation: _____

Time of Observation: _____

Date of Conference; _____

Lesson Summary:

Please discuss both strengths and areas for growth in your comments for each domain.

*Domain 1: Planning and Preparation**Domain 2: The Classroom Environment*

Domain 3: Instruction

Domain 4: Professional Responsibilities

Administrator's Comments:

Teacher's Comments:

Teacher's Signature

Supervisor's Signature

Note. My signature indicates that I have seen this document. It does not necessarily indicate that I agree with the evaluation. I may respond in writing to the statements and those comments will be attached to this form for my Personnel file.

Appendix C

Bay Area School Reform Collaborative Teacher Survey (BASRC)

Bay Area School Reform Collaborative Teacher Survey (BASRC)

Principal Leadership

Please mark the extent to which you agree or disagree with each of the following statements.

The principal at this school:	<u>Strongly Disagree</u>				<u>Strongly Agree</u>
1. Encourages teachers to try new methods of instruction.....	1	2	3	4	5
2. Promotes parental and community involvement in this school	1	2	3	4	5
3. Works to create a sense of community in this school	1	2	3	4	5
4. Takes a personal interest in the professional development of teachers	1	2	3	4	5
5. Is strongly committed to shared decision making.....	1	2	3	4	5
6. Ensures that student learning is the "bottom line" in this school	1	2	3	4	5
7. Supports and encourages teachers to take risks	1	2	3	4	5
8. Is a strong leader in school reform.....	1	2	3	4	5

Teacher interaction around teaching and learning

This question concerns how teachers interact with each other in your school. Please indicate the frequency with which you do each of the following.

	<u>Never</u>	<u>A Few Times a Year</u>	<u>Once or Twice a Month</u>	<u>Once or Twice a Week</u>	<u>Almost Daily</u>
1. Share ideas on teaching with other teachers	1	2	3	4	5
2. Observe another teacher teaching	1	2	3	4	5
3. Be observed by another teacher	1	2	3	4	5
4. Teach with a colleague.....	1	2	3	4	5
5. Discuss with other teachers what you/they learned at a workshop or conference.....	1	2	3	4	5
6. Share and discuss student work with other teachers.....	1	2	3	4	5
7. Discuss particular lessons that were not very successful.....	1	2	3	4	5
8. Discuss beliefs about teaching and learning	1	2	3	4	5

School Culture

Now consider the professional climate in your school. To what extent do you agree or disagree with each of the following statements about general school climate.

	<u>Strongly Disagree</u>				<u>Strongly Agree</u>
1. Teachers in this school are continually learning and seeking new ideas	1	2	3	4	5
2. Teachers are engaged in systematic analysis of student performance data.....	1	2	3	4	5
3. When a conflict arises, we usually "sweep it under the rug".....	1	2	3	4	5
4. Our stance towards our work is one of inquiry and reflection.....	1	2	3	4	5
5. Teachers who are involved in innovation form a distinct and separate group in this school	1	2	3	4	5
6. The faculty seldom evaluates its programs and activities.....	1	2	3	4	5
7. Assessment of student performance leads to changes in our school's curriculum ..	1	2	3	4	5
8. I feel supported by colleagues to try out new ideas	1	2	3	4	5
9. Teachers in this school are encouraged to experiment with their teaching.....	1	2	3	4	5
10 Teachers in this school trust each other	1	2	3	4	5
11 It is very difficult to find time for this faculty to work together	1	2	3	4	5
12 Teachers in this school feel responsible to help each other do their best	1	2	3	4	5
13 Teachers in this school regularly examine school performance	1	2	3	4	5
14 This school is actively involved in school reform	1	2	3	4	5

Professionalism

Please indicate how strongly you agree or disagree with the statements regarding the district in which you teach.

	<u>Strongly Disagree</u>				<u>Strongly Agree</u>	<u>Don't Kno No Opinio</u>
1. I feel that this district inspires the very best in the job performance of its teachers	1	2	3	4	5	6
2. I am proud to tell others that I work for this district.....	1	2	3	4	5	6
3. The district supports local innovation.....	1	2	3	4	5	6
4. The district holds high expectations for our school	1	2	3	4	5	6
5. The district builds community confidence in our school	1	2	3	4	5	6
6. The district supports my school's whole school change effort.....	1	2	3	4	5	6
7. The district promotes the professional development of teachers	1	2	3	4	5	6
8. The district ensures that student learning is the "bottom line" in this school	1	2	3	4	5	6
9. The district helps my school focus on teaching and learning	1	2	3	4	5	6
10. The district is committed to high standards for every student	1	2	3	4	5	6
11 District priorities are consistent with my school's priorities	1	2	3	4	5	6

Reform Climate

Please indicate how strongly you agree or disagree with the statements regarding professional development and the reform climate in your school.

	<u>Strongly Disagree</u>				<u>Strongly Agree</u>
1. My school has a clear vision of reform (evaluation model) that is linked to standards for learning and growth.....	1	2	3	4	5
2. Overall my professional development experiences this year have been connected to my school's reform vision (evaluation model).....	1	2	3	4	5
3. Overall, my professional development experiences this year have been sustained and coherently focused, rather than short-term and unrelated.....	1	2	3	4	5
4. Overall, my professional development experiences this year have helped me understand my students better	1	2	3	4	5
5. My school encourages teachers to pursue inquiry into their classroom practice.....	1	2	3	4	5
6. Overall, my professional development experiences this year included enough time to think carefully about, try, and evaluate new ideas	1	2	3	4	5
7. Progress toward the school's teaching vision (evaluation model) is openly examined and acknowledged	1	2	3	4	5
8. Teachers collect and use data to improve their teaching.....	1	2	3	4	5
9. My school has made changes designed to better meet the needs of our diverse student body	1	2	3	4	5

Background Information

*By filling out this survey, you are consenting to your participation in this study.

1. How many years of teaching experience? _____

2. What is your last degree earned? _____ BA/BS
 _____ MA/MS
 _____ MA/MS + 30
 _____ EdD/ PhD

3. Which evaluation model did you select this current school year?

YEAR	Traditional Observation	Portfolio	Interactive Journal	Action Research	Curriculum Project	Collegial Partnership	Mentoring	Peer Coaching
01-02								

Other? _____

Appendix D
Reliability Tests

Reliability Analysis Scales (Alpha)

Principal Leadership

Reliability Coefficients

N of Cases = 99.0 *N* of Items = 8

Alpha = .9586

Teacher Interaction Around Teaching and Learning*Discourse:*

Reliability Coefficients

N of Cases = 97.0 *N* of Items = 5

Alpha = .7977

Class Observations and Collaboration:

Reliability Coefficients

N of Cases = 99.0 *N* of Items = 3

Alpha = .7166

School Climate*Norm of Inquiry:*

Reliability Coefficients

N of Cases = 94.0 *N* of Items = 6

Alpha = .7959

Teacher Learning Community:

Reliability Coefficients

N of Cases = 100.0 *N* of Items = 4

Alpha = .8526

Challenge Constraining Myths:
Reliability Coefficients

N of Cases = 97.0 *N* of Items = 4

Alpha = .6708

Professionalism

Reliability Coefficients

N of Cases = 97.0 *N* of Items = 11

Alpha = .9095

Professional Development

Cycle of Inquiry:
Reliability Coefficients

N of Cases = 99.0 *N* of Items = 5

Alpha = .8562

Professional Development Support:
Reliability Coefficients

N of Cases = 100.0 *N* of Items = 4

Alpha = .8234