


Summer 8-24-2015

A Study of Online Professional Development for Principals as the Course for Statewide Change

Casimer F. Badynee

Seton Hall University, cbadynee@yahoo.com

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

 Part of the [Educational Administration and Supervision Commons](#), [Educational Leadership Commons](#), [Online and Distance Education Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Badynee, Casimer F., "A Study of Online Professional Development for Principals as the Course for Statewide Change" (2015). *Seton Hall University Dissertations and Theses (ETDs)*. 2105.
<https://scholarship.shu.edu/dissertations/2105>

A Study of Online Professional Development for Principals as the Course for
Statewide Change

by
Casimer F. Badynee

Dissertation Committee

Dr. Daniel Gutmore
Dr. Elaine Walker
Dr. Dale Truding

Submitted in Partial Fulfillment
Of the Requirements for the Degree
Doctor of Education
Seton Hall University
2015

SETON HALL UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES
OFFICE OF GRADUATE STUDIES

yto

APPROVAL FOR SUCCESSFUL DEFENSE

Doctoral Candidate, **Casimer F. Badynee**, has successfully defended and made the required modifications to the text of the doctoral dissertation for the **Ed.D.** during this **Spring Semester 2015**.

DISSERTATION COMMITTEE
(please sign and date beside your name)

Mentor:
Dr. Daniel Gutmore *Daniel Gutmore* - 4-1-15

Committee Member:
Dr. Elaine Walker *Elaine M. Walker* 4-1-15

Committee Member:
Dr. Dale Trading *Dale Trading* 4-1-15

The mentor and any other committee members who wish to review revisions will sign and date this document only when revisions have been completed. Please return this form to the Office of Graduate Studies, where it will be placed in the candidate's file and submit a copy with your final dissertation to be bound as page number two.

ABSTRACT

In America, local, state, and federal interventions have played a critical role in public education reform since the late 18th century. The reform efforts of the late 20th century and early 21st century have involved legislative acts to improve accountability for student performance. Illinois state law mandated a teacher observation and evaluation protocol for public school administrators. Principals participated in a rigorous, online, professional development training program. The focus of the training program was to build principal self-efficacy and to indirectly impact the learning environment. This study assesses the effectiveness of the online training program as a professional development vehicle for principals. Employing a qualitative case study methodology, this study assesses principal self-efficacy and the transfer of the professional development learning objectives into the learning environment. To that end, this study employs a researcher-constructed interview process soliciting a principal's perceptions, beliefs, and barriers of the online professional development program as a course for statewide change.

Acknowledgements

I offer my sincere gratitude to my dissertation committee. I thank Dr. Daniel Gutmore for mentoring me with sage advice and patience and Dr. Elaine Walker for her encouragement and guidance throughout the process. I thank Dr. Dale Truding and Dr. Sarah Jerome, former administrators of Arlington Heights School District 25, for being poignantly insightful and future focused. I extend a special note of appreciation to Dr. Truding for her guidance and support throughout this research project and my entire career. She encouraged me to seek opportunities outside my comfort and to celebrate change. I have never sought differently and as a result my life has been exciting and enriching.

Dedication

I dedicate this body of work to those who have made me who I am today. The influence of my past, my life as it is today, and my exciting future all contribute to the man that I am today. This body of work would have been unattainable without my family, my wife, and my son.

In the early 20th century, Dr. Wanda Badynska was a medical doctor in Warsaw, Poland. Our family history contends that she was one of the first female doctors in Poland. She is the only known doctor in the Badynee family. Although her life and passion is lost with history, she remains a trailblazer in the family history and a force to be reckoning with in the medical practice. I dedicate this dissertation in her memory as the first doctor of the family.

My parents, Casimer B. Badynee and Dorothy H. Shinske-Badynee are credited for my persistent character and passion for learning. My father's drive to be the best firefighter in the city of Detroit and my mother's accomplishment of attaining a Bachelor degree after raising a family of six remain a touchstone for my pursuits. They both were life-long learners modeling qualities that contributed to my research efforts and this accomplishment. I am proud to be their son and I dedicate the completion of this doctorate program in honor of my first teachers.

I have also learned and discovered this incredible and interconnected world through my siblings, Karen M. Badynee-Kwolek, Christopher B. Badynee, Laurie A. Badynee-Caruso, Carl B. Badynee, and Criag B. Badynee. I am who I am today because of our conflicts and celebrations. My brother, Carl, was my best friend,

collaborator, teacher, and adventurer. His early death reminds me to appreciate the gratitude of the moment, daily celebrations, and time with loved ones. Over the years, my siblings were my teachers, co-researchers, and trusted critics. I dedicate this dissertation in honor of my first collaborators and colleagues.

My wife, Julie E. Gentile-Badynee, has shared in the completion of this dissertation. She has been my constant companion throughout this process and our marriage. In sacrificing holidays, vacations, weekends, and family time, Julie motivated me to complete this dissertation through her love, respect, and patience. I could not have completed this body of research without her love, guidance, and encouragement.

Julie shared in the toll of research and writing this dissertation. Lonely nights and weekends, endless conversations of data and results, and flexible plans incorporating study and/or writing time have been a part of our relationship for nearly three years. Julie made many sacrifices along the way forgiving me, celebrating with me, planning with me, and just plain listening to me. In just like everything else we do, this accomplishment is shared with the woman I most love. I dedicate this body of work and all that I do with it to my wife.

Finally, my son, Casimer Michael, is my future. He has supported me throughout this process with reminders only a child could suggest, "Daddy you need to work on your dissertation..." I missed summer outings, weekend celebrations, sporting events, and lazy Sundays with my son. He was always forgiving, positive, and supportive!

My son's child-like wonder and endless curiosity became a model for me throughout the dissertation process. His optimism was infectious. I hope completing this work modeled persistence, resilience, and innovation to aid in his unyielding future. He is my dream for a dynamic future!

Finally, my faith in God and my convictions sustained me throughout both my course work and dissertation. I prayed daily for strength, courage, and resolve. I am thankful for the generosity of others, the support of those I love, and the intercession of the Almighty.

Table of Contents

Chapter I: INTRODUCTION

Introduction.....	1
Statement of Problem.....	9
Purpose of Study.....	10
Significance of the Study.....	11
Definition of Terms.....	13
Organization of the Study.....	18
Chapter Summary.....	19

Chapter II: LITERATURE REVIEW

Introduction of Selected/Related Literature and Research.....	22
Professional Development Outcomes	25
Professional Development for Principals	29
Online Learning and Professional Development	33
Building Habits and Efficacy	42
Types of Adult Learner	50
Change Process	53
Diffusion of Innovation	65
Chapter Summary.....	86

Chapter III: METHODOLOGY

Introduction.....	89
Participants.....	91
Instrumentation.....	94
Data Collection.....	98
Data Analysis.....	99

Chapter IV: DATA ANALYSIS AND RESULTS

Introduction.....	102
Nature of the Study.....	106
Research Participant Sample.....	107
Respondents Characteristics- Baby Boomer Administrators.....	116
Respondents Characteristics- Generation X Administrators.....	117
Respondents Characteristics- Millennial Administrators.....	120
Presentation and Data Analysis.....	121
Organization of Responses for Research Question 1.....	123
Design & Execution of the Professional Development Experience...	124

Post Practices & Habits of the Learner	140
Beliefs of the Principal.....	163
Organization of Responses for Research Question 2.....	181
Learning Objectives Acquired by the Learner.....	182
Ancillary Collaborative & Conversation Practices Employed to Augment Learning Outcomes.....	186
Contributors to a Principal's Self-Efficacy.....	194
Organization of Responses for Research Question 3.....	199
Principal's Perception to the Training Program and New Teacher Evaluation System's Impact on Pedagogical Practices.....	200
Principal's Perception of the Training Program and New Teacher Evaluation System's Impact on Student Growth.....	203
Principal's Perception to the Training Program's Impact on Students Engagement and Student-Centered Learning Practices.....	207
Chapter Summary.....	223

Chapter V: DISCUSSION AND CONCLUSIONS

Summary	229
Conclusions.....	241
Theme 1.....	241
Theme 2.....	246
Theme 3.....	254
Discussion.....	259
Recommendations.....	270

References.....	276
-----------------	-----

Tables

Table 1.	Respondents' Demographics: Building Characteristics.....	114
Table 2.	Respondents' Demographics: Years of Experience and District Characteristics.....	115
Table 3.	Respondent's Level of Overall Confidence and Efficacy.....	146
Table 4.	Habits and Structures Supporting the Change Process.....	159

Figures

Figure 1.	Respondents' Years of Employment.....	109
Figure 2.	Respondents' Generation Identification.....	110

Figure 3. Respondents' Familiarity with Online Learning.....	111
Appendix A.....	300
Appendix B.....	302
Appendix C.....	304

Chapter I

INTRODUCTION

The role of local, state, and federal input in public education and schools is historic and influential. There has been a wave of school reform initiatives since the 1960s that have agitated both public opinion and media politicking. Teacher observation and evaluation models have become interests of both legislators and the public as reform efforts to improve student performance and influence the learning environment in the classroom. Current reform efforts in public schools complement many of the reform initiatives since the beginning of the Cold War era of the 1950s.

Since 1791, the federal government has played a role in education. The Tenth Amendment to the U.S. Constitution reads, “The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.” College land grants, vocational training, the establishment of the Office of Education, agricultural training, industrial arts and home economics training for high school students are a few of the federal government sponsored initiatives since the 18th, 19th, and early 20th centuries (Jefferson-Jenkins & Hawkins-Hill, 2011).

World War II led to a series of federal bills and economic support for schools. After the war, the Supreme Court handed down the landmark decision *Brown v. Board of Education* in 1954, declaring state laws that established separate public schools based on race unconstitutional. In 1958,

Congress passed the National Defense Education Act (NDEA) in response to the Soviet launch of Sputnik. This legislation included support for teachers through graduate fellowships to improve the teaching of science, mathematics and foreign languages (Jefferson-Jenkins & Hawkins-Hill, 2011, p. 1).

As cited in Zhao (2009) *Catching Up or Leading the Way: American Education in the Age of Globalization*, the Cold War stimulated the first example of comprehensive federal education legislation, when in 1958 Congress passed the National Defense Education Act (NDEA) in response to the Soviet launch of Sputnik. The NDEA ensured that highly trained individuals would be available to help America compete with the Soviet Union in scientific and technical fields. In 1965, the Elementary and Secondary Education Act (as cited in Jefferson-Jenkins & Hawkins-Hill, 2011) launched a comprehensive set of programs, including the Title I program of federal aid to disadvantaged children, to address the problems of poor urban and rural areas.

The anti-poverty and civil rights laws of the 1960s and 1970s dramatically increased the role of the federal government in public education. Laws that were passed included: Title VI of the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 prohibiting discrimination based on race, sex, and disability (as cited in Jefferson-Jenkins & Hawkins-Hill, 2011).

In 1980, Congress established the Department of Education as a Cabinet level position. In 1983, the publication of *A Nation At Risk* (Gardner, 1983) brought the competitive nature of education to the forefront of public opinion, warning that the United States no longer held the education edge when compared to the rest of the world (Jefferson-Jenkins & Hawkins-Hill, 2011).

During the 1990s the National Education Goals Panel created a national assessment system to measure progress toward the national education goals for 2000. Congress passed a bill to create a national council for educational standards and testing. The purpose of the national council was to study the feasibility and desirability of creating national standards and a national examination system for students. Near the end of the decade educational achievement was defined through the objectives of Goals 2000 competitive grants (Jefferson-Jenkins & Hawkins-Hill, 2011).

At the onset of the new millennium, congress enacted No Child Left Behind (NCLB) in an effort to set standards and impact change at the school level. As defined in a government publication: *No Child Left Behind: A Desktop Reference* (U.S. Department of Education, 2002) the act is characterized as, "...a landmark in education reform designed to improve student achievement and change the culture of America's schools" (p.9). Currently, *The Race to the Top Executive Summary* (U.S. Department of Education, 2009) defines the education reform initiative as "...a competitive grant program designed to encourage and reward States that are creating the conditions for education innovation and reform..." (p. 2). This federal government initiative is designed to inform teachers and principals about how they

can improve instruction to offer models for states and to spread the best reform ideas across states and the country.

The United States has changed dramatically since the early debates on the role of public schools and the role of the federal government in supporting and sustaining them. The importance of education for the common good has shifted from primarily local control to state and national control, with national attention from the Federal government and national organizations. Congress is currently embroiled in a debate and stalemate over the reauthorization of ESEA, the 2001 NCLB. Major issues include the purpose and role of the federal government in education, funding, and the extent to which the federal government should play a role in public education (Jefferson-Jenkins & Hawkins-Hill, 2011, p.1).

With the interpretation of the US Constitution 10th Amendment, “The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people” many educational policies and laws are enacted at the state level. In Illinois, many of the legislative acts can be categorized in the following manner: (a) health and safety; (b) finances; (c) adult and vocational education; (d) validation acts (tax rates, elections, etc); and (e) procedural (school code, athletics, etc.) A number of legislative acts that focus on educational initiatives included the College and Career Success for All Students Act, the Illinois Mathematics and Science Academy Law, and the Illinois Summer School for the Arts Act. The 1985 Illinois Education Reform Act initiated sweeping reform efforts by the state legislation.

The 1985 Illinois Education Reform Act, brought, "...a dramatic new emphasis on state support and attention to improvement in the training of and the relationships between teachers and principals. That was the year the Illinois legislature passed an omnibus package that turned the K-12 education world on its head by requiring that school districts have school improvement plans. The state also began to get involved in curriculum decisions by establishing content areas that schools had to provide instruction in and learning goals that students were expected to meet. And, for the first time, principals were required by law to evaluate teachers. This aspect of the legislation changed the lives of principals and the relationships between principals and teachers..." (Hawkins, Gustafson, & Nielsen, 1998, p. 25).

In recent years the State of Illinois General Assembly continues reform efforts at the school level through legislative acts. In 2010, the state of Illinois General Assembly enacted the Performance Evaluation Reform Act (PERA) (Senate Bill 315; Public Act 96-0861) commonly referred to Senate Bill 7 (SB7). This bill governs the teacher observation and evaluation process for the entire state. The law mandates performance evaluations of the principals and teachers to include data and indicators of student growth as a "significant factor". The law stated that by September 1, 2012, principals, assistant principals, tenured teachers, and non-tenured teachers must be evaluated using a four rating category system (*Excellent, Proficient, Needs Improvement, and Unsatisfactory*). The law directs that, "...anyone undertaking an evaluation after September 1, 2012 must first complete a pre-

qualification program provided or approved by the Illinois State Board of Education (ISBE)” (Senate Bill 315; Public Act 96-0861).

PERA (SB7) established the Performance Evaluation Advisory Council (PEAC) which is comprised of teachers, principals, superintendents and other interested stakeholders to advise ISBE on the development and implementation of improved performance evaluation systems and support. PEAC has provided ISBE with recommendations for minimum standards for principal/assistant principal and teacher evaluations as well as “model” principal/assistant principal and teacher evaluations (ISBE, n.d.).

The Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules (CEC, 2011) program has been designed as the instrument to assess teachers through a state adopted criterion that aligns a common teaching framework to the *Illinois Professional Teaching Standards* (Illinois New Teacher Collaborative, n.d.) for all teachers. *Enhancing Professional Practice: A Framework for Teaching* (Danielson, 2007) has been suggested by ISBE as the “desired outcome” for teaching and learning; however, a district can adopt another comparable framework. ISBE approved training for principals centered on *Enhancing Professional Practice: A Framework for Teaching* (2007) written by Charlotte Danielson.

As a result of SB7 and the online training adopted by the state, teachers are assessed based on Danielson’s (2007) *Enhancing Professional Practice: A Framework for Teaching* (2007). Teacher performance, principal performance, and school improvement efforts are measured using the framework for teaching as defined by

Danielson and reflected in SB7, Performance Evaluation Reform Act of 2010, and the Illinois Professional Teaching Standards.

The reform act serves as a vehicle to change the environment at the school level. Teacher observation and evaluation practices have dramatically changed as a result of SB7 and the state law impacts both the principal and teacher. The nature of SB7 changed the culture of a school through legislative law now defined as the responsibility of the state. The Illinois Association of School Boards (as cited in Melody, 2013) reported the change effort as "... the state must ensure that performance evaluation systems... contribute to the development of staff and improved student achievement outcomes" (p.5).

Change is a process of building ownership. School improvement is about changing the culture of the school with a focus on student achievement and corresponding instructional improvement (Fullan, 2008). The change process needs to be studied across different levels and time periods. The change process cuts across functions, spans hierarchical divisions, and has no neat starting or finishing point; instead, it is a "complex analytical, political, and cultural process of challenging and changing the core beliefs, structure and strategy of the firm" (Pettigrew, 1997, p. 650).

An emerging contrast in change research is the division between episodic and continuous change (Porras & Silvers, 1991). The basic theme underlying discussions of organizational change is that change would not be necessary if people did their jobs right in the first place. Planned change is usually triggered by the failure of employees to create continuously adaptive organizations (Dunphy 1996).

Organizational change routinely occurs in the context of failure (Weick & Quinn, 1999).

Statement of Problem

There has been a movement toward greater accountability in instructional delivery by teachers and support staff (Howard & McColsky, 2001; Tucker & Stronge 2005). Most of these efforts have been tied to new approaches to the evaluation of teacher performance in the classroom (Darling-Hammond, 2010; Howard & McColsky, 2001; Meyers, 2006). Models of teacher evaluation have been offered by a variety of educators, researchers and vendors, such as Marzano, Pickering, and McTighe, (1993); Waters, Marzano, and McNulty, (2003); Marshall, (2005); and Danielson, (2007). As districts struggle with implementing these evaluation approaches, the professional development associated with these evaluation models offers a myriad of challenges and opportunities. How and who should train the principals responsible for implementing these new evaluation models? There are a number of approaches available to deliver professional development for principals: the classroom setting, peer coaching, modular training, and/or a combination of these approaches through a traditional setting and/or an online platform. The state of Illinois has opted for an independent online self-paced modular training format. The issues associated with the efficacy and effectiveness of this approach is the primary focus of this study.

Purpose of the Study

The Illinois Performance Evaluation Reform Act of 2010 requires public school administrators to successfully complete 40 online hours of modular training and pass a series of online assessments in order to participate in the teacher evaluation process. The online training includes slide-show presentations, interactive video practice sessions, printed modular guidebooks, an electronic resource library, and audio learning sessions. The purpose of this study is to evaluate the degree to which the mandated professional development for principals, namely *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) influences the evaluative practices and indirectly influences the pedagogical practices at the school level.

In 2011, the Illinois State Assembly enacted the Performance Evaluation Reform Act as the driving force to change teacher observation and evaluation practices. The legislative act mandated successful completion of an online training program, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), for principals. Is the online training program an efficacious model for principals and a vehicle to change pedagogical practices at the school level? The following are the research questions for this study:

1. What has been the impact of the mandated online training sessions, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), on the principal as a professional development design effort to initiate a new teacher observation and evaluation protocol?

2. In what way did the principal's self-efficacy change due to the independent employment of ancillary resources used to reinforce the online modular training, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), and did it strengthen the learning outcomes required to implement the new teacher observation and evaluation protocol?
3. As a state-mandated vehicle to change the pedagogical practices at the school level, in what way, if any, did the online training session, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (2011), alter a principal's perception of effective classroom pedagogical practices?

Significance of the Study

The populace, politicians, and professional educators have scrutinized curriculum practices and student performance at the state, national, and international levels. *The Nation At Risk* (Gardner, 1983) concluded that a crisis in education exists. Through legislation, No Child Left Behind Act (2001) the federal government took a major interest in education and education reform (Zhao, 2009). As seen in the document, "Race to the Top Executive Summary" (U.S. Department of Education, 2009) the Obama administration is encouraging and rewarding states that are creating the conditions for education innovation and reform. Educational reform, at state and federal levels, continues to impact change at both the local school and district level.

In the state of Illinois, the 2010 Performance Evaluation Reform Act (PERA) was passed to address public concern with education. This act legislates a number

of initiatives, such as, teacher tenure and certification, length of school day, learning conditions and school board training as ways to increase student achievement. The Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules (CEC, 2011) program has been designed to assess teachers using state adopted criteria that is aligned with a common teaching framework such as the Illinois Professional Standards for all teachers. Danielson (2007) *Enhancing Professional Practice: A Framework for Teaching* has been supported by the state (although other frameworks could be considered) as the desired model for teaching and learning.

Schools and teachers will need to adopt instructional practices that reflect the Danielson (2007) model or similar frameworks. Teacher performance, principal performance, and school improvement efforts are measured using the framework for teaching defined by Danielson (2007) and reflected in SB7, the Performance Evaluation Reform Act of 2010, and the Illinois Professional Teaching Standards (Illinois New Teacher Collaborative, n.d.).

Online training for principals was selected to train evaluators in the new state teacher evaluation process. The online modular format was designed as a self-paced program that can be completed outside a formal classroom setting. This form of professional development was designed to be efficient and timely since administrators had only 3 months to complete the training.

This study will contribute to an understanding of the impact of government-mandated legislation on the performance of the professional. As a result of state legislation, principals are required to participate in professional development that is

designed to assess teachers, teachers are mandated to use a specific framework to design instructional practices, and the characteristics of best practices are defined by state law. In many ways, local control of teaching and learning is lost. Historically, the Eight Year Study (Aikins, 1942) and the Cardinal Principles (National Education Association of the United States. Commission on the Reorganization of Secondary Education. 1928) defined and examined the effectiveness of local control of teaching and learning. Through Senate Bill 7 and the Performance Evaluation Reform Act of 2010, the state of Illinois has embarked on a centralized school reform plan.

Definitions of Terms

For the purpose of this study, the definitions of terms are as follows:

Consortium for Educational Change (CEC). A nonprofit agency that designed the online module training that meets the tenets of SB7 and PERA. As defined on the CEC website (n.d.), “The Consortium for Educational Change (CEC) is a nonprofit organization that collaborates with teachers, school and district administrators, school board members and union leaders to improve student learning and achievement” (para. 3). CEC’s work focuses on building educator capacity; developing partnerships for school improvement; creating customized, evidence-based, effective training; and enabling district and school teams to be more effective and efficient in continuous improvement efforts (Consortium for Educational Change, 2011).

Danielson Framework for Teaching (Danielson, (2007) model). A

research-based set of components of instruction, aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) standards (Council of Chief State School Officers, 2013), and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: (a) planning and preparation; (b) classroom environment; (c) instruction; (d) professional responsibilities. “Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching” (The Danielson Group, 2013, para. 5).

“The framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skills in the complex task of teaching. The Framework may be used as the foundation of a school’s or district’s mentoring, coaching, professional development, and teacher evaluation processes, thus linking all of these activities together and helping teachers become more thoughtful practitioners” (The Danielson Group, 2011, para. 3).

Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules (CEC, 2011) An online module-training program mandated by Illinois state law for teacher observation and evaluation practices for public school teachers. As described on the ISBE website,

The Illinois *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules (2011)* project provides separate evaluation training modules for principal and teacher evaluators. Each training program is rigorous, validated for accuracy and reliability, and focused on the minimum requirements set forth by the Evaluation of Certified Employees under Article 24A of the Illinois School Code Part 50 for principal or teacher evaluators. Individual modules address the use of student growth data and indicators to evaluate teachers or principals, as well as methods and strategies for evaluating the professional practice of teachers or principals” (ISBE, n.d., para. 5).

CEC Partnership Groups (n.d.) summarized *Growth Through Learning* as training modules that “... are online, self-paced through our e-learning platforms (Adobe Connect or Teachscape) including online assessments after each module. Evaluators must pass an assessment in each module before proceeding to the next module and pass all assessments in order to be qualified as an evaluator. Evaluators will have two (2) attempts to pass each of the assessments before they will be required to participate in intensive support/remediation training. The remediation training will be online instructor-led or face-to-face, depending on module/level of support and is followed by one (1) additional attempt to successfully pass the assessment being remediated.

Interstate Teacher Assessment and Support Consortium (INTASC).

INTASC is defined as

... a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. ...(The) primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels” (Council of Chief State School Officers, 2014, p. 5).

Illinois State Board of Education (ISBE). As defined on the ISBE website, this state agency has a mission to provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education, and share accountability for doing so with districts and schools. The state agency has three goals: (a) Every student will demonstrate academic achievement and be prepared for success after high school. (b) Every student will be supported by highly prepared and effective teachers and school leaders. (c) Every school will offer a safe and healthy learning environment for all students.

No Child Left Behind (NCLB) NCLB “...is a federal law that provides money for extra educational assistance for poor children in return for improvements in their academic progress. NCLB is the most recent version of

the 1965 Elementary and Secondary Education Act” (FairTest , 2014, p.1)

Performance Evaluation Reform Act (PERA). Education reform initiative enacted by the Illinois General Assembly and signed by the Governor in January 2010 (Senate Bill 315; Public Act 96-0861). PERA requires that: (a) Performance evaluations of the principals/assistant principals and teachers must include data and indicators of student growth as a “significant factor”. (b) By September 1, 2012, principals, assistant principals, and teachers will be evaluated using a four rating category system (*Excellent, Proficient, Needs Improvement, and Unsatisfactory*). (c) Anyone undertaking an evaluation after September 1, 2012 must first complete a pre-qualification program provided or approved by the Illinois State Board of Education (ISBE). (d) PERA established the Performance Evaluation Advisory Council (PEAC) comprised of teachers, principals, superintendents and other interested stakeholders to advise ISBE on the development and implementation of improved performance evaluation systems and supports.

Senate Bill 7 (SB7). An education reform bill that stemmed in part from PERA. Senate Bill 7 was signed into law on June 13, 2011. Senate Bill 7 addresses the following: (a) A standard upon which the State Superintendent may initiate certificate/license action against an educator for incompetency; (b) Requirements for the filling of new and vacant positions; (c) Acquisition of tenure; (d) Reductions in force/layoffs and recall rights; (e) The system for the dismissal of tenured teachers; (f) Required school board member training; and, (g) Processes related to collective bargaining and the right to

strike.

Race To The Top Fund. A competitive grant program designed to encourage and reward states that are creating the conditions for education innovation and reform. The federal government initiative is designed to inform teachers and principals about how they can improve instruction and offer models for states. The goal of the program is to spread the best reform ideas across states and across the country.

Teacher observation and evaluation. A defined protocol for classroom observations, performance-based conversations, and evaluative narrative of performance that identifies teacher performance by one of four ratings: *Excellent, Proficient, Needs Improvement, and Unsatisfactory*. Negotiated rubrics, bargain-based language, student performance data, and due process laws and mandates direct the actions and documentations of the evaluator.

Organization of the Study

The first chapter presented the introduction, statement of the problem, research questions, significance of the study, definition of terms, and limitations of the study. The second chapter contains the review of related literature and research as it applies to the problem being investigated. The literature review focuses on the following areas: (a) professional development outcomes, (b) professional development for principals, (c) online learning and professional development, (d) building habits and efficacy, (e) types of adult learners (f) change process, and (g) diffusion of innovation theory. The literature review is the available research on

professional development and, more specifically, on principal professional development. The literature review contains current research for online learning. The literature review concludes with a discussion of the diffusion of innovation theories. The theoretical framework for the study is presented in Chapter III. The results of analyses and findings that emerge from the study are described in Chapter IV.

Chapter Summary

Local, state, and federal interventions have played a critical role in public education reform since the late 18th century in America. The reform efforts of the late 20th century and early 21st century have involved public opinion and legislative acts to improve accountability for student performance. State laws have been enacted, as a result of federal incentives, to ensure teacher and administrator accountability. In the past 3 years, Illinois state laws mandated a teacher observation and evaluation protocol for all public school administrators.

As a result of PERA and SB7, public school administrators needed to complete a rigorous, online, professional development, training program prior to evaluating teachers. *The Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator* (CEC, 2011) project was selected by ISBE and designed by the Consortium for Educational Change (CEC), a nonprofit organization that collaborates with teachers, school and district administrators, school board members and union leaders to improve student learning and achievement. *Growth Through Learning: Illinois Performance Evaluation* (2011) is described as online,

self-paced, e-learning platform modules. The modules are designed to meet the following objectives: (a) PERA overview, state requirements, and standards of practice; (b) teacher observation skills and evidence collection; (c) teacher conferencing skills and professional conversations; (d) teacher reflect, assessment, evaluation process to improve performance; and (e) calculation of a state prescribed student growth calculation.

The primary focus of *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) modules is to build principal efficacy to observe and evaluate teachers and indirectly impact the classroom learning environment. Principals are expected to transfer the knowledge and understanding of the training into professional practice. Researchers have explored effective professional development practices for adult learners, with high interest in online professional development practices. Online professional development that provides the learner with the abilities to think, reflect, collaborate, and apply knowledge can effectively enhance self-efficacy factors of high expectations, confidence, and persistence. Perceived efficacy is a judgment of capability (Bandura & Locke, 2003) and the goal of *Growth Through Learning* is to build both capacity and capability. However, despite an abundance of research and studies, state and federal acts often ignore best practices and researched-based interventions.

Professional development that is relevant and connected to daily practice, self directed by individual need, and guided by intrinsic motivation is most effective and efficacious (Feuer & Geber, 1988; Githens, 2007; Knowles, 1980; Merriam, 2001). Research suggests that quality teacher professional development embodies a

combination of theory, modeling, practice, feedback, and application through coaching and dialogue (Jetton, 2004; Joyce and Showers, 1980; Vonderwell, 2003). Although research regarding the successful components of online professional development is limited, blends of online and face-to-face instruction have been proven to be more effective when compared with conventional face-to-face instruction (U.S. Department of Education, 2010). The problem and purpose of this study will confront this phenomenon through the analysis of qualitative data acquired from successful participation in *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011).

Finally, the Illinois law and resulting practices will be examined using the precepts of the Diffusion of Innovation. The Danielson Frameworks clearly illustrates the components of a 21st century classroom learning environment. The rubrics used to assess teacher planning and preparation; classroom environment, instruction, and professional development illustrate the differences between a teacher-centered classroom and a student-centered classroom. Principals as both instructional leaders and change agents will be interviewed to examine the manner in which PERA and SB7 contributes to a shift in teaching and learning expectations.

Chapter II

LITERATURE REVIEW

Introduction of Selected/Related Literature and Research

This section provides an extensive review of the literature and research related to the change process through professional development. A brief discussion of the work and research of Frederick Taylor serves as a foundation for studying organizations and the impact of training, management, and culture. Schools and districts are dynamic organizations that resemble corporate work settings. Although policy and practices are often directed by state and federal legislation, teachers and administrators interact with each other in a culture similar to most corporations. Taylor's theory of management, scientific management, coined in the early part of the 20th century, continues to play a critical role in school and district systems of management.

Frederick Taylor was an early 20th century engineer who researched organizational development, refined professional workplace training, and introduced scientific management. Taylor (1911) was of the opinion that, "the best management is a true science, resting upon clearly defined laws, rules, and principles, as a foundation" (p. 1). This philosophical approach offered, "maximum prosperity for the employer, coupled with the maximum prosperity for each employee" (Taylor, 1911). At its core, scientific management supports, "...the training and development of each individual in the establishment, so that he can do (at his fastest pace and with maximum efficiency) the highest class of work for which his natural abilities fit him" (Taylor, 1911, p. 1). In the context of education,

Taylor identified the following factors as essential within management practices and the change process are: (a) professional development; (b) the adult learning; and (c) employee efficacy. They are equally important within a school and school district to increase student performance.

Also, Taylor (1911) identified the social and cultural norms of the workplace environment as significant contributors to the change process. The practice of standardizing work practices, individualizing performance goals, and implementing department action plans became vehicles for change and improvement. Modern management practices emerged as the process for guidance and feedback to the worker through training, assessment and evaluation of work practices (Locke, 1982). Over the past 10 years, schools and school districts have institutionalized managerial practices as a result of state and federal legislation directed at the improvement of student performance. Taylor's managerial practices--defined by rules, laws, and principles--have characterized trends in educational reform initiatives as well.

Nearly 100 years have passed and Taylor's research regarding organizational health and human resources continues to impact the workplace; including school systems. Training, assessment, and the systemizing work practices are enacted through state and federal laws. Applying legislative acts to thousands of public school employees is the responsibility of state school boards. Technology can become an efficient and employable model for the transfer of the components of legislative acts to thousands of educators within the state. The advancement of technology and virtual learning environments is a dominant vehicle for learning in

higher education. Between 2000 and 2008, student enrollment in at least some online learning programs is more popular. The share of students in at least one online education class expanded from 8 % to 20 %, and the percentage enrolled in an online education degree program increased from 2 % to 4 % (Radford, 2011). One third of all students enrolled in higher education have taken an accredited online course and enrollment for online courses seems to increase with the advance in technology (Lederman, 2013). In the context of education, the employment of online learning is a natural progression for training professionals and changing the learning environment to improve student performance.

According to Danielson & McGreal (2000), efficacy and evaluation are interrelated in the quest to raise student performance. Efficacy is a critical component of the individual's thought process, response to motives, and reaction to a stimulus (Bandura, 1986, 1997). Efficacious people build mastery through persistence and resilience, learn vicariously through modeling and education, employ positive and contextualized social persuasion, and regulate personal somatic and emotional states (Bandura, 1986). In the context of education, professional training and development are designed to increase self-efficacy and willfully suppress the role of habits that impact 40% of daily actions (Duhigg, 2012; Wood, Quinne & Kashy, 2002). The efficacious individual engages in self-appraisal and self-reflection prior to accomplishing a task (Bandura, 1986, 1997).

The ultimate goal of professional development, in any form, is to standardize and/or change existing practices. In education, school reform plays an essential role in this standardization change process. State laws and federal mandates play an

essential role in changing the learning environment in public schools. By using corporate change models and theories, educational leaders have relied on numerous studies and practices to change employee habits and practices. Rogers's (2003) research on the diffusion of innovations has provided a framework to understand the tenets of adopting a new initiative or new program. In the context of education, the diffusion of innovations theory provides an analytical review of the consequences prior to and during the adoption of an innovation. This theory is a natural choice to use in examining state legislation and federal mandates as catalysts for change.

This chapter reviews large-scale and theoretical studies, and it includes the justifications for the research that is reviewed. A synthesis of the literature reviewed defines a new perspective on the problem within the history of the field. The chapter is divided into the following sections: (a) professional development outcomes, (b) professional development for principals, (c) online learning and professional development (d) building habits and efficacy, (e) types of adult learners, (f) change process, and (g) diffusion of innovation theory.

Professional Development Outcomes

Professional development plays a crucial role in the education system. State and national conferences, district initiatives, and school-based initiatives characterize professional development opportunities for educators. The traditional lecture approach to professional development is giving way to other types of professional development such as coaching, peer review, professional learning

teams, and online training initiatives. The National Staff Development Council (as cited in Sparks & Loucks-Horse, 1990) has noted there are five models of effective professional development in the field of education: training, individually guided staff development, observation/assessment, involvement in the development/improvement process, and inquiry. There is an abundance of research and studies on effective professional development and there are organizations devoted to designing, improving, and/or assessing professional development practices. Professional development plays a crucial role during this era of education reform.

In general, professional development is an opportunity to learn or review job-related activities. It involves relevant formal and informal learning opportunities for educators (Fullan, 1995). However in the context of education, teachers participate in a variety of learning opportunities as a means to enhance the curriculum used or to adopt one; to initiate or apply pedagogical practices; and to adopt new professional practices. Workplace training and professional development focus on the adult learner and providing this type of training requires a different set of skills and practices because the learning environment is composed of adults, rather than children. The theory of andragogy, which holds that adults learn best by attaching new knowledge to previously learned knowledge or an experience, is a way to describe the paradigm of Plato (Ozuah, 2005; Rachal, 2002). Adult learners in a training environment must be engaged in learning that is relevant and connected to their daily practice, self-directed by their learning, and guided by their intrinsic motivation to acquire the content (Feuer & Geber, 1988;

Githens, 2007; Knowles, 1980; Merriam, 2001). Some researchers argue that andragogy is a theory of best practice that can apply to both adults and children (Davenport & Davenport, 1985; Hartree, 1984; Merriam, 2001).

Joyce and Showers (1980) have suggested that quality teacher professional development embodies a combination of theory, modeling, practice, feedback, and application through coaching and dialogue. High quality teacher professional development that supports teacher learning should focus on subject domain and support a community of practitioners who are immersed in content, common beliefs, and student-centered learning experiences similar to the classroom (Elmore, 2002; Stigler & Hiebert, 2004). Finally, there is evidence that professional development communities are important to school improvement and school reform (Stein, M., Smith, M., & Silver, E., 1998).

In large-scale studies, professional development practices have been characterized as nurturing professional discourse and collaborative problem solving, supporting teacher learning, and adding to the collective knowledge of educational staff and effective professional development (Holzer, 2004; Martyn, 2005; Salmon, 2002). Professional training that engages the adult learner in a highly collaborative environment that is inquiry based is a crucial and important aspect for the professional learning environment (Vonderwell, 2003). Chickering and Ehrmann (1996) indicated that professional development participants must actively engage in the instructional process by reflecting on the new information and connecting it to prior knowledge. Finally, adults engaged in professional development benefit from interactive activities that include motion, audio, and

kinesthetic features (Eastmond, 1994). Effective professional development activities should strengthen a particular concept and avoid teaching a tool or trick (Kirkwood & Price, 2005).

Research findings on professional development clearly indicate the need for a collaborative learning environment, coupled with structured dialogue connected to content, common beliefs, and student-centered learning experiences through an inquiry approach to learning. Although theorists are not aligned with the theory of Andragogy, the professional development research supports the importance of engaging the adult learners in activities that are relevant and connected to their daily practice. The learning process needs to be self-directed and differentiated, and the planned outcome needs to be valued by the learner in an effort to acquire the content. There is evidence from theoretical studies that professional development is an important vehicle for school reform and that it increases student performance.

Failure of professional development programs includes teachers being resistant to change, teacher change not being supported, and failure to account for what motivates each individual teacher to participate in professional development. Requiring teachers to participate in professional development activities is a popular but unsuccessful method of changing a school environment and supporting reform efforts (Evans, 1996). One challenge to professional development as a catalyst for change is identifying who must be committed to the change and how to connect these individuals (Evans, 1996). A critical mass supporting the change effort should be recruited to form communication networks to assist the diffusion of the innovation (Evans, 1996).

Professional Development for Principals

In public schools, the responsibility for curriculum and instruction has been traditionally placed upon classroom teachers. Professional development has primarily been focused on developing teachers and instructional staff. Principal participation in teacher professional development can be described as learning with the teacher, however, for the principal, the learning outcomes of the training are more about the transfer of training outcomes to the teacher's classroom. A current model of professional development that supports school reform initiatives often excludes a focus on the principal and concentrates on teacher practice. The continuous professional development of principals is essential for strengthening their "capacity to improve instruction, create a school culture of shared leadership, collaboration and high expectations for all students" (Shelton, 2011, p.14); however, there is a lack of research that focuses on professional development for principals.

Theorists have suggested that the professional development of school principals has played a prominent role as a school reform initiative and that a principal's professional development should be an expectation (Eller, 2010; Lashway, 2002). Principals are interested in participating in professional development to improve both leadership and instructional skills (Keith, 2011). However, conclusions from previous research have suggested that autonomy and the alignment of needs should play a prominent role in professional development for principals (Gabriele, 2010; Southern Regional Education Board, 2010).

In an analysis of principal professional development, Sparks (2002) indicated, "Principal development, which traditionally has been given an even lower

priority by school systems than teacher development, too often turns participation into passive recipients of information rather than active participants in solving important education problems” (p. 82). In most professional opportunities for principals, the expert presents information and the principal sits and reacts (Mohr, 1998). Professional organizations often sponsor theorists and researchers to speak at professional engagements. This has been the basis of professional development for principals. Researchers have speculated that because there are fewer quality people going into school administration, a more comprehensive professional development plan is needed for principals (Bloom et al, 2005; Sparks & Hirsch, 2000). As with professional development for teachers, the professional development for principals should occur within a principal’s regular practice and the learning should focus on implementation of best practices and building professional learning communities (Sparks, 2002). Successful principal professional development is relevant and connected to daily practice, self-directed and differentiated, intrinsically motivating and leads to building professional learning communities.

Unfortunately, principals do not value professional development opportunities and many principals have a difficult time justifying leaving the building (Mohr, 1998). Mohr (1998) noted that some principals consider attendance at professional development trainings as a luxury and some even consider it to be selfish. Concentration of work within the classroom appears to exclude the professionals outside the classroom. The immediate school reform initiatives focus on student performance and teacher accountability. “There are

immediate challenges that educational leaders must face; such as schools struggling to meet the needs of ill-served children, the administrative challenge of the *No Child Left Behind Act*, and the educator's ability to adjust to the world of accountability and growing competition" (Hess, 2004, p. 1). Expectations need to be adjusted so that principals are seen as instructional leaders, not just school managers.

There is large-scale research and theoretical studies that focus on professional development for principals and provide recommendations. The recommended methods for professional development for principals include; developing professional learning communities through ongoing study groups, regular visits to one another's schools within the district, and frequent coaching (DuFour, 2004; Hoffmann & Johnston, 2005; Sparks & Hirsch, 2000). These recommendations support collective efficacy as a strong positive relationship to organizational effectiveness (Goddard, R. D., Hoy, W. K., & Hoy, A. W., 2004). City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2009) found that individual efficacy within an organization did not have a strong relationship to student performance. Individual efficacy will not predict organizational performance. The belief that the individual can engage collectively in powerful actions that influence student learning can predict student performance. Studies support providing professional development plans that includes coaching and collaborative professional opportunities for principals. This can help ensure successful students, schools, and school systems (Bloom et al., 2005; Sparks & Hirsch, 2002).

Another type of principal professional development is coaching.

Coaching is a process that equips people with the tools, knowledge,

and opportunities to be effective in their work and organization. This strategy distinguished itself from training insofar as it is seen as a process rather than an event – it is a vehicle for analysis, reflection, and action that ultimately enables the person to achieve success” (Moorman & Kennedy, 2012, p. 1).

The isolated position of a school principal makes coaching an attractive choice for professional development. The collective inquiry process, a part of effective coaching practice, can support both the adult learner and collective organizational efficacy. Coaches offer an intimate relationship with principals and has the capacity to support differentiated leadership approaches, individualized dialogue and discussion opportunities, personal and professional goal setting benchmarks, and formal reflection times as interventions within a private risk free and safe learning environment.

Principal accountability for student performance has shifted the role and responsibility of the principal from manager to instructional leader. State and federal laws have been enacted to shape teaching and learning and impact student performance. These laws govern teacher and principal evaluations and institute standardized testing protocols, they release school data and statistics to public records, and they rationalize the funding appropriations in an effort to make teaching and learning more transparent. Professional development for principals becomes a crucial responsibility for both the profession and institution.

Online Learning and Professional Development

The advantages of technology and online access make online professional development an attractive alternative for principal professional development. Similar to conventional professional development practices, online professional development is a process by which educators can acquire or refine skills, attitudes, and beliefs to improve student learning (Fenstermacher & Berliner, 1985; Griffin, 1983; Guskey, 1986; NSDC, 2001). Professional development has been linked to school reform (Guskey, 2003; Sparks & Hirsh, 1997) and the change process (Boyle, While, & Boyle, 2004; Butler, Novak, Beckingham, Jarvis, & Elashuk, 2001). In our current era of reform and accountability, professional development becomes the vehicle for change within the change process for teachers and administrators.

In education, professional development can be a dilemma for an educator. Students are the recipients of services that are provided by schools. Educators are the primary providers of these services. An absent teacher can be an obstacle to the learning process, and learning can be inhibited by factors that prevent teachers from facilitating the learning environment. Traditional pull-out professional development experiences may not contribute to student growth and performance in a positive way.

Another complication to professional development in education is union contracts that prevent mandatory professional development during summer months or other non-instructional days. Similarly, budgetary restrictions can prevent school districts from scheduling professional development during the summer months because the district budget cannot pay teachers to engage in the

learning during this time. As a result, most professional development in education takes place outside the classrooms during the school year. Educators are removed from their classroom responsibilities to engage in learning opportunities.

Technology offers another option for training that can occur outside of the traditional times and formats used for conventional professional development.

There are a myriad of structures and components within online learning settings.

These structures and components may included discussion groups, seminars, study groups, access to experts and mentors, chat rooms, archived discussion postings,

electronic mailing lists, and video streams (Bonk, C. J., Hansen, E. J., Grabner-Hagen, M. M., Lazar, S. A., & Mirabelli, C., 1998; Brown, 2003; Schulte, 2003). Online

learning can take place on weekends and evenings, and at other times that

traditional training cannot take place. The U.S. Department of Education in a meta-analysis and review titled, *Evaluation of Evidence-Based Practices in Online Learning*

(2010) described the flexibility of online learning for the participant in this way:

Different technology applications are used to support different models of online learning. One class of online learning models uses asynchronous communication tools (e.g., e-mail, threaded discussion boards, newsgroups) to allow users to contribute at their convenience. Synchronous technologies (e.g., webcasting, chat rooms, desktop audio/video technology) are used to approximate face-to-face teaching strategies such as delivering lectures and holding meetings with groups of students (p. 1)

Using asynchronous instructional strategies, teachers design student-centered teaching methods using online learning resources to facilitate information, may be

accessed without time and place constraints (Mayadas, 1997). Furthermore, the use of asynchronous learning technologies, methods of instruction, and instructional strategies can help teachers develop new insights, skills, and experiences that they can then apply to their work with students, peers, administrators, and other educational professionals (Gilbert, 2005). As time becomes a limited resource for schools and school districts, reform initiatives that involve professional development and other school-related change efforts are likely to come to rely more and more on non-traditional methods to support professional development and school reform.

The use of online learning is becoming essential in K-12 environments, secondary and post secondary education, and public and corporate settings. Distance learning literature (Cavanaugh 2005; Moore 1994) suggests that there are no differences in the effectiveness of online learning and face-to-face learning when face-to-face learning is prohibitive. In a report on the empirical studies in this area, the U.S. Department of Education (2010) reported, that, on average, students in online learning conditions performed modestly better than those receiving face-to-face instruction. However, there is limited research regarding the impact of online professional development to application of the new understanding to the classroom or work setting (Brunvard, Fishman & Marx, 2005). In most studies, the online learning environment and the components of the synchronous or asynchronous activities were evaluated to determine the most effective manner by which to facilitate learning and acquire new knowledge acquisition for the student, and not the success of the learning outcomes (Brunvard, Fishman & Marx, 2005; Marra,

2004; Meyer, 2006).

Professional development planners have experimented with blending conventional face-to-face interactions with numerous online learning components or strategies. In numerous controlled studies, the effectiveness of a blended instructional approach to online learning (incorporating components of online activities with virtual or real face-to-face interactions) did not contribute to either the learning or the transfer of the learning into the work setting (Campbell, A. T., Eisenman, S. B., Lane, N. D., Miluzzo, E., Peterson, R., Lu, H., & Ahn, G. S.; Davis, D., O'Brien, M. A. T., Freemantle, N., Wolf, F. M., Mazmanian, P., & Taylor-Vaisey, A., 1999; Gaddis, B., Connelly, S., & Mumford, M. D. 2004; Poirier and Feldman 2004). However, the U.S. Department of Education (2010) noted difficulty when comparing studies of blended learning environments are compared due to variations within the controls among the experiments; such as, the variety of learning approaches applied to the study, the difference in the instructional elements employed by participants, and the wide range of subject content. The report stated, "...recent experimental and quasi-experimental studies contrasting blends of online and face-to-face instruction with conventional face-to-face classes, blended instructional has been more effective..." (p. xviii). The learning outcomes for both face-to-face conditions and online conditions were statistically equivalent. To generalize, online professional development, programs and initiatives that blend online components with face-to-face virtual or real elements may produce more favorable effects for the learner and the outcome.

Learning theorists have contributed significantly to the analysis of the

components of professional development and the objective outcomes of professional development. Ertmer and Newby (1993) asserted that learning occurs along a behaviorist, cognitivist, and constructivist continuum. It is important to consider these three approaches to instructional-design theory when designing professional development environments for use with adult learners.

The first instructional-design theory discussed is behaviorism. Reigeluth, (1983) identifies Skinner, Bruner, and Ausubel as contributing to a behaviorist approach to instruction. Within a behavioral paradigm, professional development instruction is broken down into steps and exercises for the learner. Instructional methods such as tutorials, lectures, questioning, recitation, drill and practice can be attributed to behaviorist theories (Cares, 1993; Dick & Carey, 1985; Jacobs, 2001; Knirk & Gustafson, 1986; Reigeluth, 1983).

Cognitivists provided another approach to instructional design. They study how learners think and process information based on previous experiences. Memory and mnemonic devices help build new concepts within a learner's existing set of knowledge (Cates, 1993; Kirk & Gustafson, 1986; Reigeluth, 1983).

The third approach to instructional design is the constructivist learning approach. A constructivist believes that learning is a tool for the learner to construct his or her own understanding based upon his or her experiences. Learning is an active process of constructing knowledge rather than acquiring knowledge and instruction is a process of supporting student's construction of knowledge rather than a communication of knowledge (Duffy & Cunningham, 1996). Constructivist instruction takes as its starting point the knowledge,

attitudes, and interests students bring to the learning situation. Cooperative learning experiences, individualized learning activities, and self-paced learning initiatives are fundamental instructional practices for a constructivist classroom (Cates, 1993; Jacobs, 1992).

Lu and Jeng (2006) have shown that, of the three instructional design theories, constructivist learning theory works best for online professional development. The U.S. Department of Education (2010) characterized lesson designs that promoted student reflection on their level of understanding and that triggered learner reflection and self-monitoring of understanding offered advantages over online learning that did not provide these activities for the learner. Individualizing online content-based learning developed by student interest and need plays a role in effective online lesson planning and design (Grant and Courtoreille 2007; Nguyen, 2007).

Building online professional development opportunities incorporate many elements of instructional-design theories. Engaging the learner within the learning environment is essential for the learning process. Effective online professional development provides the learner with lessons that explore relevant issues, test arguments, and interaction with ideas that build knowledge. In order to accomplish this, the learner participates in online forums, networks, and virtual dialogue opportunities which are vehicles that introduce new ideas, explain concepts, debate viewpoints, and strengthen comprehension skills (Carroll-Barefield, 2005; Buchanan, 2004; Gabriel, 2004; Rovai & Barnum, 2003; Sorensen & Takle, 2002).

In program analysis studies of technical form and visual components, the

traditional approach of engaging the learner through visual and dynamic approaches produces little significance for the learner to transfer the learning to the workplace. Online professional development that employs a variety of media elements; such as, video, text enhancements (graphics, navigation options, color), audio, and images do not significantly affect learning outcomes (Maag, 2004; McKethan, R. N., Kernodle, M. W., Brantz, D., & Fischer, J. 2003; Schmeekle, 2003; Schnitman 2007). In online professional development, the medium is simply a carrier of content and is unlikely to affect learning (Clark, 1983, 1994)

Online learning experiences that are student-centered and allow students to take more control of their learning in either active or interactive situations produce larger learning gains than do teacher-directed experiences (Cavus, N., Uzunboylu, H., & Ibrahim, D., 2007; Dinov, Sanchez and Christou 2008; Goa and Lehman 2003; Zhang 2005). The engagement of the learner plays an essential role in learning outcomes that transfer to the work setting. Learners benefit from online professional development that is differentiated, active, dynamic, and self-paced.

The online learner needs an opportunity to engage with other learners and the learning facilitator. This social aspect of traditional learning continues to be an essential component within online professional development. A learner interacting with other students through a virtual environment or face-to-face interactions is significant to the success of all learning outcomes and the positive results of the online learning (Cook & Germann, 2010; Kay, 2006; Ramos and Yudko, 2008; Soller, 2001). Constructing collaborative online learning environments is the responsibility of both the online designer and online instructor. Similar to face-to-

face professional development, carefully constructed conversation leads to self-reflection and self-assessment. As a result, learning occurs and change impacts the workplace. The Collaborative Learning Conversation Skill Taxonomy (CLCST), developed by Soller (2001), is used to identify conversation skills found in the collaborative learning environment that contribute to the engagement of learners. CLCST is an emerging paradigm that has been found to enhance online peer interaction in order to build collaborative learning experiences (Lipponen 2001; Wasson 2007). All types of learners, from the introvert to the extrovert, have gained from the CLCST in active social interaction. Learners develop new knowledge, share thoughts, and discuss actively with limited anonymity. These virtual interactions help to foster intellectual competency as learners who collaborate together can generate deeper levels of understandings and learn through peers (Dillenbourg, 1999). Virtual learning promotes social engagement and interaction as learners work together to solve problems (Dillenbourg, 1999). The infusion of CLCST in lesson designs is changing the nature of teaching and learning. Similarly, infusing CLCST within online professional development builds a learning environment that is beneficial for all types of learners, and that will positively correlate with student and teacher interactions (Martera-Gutierrez 2002).

Computer-based instruction (quizzes, simulations, and individualized instruction) varies in its effectiveness when added to an online learning environment. Research (Lewis 2002; Maag 2004; Stanley 2006; Tselios et al. 2001) that examined the effectiveness of quizzes had mixed findings. The use of simulations within online learning opportunities produced modestly positive effects

on the learner (Castaneda 2008; Hibelink 2007). Finally, Nguyen (2007) and Grant and Courtoreille (2007) compared computer-based instruction to individualize instruction through modules or a platform that responds to a learner's performance. Both studies found that individualized instruction had a positive impact on learning outcomes and the researchers concluded that a response-sensitive online platform for a professional development program could be beneficial to the learner.

One of the most prominent components for increasing learning outcomes through online professional development is the promotion of learning reflection. In analyzing learning outcomes and the success rate of professional development, several students found that the components that encouraged the participant to reflect and/or participate in the reflection process produced the most positive results of the online professional development program studied (Bixler 2008; Chang 2007; Chung, Chung and Severance 1999; Cook et al. 2005; Crippen and Earl 2007; Nerlson 2007; Saito and Miwa 2007; Shen, Lee and Tsai 2007; Wang et al 2006). Online professional development that features formal prompts for students to reflect via self-explanations and/or self-monitoring strategies increases their ability to integrate and elaborate in their writing (Bixler 2008; Chang 2007; Chung, Chung and Severance 1999; Cook et al. 2005; Crippen and Earl 2007; Nerlson 2007; Saito and Miwa 2007; Shen, Lee and Tsai 2007; Wang et al 2006). Additional reflective activities and exercises embedded within online professional development improve student online learning (Bixler 2008; Chang 2007; Chung, Chung and Severance 1999; Cook et al. 2005; Crippen and Earl 2007; Nerlson 2007; Saito and Miwa 2007; Shen, Lee and Tsai 2007; Wang et al 2006). Online learners using self-assessment

strategies perform better than those using traditional tests. The U.S. Department of Education (2010) noted “...the available research evidence suggests that promoting self-reflection, self-regulation, and self-monitoring leads to more positive online learning outcomes. Features such as prompts for reflection, self-explanation, and self-monitoring strategies have shown promise for improving online learning outcomes” (p. 45).

The design and delivery of online professional development include skills and strategies not usually associated with traditional professional development practices. The online instructor designs virtual interactive activities, troubleshoots with online situations, and gains proficiency in operating online learning platforms. The results of several comparative studies of programs have found that the key to the successful online facilitator is to develop interactive activities (include motion and kinesthetic features), facilitate collaborative experiences, and create a multi-dimension (visual and audio) learning environment for participants (Gold 2001; Hillman, Willis, & Gunawardena, 1994; Ko & Rossen, 2004; Sutton, 2001; Yang & Cornelious, 2005). A taxonomy of online interactions among students has been proposed by Chapman, Ramondt, and Smiley (2005), and this taxonomy varies the dimensions of understanding and experiences in the learning environment for the student.

Building Habits and Efficacy

The goal of professional development is to acquire or refine skills, attitudes, and beliefs to improve student learning (Fenstermacher & Berliner, 1985; Griffin,

1983; Guskey, 1986; NSDC, 2001). The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) program has been designed as a professional development opportunity to assist Illinois principals to refine their teacher observation skills, acquire a defined mindset for best practices, and develop beliefs that will improve student learning. As a result of this online professional development, the efficacious individual will develop beneficial and appropriate habits; the ability to self-regulate thoughts and behaviors; and build the capacity to achieve set goals.

Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules (CEC, 2011) is a teacher evaluation observation protocol designed to reform teacher instructional practices and classroom learning environments. Specific teacher behaviors and student behaviors are defined through adopted rubrics. The state mandated an online professional development program for principals in an effort to adopt behaviors necessary to apply the adopted rubrics for teacher observation and evaluation practices. The state mandated that this teacher observation and evaluation protocol be used to change existing habits and behaviors that do not align with the state's observation and evaluation protocol.

The state law, SB7, was designed to change teaching and learning environments at the school level. The evaluator's habits and behaviors played a significant role in the duties and responsibilities of teacher observation and evaluation practices. These habits play a dominant role despite motivational interventions initiated to change existing behaviors. A principal's managerial and instructional practices are a result of behaviors associated with mentor-mentee

relationship, school culture, established protocols, personal beliefs, and interpretation of expectations, biases, and philosophical attributes. Newby-Clark, (personal communication, 2012), an empirical quantitative researcher at the University of Guelph in Ontario, Canada shared in his blog “... (H)abits are highly ingrained behaviors. They're almost automatic. That means that they are extremely hard to change. They're hard to change because they are supposed to be hard to change.” Individual habits and intentions can play a significant role in attaining professional development goals and objectives as a vehicle for school reform.

In reviewing research studies, the study of habits and intentions is a focus for researchers (Maltz, 1960.) Maltz (1960) defined habits as behavioral patterns, based on learned context-behavior associations, that are elicited automatically and they are driven by different cravings, cues, and rewards. Habits are neural etchings of repeated behaviors that create automatic routine and allow the brain to conserve energy and avoid overstimulation. Habits are powerful in which 40% of daily actions are habits and not decisions (Duhigg, 2012; Wood, Quinne & Kashy, 2002). To change a habit the individual will need to overcome “willpower fatigue” by making small steps toward changing existing habits and camouflaging the existing behavior with something familiar. Control research studies conclude, old habits never die; once the neural habit pathway is forged, it remains (Duhigg, 2012; Norcross, J.C., Mrykalo, M.S., & Blagys, M.D., 2002; Norcross, J.C., Krebs, P.M., & Prochaska, J.O., 2011).

The role of habits significantly contributes to school reform efforts and professional development outcomes. When examining change efforts and change

initiatives, “Individuals and institutions have a natural and rational reaction to anything disruptive and innovative: they resist it in order to preserve the comfortable system they worked so long and hard to build” (Szabo, 2002, p. 1467). This resistance may be intentional or an unintentional behavior reacting to mandates, vision statements, data, or other influential communication.

The workplace environment and culture maintains habits and status quo. This environment is rigid, and at times inflexible. Knowledge, language and thought are inherently collective (Senge, 1990) and routines translate collective learning into collective remembering (Nelson & Winter, 1982). Grant (1991) has suggested that routines reflect what is predictable in an organization. The actions of the evaluating principal are built around routines and may translate into a protocol Nelson & Winter (1982) described as remembering by doing.

As the result of new teacher evaluation and observation tools, principals are required to change their behavior. Before individuals can change their behavior, they must fit their own core values and beliefs within the fundamental principle of the reform effort. If the reform initiative does not inspire individuals to change the values and norms they hold dear, the chance for success is almost futile. Rossman, Corbett and Firestone (1988) suggested that schools with fully developed cultural systems are less likely to initiate changes that violate established patterns of behavior and the workplace culture.

There is an interdependent relationship between professional development and the learner. The professional development opportunity fills the void for the learner, while learners collect the objectives sought from the learning opportunity.

Adults within professional development environments regulate their learning through goal setting, reflection, forethought, and other efficacious activities. Social cognitive theorists such as Pintrich (2000) have described these activities as contributors to self-regulation and define self-regulation, and he has defined self regulation as an active, constructive process whereby learners set goals for their learning and attempt to monitor, regulate, and control their cognition, motivation, and behavior so that it is guided and constructed by their goals and the contextual features in the environment. According to Garner, as cited in Silverman and Casazza (2005), there are three components to self-regulation: “knowing about oneself, knowing about the task, and using one’s own repertoire of learning strategies” (p. 48). The ability to self-regulate or critically reflect on one’s learning allows the student to assist in his or her own learning, thus becoming an equal partner in the education process.

Theorists support the idea that, “successful experiences... lead to enhanced self-esteem” (Silverman & Casazza, 2005, p. 75). Educators who set their students up for success, who value students as people, who value students’ contributions to the classroom, and who allow students to have influence over their educational experiences can enhance this sense of self. One important aspect of sense of self is the concept of self-efficacy. “Self-efficacy is one’s belief and expectations about whether one has the ability to successfully complete or accomplish a particular task” (Lemme, 2006, p.88). Self-efficacy beliefs play an essential role in self-regulation (Bandura, 1994) and resiliency and confidence are a direct result of self-efficacy and success (Lemme, 2006).

Professional development is a vehicle of school reform and new school initiatives that is intended to change or enhance individual behaviors. Social cognitive theory defines behavior as a relationship between actions, cognitions, and the environment (Bandura, 1994). These components have a reciprocal relationship in which one influences the other to define behaviors (Cassidy & Eachus, 2002). As a result, an individual's belief in his or her capability to produce given attainments is self-efficacy (Bandura, 1997).

Self-efficacy beliefs guide the thoughts, motivations and actions of the individual (Bandura, 1986, 1997). Efficacious individuals set goals and are confident that they can achieve these goals. Professional development can be an opportunity for an efficacious individual to learn, abandon, acquire, and achieve new skills and beliefs as a way to increase perceived capability.

Perceived self-efficacy exerts its influence on an individual through four major processes: cognitive, motivational, affective and selection (Bandura, 1993). First, Bandura (1993), described cognition as "... human behavior, which is purposive, is regulated by forethought embodying cognized goals" (p. 118). Success comes from working on challenging goals rather than working on easy goals. "The stronger the perceived self-efficacy, the higher the goal challenges people set for themselves and the firmer is their commitment to them" (Bandura, 1993, p. 118).

The second process of perceived self-efficacy is motivational. Bandura (1993) theorized that forethoughts guide and motivate actions. Motivational processes define individual beliefs about what they can do, contribute to the anticipation of outcomes, and contribute to the goals set by the individual.

“Forethought is translated into incentives and appropriate actions through self-regulatory mechanisms” (Bandura, 1993, p. 128).

Another perceived self-efficacy process in cognitive development is the individual's affect and more specifically, the belief about the role stress and depression play on threatening or difficult situations. “People who believe they can exercise control over threats do not conjure up disturbing thought patterns. But those who believe they cannot manage threats experience high anxiety arousal. They dwell on their coping deficiencies” (Bandura, 1993, p. 132). This perceived self-efficacy process can contribute to avoidance behaviors, achievement anxiety, withdrawal, and occupational burnout (Bandura, 1993).

Finally, the last perceived self-efficacy in cognitive development is the individual's environment and participation in activities. People avoid or participate in environment and/or activities that they judge themselves capable of handling (Bandura, 1993).

There are three principal ways in which perceived efficacy operates as an important contributor to academic development: students' beliefs in their efficacy to regulate their own learning and to master different subject matters, individual teachers' belief in their efficacy to motivate and promote learning in their students, and staffs' collective sense of efficacy that their schools can accomplish significant academic progress (Bandura, 1993, p. 135)

Perceived self-efficacy is distinguished from other constructs such as self-esteem, locus of control and outcome expectancies. Perceived efficacy is a judgment

of capability (Bandura & Locke, 2003). This capability is the goal of the mandated professional development for Illinois principals *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) modules. As a result of this state mandated professional development, principals are expected to demonstrate inter-rater reliability when the evaluation system is used across school districts and the entire state.

The contributions of an efficacious teacher, whether in the classroom or professional development environment, are significant. Bandura (1993) reported that Gibson and Dembo (1984) found that teachers with a high sense of efficacy devote more time to learning for all students and employ positive feedback to students. “...Teachers who believe strongly in their instructional efficacy create mastery experiences for their students” (Bandura, 1993, p. 140). The research of Woolfolk and Hoy (1990) indicated that a teacher’s low sense of instructional efficacy results in the use of extrinsic inducements and negative sanctions to get students to study. Ashton and Web’s (1986) findings demonstrated that the level of a teacher’s sense of instructional efficacy predicted student performance. Teachers with a high sense of self-efficacy believe they can be effective (Bandura, 1986, 1993, 1997). Although the aforementioned research suggested that teacher Instructional efficacy could predict student performance and personal effectiveness, it may be that principal efficacy might achieve the same results. This needs further research and investigation.

An individual’s self-efficacy determines the outcome of the behavior in which he or she is engaged. The more confident individuals are in their capability to

perform a specific task, the more likely they will grow as a result of the task (Bandura, 1986). An indication of self-confidence influences performance and beliefs about the individual's ability to achieve (Choi, H. J., & Johnson, S. D., 2005). Professional development and training satisfaction can be attributed to both self-efficacy and confidence.

Types of Adult Learners

Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules (CEC, 2011) were designed for adult learners. Kowalski (1988) described adult learners as those who seek out formal learning opportunities beyond the traditional secondary school and undergraduate institution. The most identified attribute of the adult learner is chronological age, because this characteristic is quantifiable and it represents an easy way for local and state governments to apply certain policies to a general population (Kowalski, 1988). There are other attributes that can be used to identify adult learners, such as, personal maturity, level of socialization, life experiences, cognitive development, learning style, culture, and ethnicity (Brookfield, 1995; Kowalski, 1988). Lemme (2006) noted that complex and stimulating environments benefit the cognitive functioning of adults and that rewards are still pivotal to the task.

There are three philosophies of adult learning that can be applied to principal professional development. They are andragogy, self-directed learning, and transformational learning. A brief discussion of the differences between learning in children and adults follows.

In 1968, Malcolm Knowles introduced to the United States a European theory of adult learning that differentiated andragogy, “the art and science of helping adults learn” (Knowles, 1980, p. 43), from pedagogy. Andragogy emphasizes a learning environment in which the teacher is also a participant, in which learner needs determine learning goals, and where adults feel comfortable using reflection and discourse to further their learning in a collaborative social way.

Self-directed learning is focused on the development of self and the learner assumes responsibility for his or her own learning. Learners set their own learning goals and objectives, identify their own resources, select their own instructional methods, and determine how to evaluate their own learning (Brookfield, 1995; Caffarella, 1993). The process of learning is more important than the product. Some of the characteristics include being methodical, disciplined, logical, analytical, reflective, self-aware, flexible, interdependent and interpersonally competent, persistent, responsible, venturesome, creative, independent, and self-sufficient. Self-directed learners also demonstrate curiosity, openness, motivation, confidence, and have a positive self-concept (Tennant & Pogson, 1995).

A final adult learning theory is transformational learning, or learning that results in change. Transformational learning is learning that genuinely transforms and liberates learners as opposed to merely achieving specific goals associated with different life phases (Tennant & Pogson, 1995). Theorist Clark (1983) described transformational learning as learning that shapes people. As cited in Brookfield’s (1995) and Clark’s (1983) research, major contributors to the theory of transformational learning include; Mezirow and his theories of perspective

transformation and transformative learning, Freire and his theory of critical pedagogy, and his work with the developmental character of formal education in adulthood.

As explained in Clark (1983) Mezirow provided the most theoretical conceptualization of transformative learning. He described transformative learning as learning that has an effect on an individual's frame of reference. Frames of reference are assumptions people have that formulate how they understand their life experiences. Anything outside a person's frame of reference is considered invalid or not worthy of consideration. Effective transformative learning aims to change a person's frame of reference to make it more self-reflective, inclusive, and discriminating. Frames of reference can be transformed by critically reflecting on one's assumptions as well as the assumptions of others. Disputed beliefs, morals, and values are validated through discourse. An environment that fosters transformative learning is one that is collaborative, interactive, and learner-centered. Educators act as facilitators of the learning process by engaging learners in meaningful discourse, helping them to understand their frames of reference, and by guiding them to critically reflect upon their own and others' assumptions (Mezirow, 1997).

Mezirow (1997) noted that the components of critical self-reflection and reflective discourse are important to the success of transformative learning for adults. These types of learning opportunities have been recognized as important to changing teacher beliefs and attitudes, which can lead to higher levels of implementation (Mezirow, 1997). Once teachers see that the results of their actions

are effective, and more importantly, once they have had an opportunity to reflect upon this change themselves and share it with others, the transformation is complete and transformative learning has occurred (Guskey, 2002; King & Lawler, 2003; McKeown & Beck, 2004; Merriam, 2001; Mezirow, 1998, 1990; Wlodkowski, 2003). The consensus from the literature on adult learning—which applies to professional development as well—is that adults require reflection and discourse to enhance learning, which then affects change in behavior.

The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) training program was designed as the professional development instrument used for all administrators evaluating public school teachers. The training program has been designed using *Enhancing Professional Practice: A Framework for Teaching* written by Danielson (2007) as a teaching and learning model. Illinois State Board of Education (ISBE) approved and designed the online training modules for principals.

Change Process

Change is a multidimensional process that involves all aspects of the organization: structure, politics, culture, and people (Evans, 1996). It is often a struggle to shape processes that are complex and intangible. Evans (1996), in *The Human Side of School Change*, envisioned change as riddled with paradox.

We study it in even greater depth, but we practice it with continuing clumsiness. Change itself proves Protean, its implementation Sisyphean. We try to define it, analyze it, plan it- management experts speak of “mastering”

it- all in vain. It remains elusive, mutable, never what it seems. When we try to implement it, to actually get an organization to do something new, the result is often painful and futile (Evans, 1996, p. 4)

There are two large gaps in the understanding of the change process: training and implementation (Evans, 1996). Educational change efforts fail due to expectable problems that well-trained leaders can anticipate, and innovations fail because they do not get at the fundamental, underlying, systemic features of schools. Most school innovations fail to change the behavior, norms and beliefs of the practitioners. Evans (1996) suggested, "Change is neither natural nor normal, constant nor common" (p.25). As individuals, human beings seek patterns, stability and meaning through persistence and adaptation. These characteristics become the norm and common practice within the workplace and in life.

Evans (1996) submitted that two types of change efforts exist: first-order changes and second-order changes. First-order changes try to improve the efficiency or effectiveness of work practices. These changes are incremental and isolated. First-order changes do not significantly alter the basic features of schools or the way educators perform their roles. Conversely, second-order changes are systemic in nature and aim to modify the organization of a school setting through changing assumptions, goals, structures, roles and norms (Watzlawick, Weakland, & Fisch, 1974). These changes require people to change belief systems and perceptions.

The language used to define change and to identify characteristics of change is dependent upon personal interpretations and beliefs about the change process.

Evans (1996) characterized change as a threat to one's competence that frustrates the desire to feel effective and valuable. It almost always generates friction, both between individuals and between groups because it invariably produces winners and losers. Change often signals loss, incompetence, confusion, and conflict. There is a fundamental gap between what change means to its author and what it means to its target. "...(T)he key factor in change is what it means to those who most implement it and that its primary meanings encourage resistance: it provokes loss, challenges competence, creates confusion, and causes conflict" (Evans, 1996, p. 21).

Organizational culture exerts a potent influence on beliefs and behaviors that preserve status quo and resist innovation. Schein (1985) defined cultures as "...the deeper level of basic assumptions and beliefs that are shared by members of an organization, that operate unconsciously, and that define in a basic 'take-for-granted' fashion an organization's view of itself and its environment" (p. 6). Evans (1996) defined three levels of culture: (a) artifacts and creations, which are the most tangible level encompassing the physical and social environment; (b) values, which combined represent a complex level that develops as problems are solved. It is characterized as the way to do it; and (c) basic assumptions, which is the deepest level of fundamental and underlying shared convictions that guide behavior. Evans (1996) described basic assumptions as both invisible and invincible. "Culture thus serves as an enormous conservative force, the collective expression of the conservative impulse within individuals" (Evans, 1996, p. 44).

By studying artifacts, creations, and values may draw inferences about a school culture can be drawn; however, Evans (1996) proposed that, to understand a

culture, one must participate in the “life of the school for a long time” (p. 43). Bolman and Deal (1991) suggested that the function of a culture is to represent the knowledge of predecessors, and this knowledge is perpetually renewed each time new members join the culture. Culture dictates how members react and respond to events, innovations, and situations (Deal & Peterson, 1991). Culture change can occur, but it is a more difficult and lengthy undertaking than most people imagine (Evans, 1996). Evans (1996) noted that there is little chance for *rapid* change in schools due to the quick-fix cultural mentality that permeates school reform efforts. Most change occurring in schools is both superficial and novel (Evans, 1996). True cultural change within schools is more difficult to accomplish than in corporations, since schools are less entrepreneurial, more bureaucratic, and more established than corporate America (Evans, 1996).

There are two approaches to understanding organizations and the impact of change. The two approaches: (1) the Newtonian belief of the workplace as a well-behaved machine; and (2) the nonlinear workplace where the prize worker learns quickly, continuously, and collaboratively (Tetenbaum, 1998). Both approaches cannot operate effectively under the same guiding principles. Education has not been immune to change and the change process. The 20th century factory-model philosophical approach to schools contributed to both the leadership style and change efforts of early educational reform. However, the influence of 21st century technology, globalization, competition, change rate, speed, complexity, and paradox has complicated the change process. Peters and Waterman (1984) noted in their book, *In Search of Excellence: Lesson from America's Best-Run Companies*, that

organizations spent 40 years teaching workers how to create order out of chaos; however, during the last 10 years reform efforts have taught workers how to create chaos out of order.

“Change is a phenomenon of time. It is the way people talk about the event in which something appears to become, or turn into, something else, where the ‘something else’ is seen as a result or outcome” (Ford & Ford, 1994, p. 759). Van de Ven and Poole, (1995) have identified four process theories of change:

1. *Life cycle change*. Change is imminent. The innovation has an underlying form, logic, program, or code that regulates the process of change and moves the innovation to a more realized, mature, and differentiated form. The process of life-cycle theories follows a prescribed sequence and this process may be reflected in terms of institutional rules or programs that require developmental activities to progress in a prescribed sequence (Van de Ven & Poole, 1995).
2. *Teleological change*. The change process is repetitive sequencing of goal formulation, implementation, evaluation, and modification of goals based on what was learned or intended by the innovation. There are no sequential steps toward change, however there is a standard for judging the process (Van de Ven & Poole, 1995).
3. *Dialectical change*. The change process competes “...in a pluralistic world of colliding events, forces, or contradictory values that compete with each other for domination and control” (Van de Ven & Poole, 1995, p. 510). The organization has several goals or interest groups competing for priority.

Confrontation and conflict between opposing entities generate changes within an organization (Van de Ven & Poole, 1995).

4. *Evolutionary change*. Change occurs through a continuous cycle of variation, selection, and retention. The organization persists and evolves through competition for scarce resources (Van de Ven & Poole, 1995).

Process theories are classified along two dimensions (Hage, 1999): (a) whether the process focuses on the development of a single organizational entity or on interactions between two or more entities; and (b) whether the sequence of change is prescribed and produces first order change (life cycle, evolution) or whether the sequence of change emerges as the process unfolds to generate second-order change (dialectic, teleology). According to Hage (1999) there are four theories to assess organizational change: structural contingency theory, political theory, organizational ecology theory, and institutional theory (Hage, 1999). Organizational theories are categorized by the characteristic of the environment. A final theory of change, introduced by Haveman et al. (2007) can be classified as changes caused by pressure from social movements. This basic change process may have either direct or indirect effect on the innovation within the organization with an emphasis of bureaucratic structures.

The *Illinois Association of School Boards* (as cited in Melody, 2013) supports current educational reform and noted that "... the state must ensure that performance evaluation systems... contribute to the development of staff and improved student achievement outcomes" (p. 1). The change efforts directed by the state become the catalyst to increase student performance. Legislative change

efforts become an integral part of increasing student performance at the classroom level. The teacher and principal observation and evaluation models that include student growth measures highlight the desire of the state to impact change at both the classroom and school levels. Understanding the change process at the state level is necessary when evaluating the success of reform efforts designed to change teaching and learning.

There are many ways the state of Illinois has approached the change process at the school and district level. Legislative acts mandating and/or guiding curriculum practices have influenced teaching and learning over the last 200 years. Until recently, reform efforts at the state level have focused on curriculum (curriculum adoptions and reviews), while reform efforts of the federal government have focused on individual rights (504 mandates, special education laws, etc.). Understanding the fundamental components of change, the change process, and the resistance to change will aid the present study.

“In reference to organizations, change involves the differences in how organizations function, who its members and leaders are, what forms it takes, or how it allocates its resources” (Huber, G. P., Sutcliffe, K. M., Miller, C. C., & Glick, W. H. 1993, p. 216). From the perspective of organizational development, change is “a set of behavioral science-based theories, values, strategies, and techniques aimed at the planned change of the organizational work setting for the purpose of enhancing individual development and improving organizational performance, through the alteration of organizational members’ on-the-job behaviors” (Porras & Robertson, 1992, p.723).

Research suggests that there are contrasting elements within the change process. Porras & Silvers (1992) suggested a distinction between change that is episodic, discontinuous, and intermittent and change that is continuous, evolving, and incremental. Understanding these two contrasting approaches to the change process was essential to the study of the role of the state of Illinois role in restructuring the teacher observation and evolution process, mandating professional training for evaluators, and indirectly influencing the teaching and learning practices at the school level.

Episodic change, as described by Mintzberg and Westley (1992), tends to be infrequent, slow and less complete because it is seldom fully implemented. It is more strategic in its content, more deliberate and formal, and more disciplined than other change processes. Episodic change is often initiated at higher levels within an organization. Episodic change was employed by the state of Illinois to alter and modify teacher observation and evaluation practices through legislation (Senate Bill 7) and law (the mandated online training for principals *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules*).

Continuous change is ongoing, evolving, and cumulative. Orlikowski (1996) described components of this change process as ongoing variations emerging frequently through the improvisation of every day life. It is the continuous adoption and editing of ideas that bypass the apparatus of planned change (Czarniawska & Sevon, 1996).

Examining change in a broad sense, Darwin's (2009) theories can play an essential role. In Darwin's (2009) concept of evolution, nature constantly changes

in a positive manner to benefit itself. Over the past 200 years, the educational system and the approach to teaching and learning have dramatically changed. Just like the Darwinian theory of change, the organization should view the innovation process as a positive approach to meeting the needs of both the people and culture. As a result of meeting the needs of both people and culture, the change process varies by innovation and organization, however resistance can arise at times regardless of the philosophy utilized by the leader or the motivating factor.

The work of Hall and Hord (1987) emphasized that change is a systematic process within education and that the role of an effective leader is to support change. Through systematic creation of communication channels and change agents, true implementation of change will occur. The individual who is ultimately impacted by the change should be intimately involved with the decision to adopt and implement the innovation. When change is initiated, forms of resistance are to be expected, as well as panic from those within the organization. Reluctance to implement changes occurs because the change is mandated and not requested or desired by staff (Cuban, 2001; Goddard, 2004; Gorder, 2008; Staples, Pugach, & Himes, 2005).

A number of change models that have played a significant role in education reform are discussed in this section. It is important to understand the basic approaches and outcomes of these change models, and how the models can be used to assist professional development efforts for principals. As in the private sector, any one of the change protocols might have been employed when the state mandated a new teacher observation and evaluation process for teachers.

Historically, state and federal reform employ a top-down approach to change, and the results of these approaches are often minimal, unless funds or laws influence the change effort. The following change processes are discussed: Community of Practice (CoP), the Lewian 3-step model, processual change, and diffusion of innovation. This section concludes with a discussion of large-scale change and its impact upon organizations.

The first model of change to be discussed is Wenger's (1998) Communities of Practice (CoP). This model is grounded in the belief that schools exist as functioning communities in which staff collaboration is crucial for growth. The social learning concepts in this framework include: community (learning as belonging), practice (learning as doing), meaning (learning as experience), and identity (learning as becoming) as the basis for integrating an innovation (Barab, MaKinster, & Scheckler, 2003). People in CoP engage in experiential learning, develop and refine cognitive structures, and engage in culture formation. DuFour's (2004) professional learning communities exemplify Wenger's CoP model. The university student-teacher model, coaching efforts, and mentor-mentee relationships also exemplify this approach.

The next change process is planned, intentional change that occurs when a change agent deliberately and consciously sets out to establish actions and interventions to make change. Lewin (as cited in Burnes, 2004) has a 3-step model of the change process that includes: (a) unfreezing, that is, letting go of the current behavior or action; (b) moving, which is, getting to the new action; and (c) refreezing, which refers to stabilizing the new change in the group at a new quasi-stationary equilibrium in order to ensure that the new behaviors are safe from

regression. In Lewin's terms (as cited in Cummings and Huse, 1989), refreezing often requires changes to organizational culture, norms, policies, and practices, otherwise, changes to individual behaviors will not be sustained. Many principals and superintendents use this model when implementing change. A new curricula program, technology innovation, or instructional programs often rely upon this change philosophy.

Research supports action research as a principle instigator for change (Elden & Chrisholm, 1993; and Hultman & Klasson, 1994; Sandberg, 1992). Through repetition, research leads to action and action leads to evaluation and further research. Through participatory or interactive action research, members of an organization are co-researchers in co-managing the process of problem solving. The understanding and learning which this process produces for the individual and groups, which feed into changed behavior, are more important than any resulting change (Lewin, 1946). Action research stresses that for change to be effective it must take place at the group level and must be a collaborative process that invites all members of the organization (Allport, 1948; Bargal & Bar, 1992; French & Bell 1984; Lewin, 1947).

Another important perspective of organizational change, which emerged in the 1980s, is the processual approach. Dawson (2003) defined processual change as unpredictable and it results in a need to accommodate and adapt to unexpected and unforeseen twists and turns of the impact of an unpredictable event on an organization. Applying Pettegrew's (1997) theory, the processual approach tends to take a holistic/contextual view of organizations and their environments: it

challenges the notion of change as an ordered, rational and linear process; and it emphasizes change as a continuous process which is heavily influenced by culture, power, and politics (Buchanan and Storey, 1997; Burnes, 2004; Dawson, 2003; Kanter, R.M., Stein, B.A. & Jick, T.D., 1992; Pettigrew, 1997). Teachers often experience this type of change at the beginning of each new school year when getting to know students and student performance levels play an important role in the education process. New students, pop culture, historic events, and administrative changes change the dynamics of instruction, the learning environment, and the classroom culture.

In processual change, change is unpredictable and there is always a need to accommodate and adapt to the unexpected and the unforeseen. Other theories of change view change as a single event or as a discrete series of episodes that can be decontextualized. Actions drive process, but process cannot be explained just by references to individual and collective groups. Actions are embedded in context, which can limit information, insight, and influence (Sztompka, 1991).

Analysis of large-scale change, such as a statewide-adopted teacher observation and evaluation protocol, used with a large group, such as the state's public school teachers, offers practitioners unique findings and provides more issues for the organization (Ashkenas & Jick, 1992). Rogers (2003) found that larger-size organizations have generally been found to be more innovative. The size of an organization is positively related to its innovativeness and it is the most compelling attendant to innovativeness (Mahler and Rogers, 1999; Mytinger, 1968). Conversely, Pasmore and Fagans, (1992); and Gilmore and Barnett, (1992)

contended that the size of the organization and the number of members participating in an innovation tend to be negatively related. In general, large groups induce stereotyping, decrease ownership of ideas and unique thoughts, and increase abstraction.

Studying large-scale innovations in an organization relies upon data gathering and dissemination; real-time analysis and decision-making; whole organization assessment; organization and worker-centered thinking; and fundamental change efforts (Bunker & Alban, 1992). These elements of change, within a large group culture, become important assumptions when assessing the impact of statewide mandates that govern principals' teacher observation and evaluation practices as both efficacious behavior and sustained statewide practice.

There are multiple approaches for examining the change process and/or introducing change within an organization. Resistance to change, which becomes a significant factor in all models, ultimately is important to consider when introducing change to an organization. The diffusion of innovation played a prominent role in the present research.

Diffusion of Innovation Theory

The diffusion of innovation is a conceptual paradigm with relevance for many disciplines. It is defined as "...the process through which an innovation is communicated through certain channels over time among the members of a social system. This approach helps connect research-based innovations with potential users of innovation in a knowledge-utilization process (Rogers, 2003, p.15).

Diffusion of innovation has been part of industrial and organizational psychology since the 19th century and was popularized by Everett Rogers in 1962. Rogers synthesized research from over 508 diffusion studies and produced a theory about the adoption of innovations among individuals and organizations. Dearing (2004) defined innovation as new ideas, beliefs, knowledge, practices, programs, and technologies. For over 40 years, Rogers' theory has been studied and criticized through empirical research and peer review. There are four distinguishing features of diffusion theory: (a) the innovation-decision process; (b) the attributes of innovation; (c) the categories of adopter; and (d) the change agent.

The innovation-decision process is the progression through which an individual passes from learning an innovation to forming an attitude to adopt or reject the innovation, to implementing the innovation, and finally to confirming the decision of adoption or rejection (Rogers, 2003). This process consists of identifiable behaviors that are exhibited by an individual or collective group when evaluating an innovation and deciding whether to accept or to not accept it. Rogers' (2003) "...model of the innovation-decision process... consists of five stages":

1. *Knowledge* occurs when an individual (or decision-making unit) is exposed to an innovation's existence and gains an understanding of how it functions.
2. *Persuasion* occurs when an individual (or decision-making unit) forms a favorable or an unfavorable attitude toward the innovation.
3. *Decisions* take place when an individual (or decision-making unit) engages in activities that lead to a choice to adopt or reject the innovation.

4. *Implementation* occurs when an individual (Or decision-making unit) puts a new idea to use.
5. *Confirmation* takes place when an individual seeks reinforcement of an innovation-decision already made, but he or she may reverse this previous decision if exposed to conflicting messages about the innovation. (p.169)

The length of time required for an individual or collective group to pass through the innovation-decision process is called the innovation-decision period (Rogers, 2003). Rogers (2003) contended that the rate of awareness-knowledge of the innovation is often faster than the adoption of the innovation. He also suggested that early adopters of the innovation have shorter innovation-decision periods than do late adopters. Rogers (1983) developed a system to classify adopters of an innovation. The first few people that adopt an innovation are considered the innovators (2.5%), followed by the early adopters (13.5%). The majority is divided into *early* and *late* (34% each), and the *laggards* make up the remaining 16% (Rogers, 1983). Innovations and new ideas in schools that are generated by state legislation often require a quick adoption rate due to the state laws and/or the associated state funding.

The attributes of an innovation can help to explain the rate of adoption of the innovation. "The individual's perception of the attribute of an innovation, not the attributes as classified objectively by experts or change agents, affect its rate of adoption" (Rogers, 2003, p. 223). Rogers (2003) identified five perceived attributes of an innovation that impact an individual's rate of adoption. He defined these attributes in the following manner:

1. *Relative Advantage* is the degree to which an innovation is perceived as better than the idea it supersedes (p.229). [This is positively related to the adoption rate of the innovation.]
2. *Compatibility* is the degree to which an innovation is perceived as consistent with the existing values, past experiences, and needs of potential adopters (p.240). [This attribute is positively related to the adoption rate of the innovation.]
3. *Complexity* is the degree to which an innovation is perceived as relatively difficult to understand and use (p.257). [This is negatively related to the adoption rate of the innovation.]
4. *Trialability* is the degree to which an innovation may be experimented with on a limited basis (p.258). [This attribute is positively related to the adoption rate of the innovation.]
5. *Observability* is the degree to which the results of an innovation are visible to others (p. 258). [This is positively related to the adoption rate of the innovation.]

These perceived attributes were first studied with farmers, however later studies with teachers and school administrators suggested that similar attributes predicted the rate of adoption for educational innovations. In addition to the five perceived attributes, Rogers (2003) suggested that other variables affect the rate of adoption of an innovation. These variables include: (a) the type of innovation-decision, (b) the nature of communication channels, (c) the nature of the social system, and (d)

the efforts of the change agent. The perceptions of potential adopters has a significant role in the acceptance or rejection of the innovation.

Educational innovations have played a dynamic role in changing learning environments. Federal and state involvement in introducing innovations either through laws, mandates, and/or policies has played an essential part in education for the last 75 years. Mandates, laws, and/or policies for adopting reform efforts are mechanisms through which a system exerts pressure on an individual to recognize the relative advantage of an innovation. Rogers (2003) warned innovators of the importance of compatibility when an innovation is introduced within an environment and the manner individuals perceive all innovations as “interrelated bundles of new ideas” (p. 249). Any new idea is evaluated by comparing it to existing practices and a negative experience with an innovation can “damn adoption of future innovations” (Rogers, 2003, p. 250). He described this as *innovation negativism* and defined this term as the degree to which an innovation’s failure conditions a potential adopter to reject future innovations. Federal and state intervention with public schools warrants a cautionary stance against innovation negativism.

Similarly, mandates, laws, and/or policies enacted by federal or state legislation as mechanisms to exert pressure on an individual to recognize the relative advantage of an innovation often neglect the importance of *felt need*. Roger (2003) defines felt need as the degree the innovation meets the needs of the adopter and he surmises, “When felt needs are met, a faster rate of adoption usually occurs” (p. 246). Educational reform efforts often meet the needs of public perception or of

someone's political aspirations but ignores the needs of the adopter. The success of school reform efforts may correlate with the identified needs of the school practitioner (teacher, administrator, etc.).

Rogers (2003) noted that the norms and procedures of an adopter or organization account for considerable variance in adoption decisions. The five perceived attributes of the innovation are potential indicators of adoption or rejection; however, observability and trialability are not as consistently important across innovation types of producing adoptions. Of the five attributes, complexity is the only attribute that can negatively impact adoption (Rogers, 2003). If an adopter believes that the innovation is too complex, then the decision to adopt will either occur at a slower rate until comfortability and relative advantage is determined, or rejection of the innovation will occur (Rogers, 2003). One of the responsibilities of a leader during the implementation of a new practice is to maximize the speed of the fidelity of a new program. Rogers (2003) argued that up to 87% of the variance in the rate of adoption can be attributed to the following: the relative advantage of the innovation; the compatibility of the innovation to current practice; the complexity of the innovation; the ease of trying the innovation; and the observable benefits of the innovation to others. When state legislatures mandates innovation, superintendents and school district leaders will need to know the relative advantage and if it is compatible with the current needs of schools and school systems. Relative advantage is one of the most potent influencers on the rate of adoption (Rogers, 2003). Kivlin and Fiegel (1967) noted that innovations perceived as having the greatest reward and the least risk are rapidly accepted. Mandated

policies and practices must connect the innovation to current practices, goals, culture, perceived needs, and beliefs in order to increase the rate of adoption.

Adopters within a social system can be classified based on innovativeness or the degree to which the individual or unit adopts an innovation. Rogers (2003) identified a number of adopter categories and described them as ideal types that were designed to make comparisons possible. "Ideal types are based on abstractions from empirical investigations" (Rogers, 2003, p. 282). The five adopter categories are:

1. *Venturesome innovator* has an obsession with innovation. The venturesome innovator must be able to cope with uncertainty and setbacks. The innovator has the ability to understand and apply complex technical knowledge, which plays an important role in the flow of new ideas into a system (Rogers, 2003, p. 282).
2. *Early adopters* are more integrated within the workplace culture, have the highest degree of opinion leadership and are judicious innovation-decision makers. Early adopters help trigger the critical mass when they adopt an innovation (Rogers, 2003, p. 283).
3. *Early majority* adopt new ideas just before the average member of the system adopts the innovation. Early adopters seldom hold positions of opinion leadership in an organization and they are the most numerous adopter categories, making up one third of all members of an organization (Rogers, 2003, p. 283).

4. *Late majority* adopt new ideas just after the average member of a system.

Adoption becomes an economic necessity as a result of increasing peer pressure and they make up one third of the members of a system (Rogers, 2003, p. 284).

5. *Laggards* are the last in the social system to adopt an innovation. They possess no opinion leadership and they are near isolates in the social network system. Decisions have often been made in terms of the past and what was previously done. Laggards tend to be suspicious of innovation and change agents (Rogers, 2003, p. 284).

Rogers (2003) argued that early adopters have higher socioeconomic status than do late adopters. Since principals have a basic socioeconomic status, the socioeconomic status of the school community may play a significant factor in the rate of adopting the new teacher observation and evaluation process. Finally, the adopter categories also reflect different communication behaviors. This can play a crucial role in state mandated innovations. Eventually, laws and funding leverage full adoption of the innovation. Early adopters are more socially engaged, are more interconnected with people, and possess a higher degree of leadership within the organization. The communication behavior of early adopters differs from the other categories. Thus, the success of the innovation might depend upon the communication and leadership of early adopters. The mandates and policies of the state lack formal or informal communication systems within state school systems and innovations have a slow rate of adoption.

“A change agent is an individual who influences clients’ innovation-decisions in a direction deemed desirable by a change agency” (Rogers, 2003, p. 366). There are seven roles of a change agent: (a) developing a need for change, (b) establishing a rapport with clients (c) analyzing empathically the client’s problem, (d) creating an intent to change mind-set in the client (e) translating client’s needs into client’s behaviors, (f) stabilizing new behavior with reinforcing messages, and (g) developing self-renewing behaviors in clients (Rogers, 2003). The change agent needs to be self-reflective about the impact and effectiveness of his or her efforts. This self-reflection is accomplished through understanding communication efforts with potential adopters, becoming more adopter-orientated rather than change agency oriented, ensuring the diffusion of the program is compatible with the needs of the adopter, and finally, empathizing with the potential adopter. The ability to effectively communicate and create organized communication channels are critical to the adoption process (Rogers, 2003; Zaltman, et. Al, 1973). Primary communication is critical between the change agent, the innovator, and the early adopters.

Rogers (2003) identified the existence of two major types of communication channels: (a) interpersonal channels, which are channels that exist between individuals and (b) mass media channels, which are channels that are created to address a large audience. Due to technology, the use of mass media channels has increased and is often optimal in organizational settings. Rogers (2003) stated that the diffusion process should provide a bell-shaped curve of adopters, with the majority of the individuals adopting the innovation in the early majority and late majority phases. As innovators, individuals are expected to embrace the new

innovation, utilizing a short period of time in the innovation-decision making process (Rogers, 2003).

Rogers' (2003) research on the diffusion of innovations has provided a framework for understanding the tenets of adopting a new initiative or new program. Rogers viewed the diffusion of an innovation as "a process whereby an innovation is communicated through certain channels over time among member of a social system" (p. 440). Diffusion of innovations theory suggests that a review of the three dimensions of consequences be analyzed prior to and during the adoption of an innovation, including: (a) desirable versus undesirable consequences; (b) direct versus indirect consequences; and (c) anticipated versus unanticipated consequences.

The three dimensions suggest that the adoption of an innovation may have effects on an individual other than the adopter and that the consequence of adoption can impact everyone in a social system (Rogers, 2003). "The effects of an innovation usually cannot be managed so as to separate the desirable from the undesirable consequences (Rogers, 2003, p. 445). Direct consequences occur as an immediate consequence and indirect consequences are *consequences of consequences* (Rogers, 2003, p.449). Changes that are recognized and intended are *anticipated consequences*, while *unanticipated consequences* are neither recognized nor intended (Rogers, 2003). Hall and Hord (1987) articulated that placing an innovation within a system will not result in change. However, systematic creation of communication channels and proper leadership will true implementation occur. "The undesirable, indirect, and unanticipated consequences of an innovation usually go together, as do

the desirable, direct, and anticipated consequences” (Rogers, 2003, p.449).

Leadership does influence the change process (Hall & Hord, 1987).

According to Rogers (2003), there are three distinct types of innovation decisions that exist (a) optional, the choice to adopt or reject the innovation is made by the individual independent of other members of the system; (b) collective, the choice to adopt, or reject, the innovation is made through consensus among the members of a system; (c) authority, the choice to adopt, or reject, the innovation is made by relatively few individuals in a system who possess power, status, or technical expertise. The decision to change and adopt a new teacher observation and evaluation system was determined by the state legislature was characteristic of an authoritarian type of innovation decision.

“When evaluating the diffusion of an innovation in an organization, the entire process centers on effective leadership. The assumptions underlying the practice of many leaders are inadequate to the task of innovation. Most administrators have been trained to see leadership in terms of rational-structural paradigm and to approach their roles in ways that inhibit rather than foster change” (Evans, 1996, p.47). If the leader is not an agent for change then the diffusion process will fail. State and federal legislative acts are almost destined to fail at the onset due to an absence of a leader or change agent.

Diffusion of the innovation occurs more readily when the characteristics of the innovation complement the characteristics of the thoughtful adopter. Katz (1963) contended that when the ease of explaining the innovation and the apparent need for the innovation are compatible, the ease of adopting the innovation

becomes more apparent. Similarly, as the degree to which the innovation is different from what it replaces and the degree to which it is perceived as more efficient or cost effective increases, a higher rate of adoption is more likely. The communicability, pervasiveness, risk, and profitability of the innovation influence the fate or rate of adoption within the organization.

In many cases, an individual cannot adopt a new idea until an organization has previously adopted it. “Compared to the implementation-decision process by individuals, the innovation process in organizations is much more complex. Implementation typically involves a number of individuals, perhaps including both champions and opponents of the new idea, each of whom plays a role in the innovation-decision” (Rogers, 2003, p. 402). As a result, both the innovation and organization adapt and change (Rogers, 2003).

An adoption rate of an innovation follows a normal bell-curve when plotted over time and frequency. The S-shape of the adopter distribution rises slowly at first (with relatively few adopters) and then the curve accelerates to a maximum until 50% of individuals adopt the innovation. The rate slowly increases until it flat-lines as a result of fewer adopters (most individuals within the organization or unit fully adopts the innovation.) The S-shape curve of diffusion is characteristic of only successful innovations and one cannot assume that an S-shape rate of adoption is an inevitable (Roger, 2003).

Innovativeness is the degree to which an individual is relatively early in adopting new ideas relative to the other members of an organization (Rogers, 2003). “Innovativeness is the bottom-line behavior in the diffusion process”

(Rogers, 2003, p. 268). Rogers (2003) identified four organizational variables that are related to innovativeness: (a) centralization, the degree, power, and control in a system are concentrated in the hands of a few; (b) complexity, the degree to which an organization's members possess a relatively high level of knowledge and expertise; (c) formalization, the degree to which an organization emphasizes to its members to follow rules and procedures; and (d) organizational slack, the degree to which uncommitted resources are available to the organization. Zaltman et al. (1973) concluded that organizational variables may relate to the adoption or rejection of an innovation during the initiation phases of the innovation process, however, organizational variables may contribute to the opposite effect during the implementation phases of the innovation process.

Rogers (2003) acknowledged in the fifth edition of *Diffusion of Innovations* (2003), a classical diffusion model or centralized model and a contemporary diffusion model or decentralized model. The classical diffusion model is characterized by a linear, one-way model of communication. The innovation often originates from one expert and the adopter is viewed as a passive acceptor. Conversely, the decentralized model has a more complex communication network with the adopter making sound decisions about how the diffusion process should be managed throughout the unit (Schön, 1971). Innovations within this model originate from numerous sources and the new ideas spread via peer networks. The adopters serve as their own change agents by diffusing their innovation to others, and the innovation fits more closely with the users' needs and problems. Rogers (2003) acknowledged the advantages and disadvantages of both the classical and

more contemporary view of diffusion; however, he challenged diffusion research in his statement that, "In reality, an actual diffusion system is usually some hybrid combination of certain elements of a centralized and decentralized system" (p. 395).

Fullan (2008), Dearing (2004), Valente (2005) and Wright, Plamer and Kavanaugh (1995) have contributed to the field of managing change in organizations and the characteristics of the change agent. The research supports the active role of the individual within the organization who leads and/or supports change efforts. The charismatic effort of the individual, whether as a formal or informal leader, plays the most significant role, either as leader, champion, opinion leader or any other human role, in the advancement or reticence of innovation within an organization.

In his book, *Leading in a Culture of Change*, Fullan (2008) described five leadership characteristics that are critical to effective leadership in an environment of change. He identifies these characteristics as: (a) moral purpose, the need for the change agent to make a positive impact on the lives of both workers and customers; (b) understanding change, the ability of the change agent to develop an appreciation of the complexities of change and the people involved within the innovation; (c) relationship building, the ability to nurture relationships in short-term and long-term cultural shifts toward foundational change, (d) knowledge creation and sharing, a social process in which both the individual and the environment around them change. (e) coherence making, the ability to keep all of the moving parts of a complex organization in the midst of change to be working together, rather than competing with one another. These five components build a framework and focus

for change agents. Fullan (2008) argued that in a successful workplace consistency and innovation must go together through organized contextual learning. In its simplest form, "(l)earning is the work" (p.79). To accomplish this unity of consistency and innovation, Fullan (2008) offered two recommendations for change agents, "First, ... focus on developing many leaders working in concert, instead of relying on key individuals. Second, ... approach complexities with a combination of humility and faith that effectiveness can be maximized under the circumstances" (p.109).

Capacity-building becomes a crucial element for the workplace "How do you work on capacity building? You start by attracting talented people and then you help them continually develop individually and collectively on the job " (Fullan, 2008, p. 63). Fullan (2008) identified competencies, resources, and motivation as crucial elements needed for building capacity within a work culture. He defined individual and groups as high in capacity; "if they possess and continue to develop knowledge and skills; if they attract and use resources wisely; and, if they are committed to putting in the energy to get important things done collectively and continually" (Fullan, 2008, p.57).

Unlike Fullan, Rogers (2003) contended that elements of diffusion are present within an organization regardless of the level of acceptance of change within the culture in which the innovation resides. The purpose of diffusing a new innovation is not the opportunity to create a culture of change, but to implement a new idea. Rogers' theory of diffusion provides structure for elements that contribute to the successful implementation of an innovation and will benefit from

Fullan's ideal change leader interactions and communications within a culture of change.

Dearing (2004) stated that classic diffusion theory evolved into the creation and operation of dissemination science interventions. There are three general advances in the decision to accept or reject an innovation: opinions of the innovation, credible beliefs about how others view the innovation, and comparisons to other existing innovations. Diffusion is more likely to occur when the characteristics of the innovation are easily explained, minimal risk is required, and it is beneficial to current practice (Katz, 1963). Diffusion occurs through a social process and requires the enlistment of strong opinion leaders who can successfully advance an innovation (Dearing, 2004).

Dearing (2008) suggested that there are three general advances of dissemination science over classical diffusion studies. The first advancement is dissemination science views the societal sector (collection of focal organizations operating in the same topical domain without respect to proximity) rather than social systems. The second advancement is that the dissemination effort can be effective without the lead of a centralized source. And, the third dissemination effort relates to viewing implementation as a process that is subject to a variety of organizational environments and variables. Adding supplemental components to a proven program is less likely to dilute its effectiveness in comparison with modification that includes the deletion of or alteration to core components (Dearing, 2008).

Valente (2005) drew the conclusion from a review of published empirical

studies that innovations are diffused through interpersonal contacts that include social contacts, social interactions, and interpersonal communications. These interpersonal contacts are referred to as social networks. “...(S)ocial networks can be leveraged to accelerate behavior change, improve organizational efficiency, enhance social change, and improve dissemination and diffusion of innovations” (Valente, 2012, p.49). An active functioning information communication network is one of the most important factors that determine the successful diffusion of an innovation. Different studies have found that informal communication is the most important role in the diffusion of an innovation (Czepiel, 1976; Sheth, 1968). “Network interventions are purposeful efforts to use social networks or social network data to generate social influence, accelerate behavior change, improve performance, and/or achieve desirable outcomes among individuals, communities, organizations, or populations” (Valente, 2012, p.49).

Theories in diffusion of innovation support the idea that an individual engages in a behavior based upon the proportion of individuals in the social system already engaged in the behavior (Grabovetter, 1978). Opinion leaders can be influential in creating rapid, sustained change; however, the potential effect is contingent on the degree of credibility and trust earned from potential adopters (Valente, 2005). Valente (2005) noted that opinion leaders needed to be selected by change agents. Network studies, in contrast, identify opinion leaders based on their central position in social networks defined by who turns to whom for information or advice (Iyengar, 2011). Iyengar (2011) noted that an individual with the ability to nurture sociometric leadership or facilitate centrality in communication network

tended to be the most effective opinion leaders who can promote and influence adopters to accept the innovation. Valente (2005) suggested the necessary characteristics of an opinion leader are a belief in the innovation, sufficient training and expertise, and a desire to lead the adoption of the innovation. "...It is clear networks are important influences on behavior because people acknowledge that they receive information and influences via their social networks and that they model the behavior of others..." (Valente, 1999, p. 113).

Valente (2012) presented four strategies that capitalize on network data to develop innovation plans and impact change within an organization. First, individuals are identified, based on some network criteria, to be opinion leaders, champions or bridges between groups. Second, the intervention is localized toward a specific group of people to change at the same time. Third, the innovator activates a level of excitement between people and network groups to force peer-to-peer interactions (word-of-mouth, generating a buzz, going viral). And fourth, the organization infuses planned alterations designed to change the network (adding/deleting people to the network, adding/deleting paths that connect individuals or resources).

"Selecting an appropriate network intervention depends on many factors; including, the type and character of available network data, the type of behavior change being promoted, and the environmental or situational context" (Valente, 2012, p. 51). The science of how networks can be used to accelerate behavior change and improve organizational performance is still in its infancy; however, empirical studies have shown that networks evolve in both predictable and

unpredictable ways (Valente, 2012). Innovations that use networked interventions are more successful than non-networked alternatives (Valente, 2005). “...(I)t is clear networks are important influences on behavior because more people acknowledge that they receive information and influence via their social networks and that they model the behavior of others...” (Valente, 2005, p. 113).

Finally, Rogers (2003) suggested that most modern day research on innovation diffusion is within the intention to adopt marketing techniques. Adoption rate and impact of an innovation has evolved into market research “...that is, studies aimed at identifying ways to get people to buy more goods and services...” (Eveland, 1979, p. 2). Similarly, researchers agree that innovation diffusion theory has sparked considerable research among marketing and management practitioners and scholars (Mahajan, 1990; Wright, et al, 1995). Rogers (2003) identified the four elements of communication within the diffusion theory (a) an innovation; (b) that which is communicated through certain channels; (c) over time; and (d) within a social system. The connections between Rogers’ diffusion of innovation theory to marketing research can easily be recognized by the direct influences marketers can have on the diffusion process through their strategies (Frambach, 1993).

“Diffusion is a particular type of communication...” (Rogers, 2003, p. 18) and communication is both the exchange of information and the channels in which the communication flow. The ability to reduce the uncertainty of the information communicated is “...a pre-requisite for entering further stages of the adoption process...” (Frambach & Schillewaert, 1999, p. 12), and a processual function of the innovation process (Lovelock & Weinberg, 1984). Communication and the channels

of communication play essential roles in the diffusion of an innovation.

Marketing techniques can be used to promote the speed and fidelity of implementing an educational innovation and may serve to facilitate the acceptance of educational innovations by important stakeholders such as parents, school board members, and other interested parties (Wright et al, 1995). Wright, Palmer, and Kavanaugh (1995) propose an innovation diffusion framework based on the study of Lovelock and Weinberg's (1989) six factors that influence a stakeholder's acceptance of innovations. These six factors are: (a) relative advantage is the degree to which an innovation improves upon a previous product or service; (b) compatibility is the consistency an innovation has with existing values and past experiences; (c) complexity is the difficulty to understand and use an innovation; (d) trialability is the degree to which an innovation can be tried on a limited basis; (e) observability refers to the extent to which an innovation can be tried on a limited basis; and (f) risk is defined in terms of perceptions (Wright et al., 1995). In concert with the innovation diffusion frameworks there are three relevant characteristics of an adopter's acceptance of an innovation: (a) the timing of the adoption; (b) stages of the adoption process; and (c) the role of opinion leaders (Lovelock & Weinberg, 1984). Wright et al., (1995) offered this statement for successful educational innovations,

“Overall, educational innovations may be difficult to market for a variety of reasons. The relative advantage of innovation may be difficult for stakeholders to understand especially in the short-term. Innovations may also be incompatible with previous experiences of many people. Innovations

may be complex and may frequently be difficult to adopt on an official basis. Additionally, the overall success of innovations may be difficult to observe, and risks associated with their adoption may frequently be perceived by stakeholders as “high” (p. 628).

Failure to communicate innovative approaches may impede acceptance of the innovation. In this manner, modern marketing research and theoretical studies parallel Roger’s (2003) diffusion of innovation theory.

Fullan (2008), Dearing (2004), Valente (2005) and Wright, Palmer and Kavanaugh (1995) have made significant contribution to Roger’s (2003) theory of diffusion of innovation. The characteristics that contribute to a workplace as a learning environment also significantly contribute to successful innovations. Disseminating efforts contribute to the success of an innovation. The role of communication and the vehicles for communication can be used to build networks that both encourage and sustain innovation. And finally, marketing techniques can be used to promote the speed and fidelity of implementing an educational innovation and may serve to facilitate the acceptance of educational innovations by important stakeholders such as parents, school board members, and other interested parties. Rogers’ (2003) and his contemporaries (Dearing, 2004; Fullan, 2008; Valente, 2005; and Wright, Palmer & Kavanaugh, 1995) provided important considerations when introducing change and innovation within a workplace setting. Diffusion theory played a significant role in the analysis of the State of Illinois’s effort to impact change at the classroom level through legislatively mandating a new principal observation and evaluation process for principals.

Chapter Summary

The literature regarding professional development for principals is limited and reflects a need for research regarding and assessment of efficacious principal professional development. Principals are interested in participating in professional development to improve both their leadership and their instructional skills (Keith, 2008). Professional development needs to be engaging and to provide activities that are relevant and connected to their daily practice. The learning process involved in professional development needs to be self-directed and differentiated, and the outcome of the professional development need to be valued in order for the content to be acquired.

Adult learning theories play a crucial role in effective professional development and, in particular, for principal professional development. Chronological age, personal maturity, level of socialization, life experiences, cognitive development, learning style, culture, and ethnicity are important attributes in adult learning (Brookfield, 1995; Kowalski, 1988). There is substantial research that has examined the three philosophical approaches to adult learning: (a) andragogy (Feuer & Geber, 1988; Githens, 2007; Knowles, 1980; Merriam, 2001), (b) self-directed learning (Feuer & Geber, 1988; Githens, 2007; Knowles, 1980; Merriam, 2001), and (c) transformational learning, (Clark, 1983; Tennant & Pogson, 1995). The findings from the literature on adult learning suggest the fact that the skills of reflection and discourse are essential in order to enhance learning and change behavior.

A substantial body of research documents the components of successful professional development, online professional development, and principal-specific professional development. There is a connection between learning and perceived self-efficacy and habit building. Learning that meets the student's need through differentiation and intrinsic motivation is most effective in efficacy and habit building. However, research is limited on the effectiveness of blended online learning (both online and face-to-face components) as compared to conventional face-to-face learning).

Perceived self-efficacy and habit building play important roles in leading change within an organization. The body of research regarding the change process is extensive and long-standing. Frederick Taylor (1911) began a conscientious look at workplace training and the change process toward the beginning of the 20th century. Theories and models have been proposed, integrated, and criticized for over 100 years. The identifiable component found in most change process theories highlights the importance of the workplace culture, both in the level of workplace readiness and the characteristics of workers, as a crucial element for the successful of an innovation.

Innovations that impose a standard way to do something run the risk of limiting an innovator's ability to think of new approaches (Shally & Perry-Smith, 2001). Conventional approaches to educational reform ignore the important aspect of how to re-form human behavior. Individuals and institutions have a natural reaction to anything disruptive and resist factors that may effect the balance of a workplace culture.

Diffusion of innovation theory provides a framework for understanding the principles of adopting new initiatives or new programs. The body of research and the significant number of studies in this area provide a thorough analysis of the change process. Diffusion of innovation theory serves as both a vehicle to introduce an innovation, as well as, a framework for reflecting upon the success rate of the innovation. Thus, the diffusion theory is an effective tool to assess the adoption rate and characteristics of the state's implementation of the online-training program, *Growth Through Learning: Illinois Performance Evaluation* (CEC, 2011).

Chapter III

METHODOLOGY

Introduction

A qualitative study used to understand the principal's experience with the online training modules, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) and the transfer of knowledge and skills to practical teacher observation and evaluation practices. This case study focused on the experience itself and how the experience is transformed into consciousness and practice. The study examined the essence or basic structure of the online training and its application through the use of interviews. By concentrating on a single phenomenon or entity I aimed to uncover the interaction of significant characteristics of the training program, the transfer of skills acquired through the training, and the impact of expected instructional practices after completing the training. Stakes (2007) suggested that

A case study provides vicarious instances and episodes that merge with existing icons of experiences... sometimes an existing generalization is reinforced; sometimes modified as a result of the case study, sometimes exploded into incomprehensibility.... Qualitative case study is valued for its ability to capture complex action, perception, and interpretation. And from case study reports pour vignettes and narratives that feed into the naturalistic generalizations of readers and writers (p.3).

Semi-structured interviews were conducted using a neo-positive interview model. Merriam (2009) quoted Roulston (2007) regarding the interviewer and the

interview process, “...neo-positive interviews are those in which a skillful interviewer asks good questions, minimizes bias through his/her neutral stance, generates quality data and produces valid findings” (p.91). Referring to Straus, Schatzman, Bucher, and Sabshin (1981) there are four major categories of questions: hypothetical, devil’s advocate, ideal position, and interpretive questions, that were used during the interviews. However, the structured interview questions were designed using ideal position and interpretive questions approaches. Pilot interviews were conducted prior to conducting the interviews.

The review of the literature related to understanding the perceptions of a principal’s experience of the online learning modules, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) and related to the transfer of knowledge and skills to teacher observation and evaluation practices was completed with the use of a number of resources found in the Seton Hall University library database, including peer reviewed journals, texts and websites. Computerized databases used included: *Academic Search Complete*, *Dissertation Abstracts International (DAI)*, *EBSCOhost Research Databases*, *ERIC* research databases and *ProQuest*. Search terms included: *professional development*, *online learning*, *change process*, *adult learning environment*, and *school culture*. The style guidelines used in formatting this dissertation were obtained from the *Publication Manual of the American Psychological Association (6th ed.)* (APA, 2010).

Participants

Illinois principals who completed the state developed prequalification training, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), and were certified to evaluate teachers participated in this study. Principals were solicited from the northwest suburbs of Chicago; specifically, the Illinois public schools in the north suburban Cook County area. This area is comprised of 39 independent school districts, with approximately 265 elementary, middle and high schools. The Freedom of Information Act (FOIA) allowed me to obtain a comprehensive list of principals in the north suburban Cook County area who were certified to evaluate teachers. Public databases on the Illinois State Board of Education (ISBE) website were used to solicit participants for the study. A public database of both the names of principals and addresses was available on the Illinois State Board of Education website (<http://www.isbe.state.il.us/>).

The sampling criteria for this study was that principals (a) held an Illinois Type 75 certificate (or it's equivalent), (b) had successfully completed the online training, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), and (c) had used the new evaluation model for a minimum of 1 year, as prescribed by the *Performance Evaluation Reform Act* (2011). Principals with less than 1 year of experience using the new teacher observation and evaluation model were not be eligible to participate in this study.

Sample selection in qualitative research is usually purposeful, small, and nonrandom (Merriam, 2009). A typical site sampling strategy was employed

because there were no atypical, extreme, deviant, or intensely unusual characteristics that were believed to have impacted the sample selection. Illinois principals who completed the online training program and used the new observation and evaluation tool for 1 school year were invited to participate in the interview via email. Their email information was acquired through the ISBE office and public databases. The sampling was based on the following criteria: (a) years of experience, (b) size of school, (c) administrative team consisting of an assistant principal or no assistant principal, (d) level of school (elementary, middle or high school), and (e) generational cycle.

One of the principal characteristics explored was years of experience. Principals in the following categories were interviewed: (a) principal with 1-2 years of experience, (b) principal with 3-5 years of experience, and (c) principals with 6 or more years of experience. The increments for years experience were selected based on research that suggested that, "...the shift to a new culture and work systems takes time – easily 3 to 5 years. Often, it results from a sequence of small steps that are guided by a compelling vision" (Lowe, 2004, p. 3).

The size of the school and the number of members of the administrative team (including or absence of an assistant principal) correlate to the number of teachers a principal will need to observe and evaluate within a school year. In high school, department heads and other personnel also assume administrative roles. A purposeful sampling was thought to provide a broad spectrum of administrative teams.

Finally, the selected sampling of participants included a diverse cohort that represented three generations: the Baby Boom Generation (1943–1960); Generation X (1961–1981); and the Millennial Generation (1982–2004), as defined by William Strauss and Neil Howe (1991). Generations encounter key historical events and social trends while occupying the same phase of life. Members of a generation are shaped in lasting ways by the eras they encountered as children and young adults and they share certain common beliefs and behaviors (Strauss & Howe 1991).

Le Compte and Preissle (1993) placed the responsibility on the researcher to create a list of essential attributes to be studied and to proceed to find or locate a unit matching that list. I used public documents to build a purposeful, small, and nonrandom sample. The Illinois State Board of Education (ISBE) website identified: (a) the size of the schools, (b) the administrative team, and (c) the levels of school. The additional criteria (d) of years of experience and (e) generation were acquired during the intake process. The intake process will take place as potential participants respond to the email. Candidates were asked to participate in the Eligibility Screening Survey (see Appendix A) and this screening survey was used to compile the sampling.

After the screening process, a list of 20 participants was created and approximately 15 principals were interviewed. According to Guest et al., (2006) themes can exist after as few as six interviews and data saturation can easily occur within the first 12 interviews. It was important to interview principals from the three generations, Baby Boom Generation (1943–1960), Generation X (1961–1981),

and Millennial Generation (1982–2004), as well as principals with varied years of experience, (a) principals with 1-2 years of experience; (b) principals with 3-5 years of experience; (c) principals with 6 or more years of experience, to fully understand the efficacious learning that resulted from the online training.

Instrumentation

A 45- to 60-minute interview was conducted using a semi-structured process. As suggested by Roulston (2010), neo-positive interview techniques were used, such as, asking good questions, minimizing bias by taking a neutral stance to generate quality data and producing valid findings will characterize the interview process.

Open-ended interview questions were structured from survey questions developed by Rutgers University Graduate School of Education (RU GSE) and used in the *New Jersey's Pilot Teacher Evaluation Program* (Firestone, W., Blitz, C., Gitomer, D., Kirova, D., Shcherbakov, A., & Nordon, T., 2013). The *RU-GSE Administrator Survey* was developed after "... reviewing prior state evaluations of other teacher evaluation rubrics as well as testing individual survey questions and the entire surveys" (Firestone et al., 2013. P.11). As discussed in the "New Jersey's Pilot Teacher Evaluation Program: Year 2 Final Report" (Firestone, W., Blitz, C., Gitomer, D., Kirova, D., Shcherbakov, A., & Nordon, T., 2014), the purpose of the survey was to understand administrators' (a) perceptions of the implementation of the new teacher evaluation practices; (b) orientations or beliefs about the new teacher evaluation procedures; and (c) factors perceived to be barriers and facilitators of

program implementation. "... (S)urveys were approved by Rutgers University's Institutional Research Board, ensuring that data collection efforts complied with the strict federal and University requirements for the protection of human subjects" (Firestone et al., 2013. p.11).

The validity process continued after the questions taken from the RU GRE New Jersey's Pilot Teacher Evaluation Program: Year 2 Final Report (2014) were restructured to meet an open-ended design. As noted by Gravetter and Forzano (2012), by using a "face validity" process, questions can be validated based on the needs of the research questions and the subjectivity of the question. "Face validity pertains to whether the test 'looks valid' to the examinees who take it, the administrative personnel who decide on its use, and other technically untrained observers" (Anastasi, 1988, p.144). Prior to the interview, principals who were eligible, but who did not participate in the study, non-principals familiar with the phenomenon to be measured, and I determined the face validity of the questions.

The style of the interview was conversational and informal. Patton (1990) described the interview guide approach as an opportunity for participants to respond to open-ended questions and not be restricted to choices provided by the interviewer. The interview questions can be a useful tool for probing for in-depth responses and for guiding the discussion to cover relevant topics. As a result of guiding the discussion, the interviewer is able to compare and analyze acquired data.

The following questions were asked using a semi-structured guided approach interview:

1. Tell me how the online modular training was useful in your practice? What were areas of the training that contributed to your learning? What were areas of the training that did not contribute to your learning?
2. After participating in the 30+ hours of the online training, what were the components of the instruction that were beneficial to your learning? What were components of the instruction that were not beneficial to you learning?
3. How would you describe your experience with the online training? How did your familiarity with technology and/or online learning complement your experience?
4. How would you describe the level of support you received from the online training *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) modules regarding the implementation of the new teacher evaluation system?
5. After participating in the online modular training, how well did the training prepare you for implementing the new observation system? Do you have the required knowledge and competencies to appraise teachers? Did you receive adequate training to perform the job? Please explain.
6. How would you describe the level of support you received from the school district regarding the implementation of the new teacher evaluation system?
7. To the best of your knowledge, has your school and/or school district invested new or existing resources (including human resources) into the implementation of the new teacher evaluation system? Resources include,

- but are not limited to, personnel, technology, and services from external contractors.
8. What kinds of resources have your school and/or your school district invested in the implementation of the new teacher evaluation system?
 9. What is being done in your school and/or school district to ensure the optimal implementation of the new teacher evaluation system?
 10. Overall, how comfortable do you feel observing in the areas of: providing feedback to teachers, coding, and analyzing classroom observation; obtaining samples of classroom artifacts; and evaluating teachers in general?
 11. In comparison to your previous teacher observation system, how would you rate the current (new) system? Specifically, the observation system's ease of use, intuitiveness, and usefulness for providing guidance to teachers.
 12. How comfortable are you using your district's system for assessing teachers? How accurate is the district's system for assessing teachers? Does your district's system for assessing teachers generate assessments that help provide individual feedback and design professional development?
 13. In general, what kind of an effect do you think the new teacher evaluation system has had on your school? Specifically, does your district's system for assessing teachers fit well with other school/district initiatives? Does the district's system for assessing teachers help improve student achievement?
 14. Would you like to add anything else regarding our discussion that will increase my understanding of your experience with the online modular training *Growth Through Learning: Illinois Performance Evaluation Teacher*

Evaluator Modules (CEC, 2011), the additional resource that supplemented your understanding and implementation of the new teacher observation and evaluation initiative, and/or the impact of the training *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) on pedagogical practices at your school or in your district?

Data Collection

This study will rely on the triangulation of data. Merriam (2002) identifies four types of triangulation: multiple investigators, multiple theories, multiple sources of data, and multiple methods. Multiple sources of data were used to triangulate the findings. A combination of interviews, current research, and related literature review allowed me to identify patterns and justify findings.

Interviews were the primary source of data collection. I conducted 45- to 60-minute interviews. (A follow-up individual interview of 30 minutes was also part of the research process if necessary.) Schwandt (2007) surmised that the individual being interviewed can be considered a passive vessel of answers whose responses to questions provide data in the form of both facts and experiences. The purpose of the study was to gain insight about the respondents' experiences with, (a) the online professional development required by the state of Illinois, (b) the impact of this training on observation/evaluation practices, and (c) the perception of changes of pedagogical practices at the school level.

A date, time and location for the interviews was mutually agreed upon with each participant. The scheduled interview did not conflict with work schedules

and/or interviews were not conducted during work hours. In the event a face-to-face meeting did not occur, I used Skype®. “As the Internet access expands into more communities, Skype® offers researchers a cost-effective and time saving method to conduct individual interviews around the world” (Carter, 2013, para. 6).

The interviews were audio taped and then transcribed. I sent an electronic copy of each transcription to each respective participant. A member check was then conducted to provide each participant with an opportunity to clarify responses and data. A member check is a means of taking the tentative findings back to the participants to allow them the opportunity to clarify any responses and to determine if the researcher was able to capture their perspective (Merriam, 2002). The recordings are secured in a locked safe and will remain there for three years. Then the recordings will be destroyed.

Data Analysis

The transcribed notes that I took during the interview sessions were analyzed. The data was grouped together and patterns were identified and arranged in relationship to each other. I identified and coded segments in the data set that were related to research questions. I identified themes using the literature on online professional development and the change process that was discussed in Chapter II. The current literature helped me to devise a strategy for data analysis. The data was grouped together and patterns were identified and arranged in relationship to each other to build a case study. This data analysis process continued during and after data collection until I had developed some guiding

metaphors, general schemes, and overall patterns for data analysis that accounted for all of the phenomena observed.

A principal's responses were studied using content analysis. Content analysis involves comparing, contrasting, and categorizing sets of data to test hypotheses. This type of analysis usually relies on some statistical procedures for sampling and establishing inter-coder reliability (Gubrium & Holstein, 1997) First, an initial category and code is noted based on the literature and identified in the data. As new data is analyzed, new categories and additional codes are added until all responses are reviewed. New arrangements and categories are made in order to finalize categories and codes once all answers are reviewed. As a result of content analysis, concepts can be presented in a descriptive way. Direct quotes from the interviews can be used to increase the internal reliability of the study (Silverman, 1993).

In addition to the use of notes, the process of coding interviews was central to the data analysis. The interview transcripts were examined multiple times to comply with the open coding and combing techniques described by Strauss and Corbin (1998). This required reading and rereading the data to highlight and label important, descriptive, and informative issues that emerge for later sorting and categorization. I looked at the data to identify the transfer of knowledge and skills that were gained from the online training modules and put into to practice. The ultimate goal was to develop a substantive theory regarding the impact of a the state initiative at the building level. This theory could then be applied to future research studies.

Merriam (2009) discussed the idea of segmenting the data into units—the smallest piece of information that can stand by itself—to reveal information relevant to the study. I examined the interview transcripts for reoccurring regularities. This process involved breaking down the data into units of information and then assigning these units to categories. This process joined the data in a novel way. It allowed me to discriminate more clearly the criteria for placing data in one category versus another. As this process continues more abstract categories can be created (Dey 1993). Ryan and Bernard (2003) discussed four tasks that are necessary to analyze data: (a) The researcher must look for themes and subthemes; (b) The researcher must chisel down the themes to what is significant for the project; (c) The researcher must use the themes to build hierarchy of themes; and (d) The researcher must link all of the themes together in order to establish a theoretical model.

Chapter IV

DATA ANALYSIS AND RESULT

Introduction

This chapter presents the results of this study. The first section presents descriptive characteristics of the participants. Next, three research questions are presented along with the data generated from the study. Multiple sources of data were used to triangulate the data. A combination of interviews, current research, and the relevant literature review allowed me to identify patterns and to justify the findings. The final section integrates the data analysis with the theoretical lenses explained in the literature review which included professional development outcomes, online learning and professional development, building habits and efficacy, types of adult learners, the change process, and diffusion of innovation theory. The aforementioned define the coding categories.

The purpose of this study was to examine the impact of the legislative act that mandated principals to successfully complete the online training program, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011). In 2011, the Illinois State Assembly enacted the Performance Evaluation Reform Act as the driving force to change teacher observation and evaluation practices. The perceptions principals hold about using the new observation and evaluation model provided insight into effective professional learning models for principals, principal self-efficacy, and the change process. An interview protocol was developed to elicit principal perceptions of professional development, the learning that leads to self-efficacy, and the elements that they

think contributed to the change process. Semi-structured interviews were conducted using a neo-positive interview model to elicit beliefs, practices, and behaviors from principals who successfully completed the online training program and who were using the new teacher evaluation model at the time of the study. This study was designed to contribute to the understanding of the benefits of a self-paced online modular learning format as a professional learning option for principals and the impact of mandated legislation on principal practices and beliefs. The purpose of this study was to evaluate the degree to which the mandated professional development for principals, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) influenced evaluative practices and indirectly influenced the pedagogical practices at the school level.

Principals are interested in participating in professional development to improve both leadership and instructional skills (Keith, 2008). Professional development efforts need to be engaging activities that are relevant and connected to a principal's daily practice. There is a connection between learning, perceived self-efficacy, and habit building. Learning that meets students' need through differentiation that increases their intrinsic motivation is most effective in efficacy and habit building.

Perceived self-efficacy and habit building play an important role in change within an organization. The components found in most change process theories highlight the importance of the workplace culture, both in the level of workplace readiness and the characteristics of workers, as a crucial element for change.

Innovations that impose a standard way to do something run the risk of limiting an innovator's ability to think of new approaches (Shally & Perry-Smith, 2001).

The selected sampling of respondents included three generations: Baby Boom Generation (1943–1960); Generation X (1961–1981); and Millennial Generation (1982–2004) as defined by William Strauss and Neil Howe (1991). Generations encounter key historical events and social trends while occupying the same phase of life. Members of a generation are shaped in lasting ways by the eras they encountered as children and young adults and they share certain common beliefs and behaviors (Strauss & Howe 1991). Similarly, the sampling of principals interviewed was based on the following criteria: (a) years of experience, (b) size of school, (c) whether the administrative team consisted of an assistant principal or not consisting of an assistant principal, and (d) the level of the school (elementary, middle or high school) with these specified characteristics the data will reveal the habits and applications of the principal as both a learner and practitioner. The professional practices of a principal are influenced by his or her environment and personal characteristics.

The diffusion of innovation theory, introduced by Rogers (1983), provided a framework for understanding the adoption of new initiatives or new programs. The diffusion theory became an effective tool for assessing the adoption rate and characteristics of the state's implementation of the online-training program: *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC,2011).

Qualitative research methodology was used to gain an understanding of a principal's perceptions of effective professional development components, learning that leads to self-efficacy, and the elements that contribute to the change process. Chapter IV presents data obtained from semi-structured interviews that were conducted using a neo-positive interview model and transcription analysis. The interview guide developed for this study provided a flexible conversational protocol and it did not appear to compromise the consistency of the inquiry. Qualitative data collected from interviews included direct quotations from subjects that reflected their knowledge, perceptions, and experiences. This qualitative study documents principals' experiences and analyze their perceptions for common themes, patterns, concepts, insights, and understandings regarding their learning experience, the transfer of that learning to practice, and the impact of the training experience on pedagogical beliefs and expectations. The ultimate goal was to develop a substantive theory about the impact of the state's initiative on the learning environment at the building level. Through qualitative inquiry, the essence or basic structure of the online experience and application contributed to what Stakes (2007) described as a case study. "A case study provides vicarious instances and episodes that merge with existing icons of experiences... sometimes an existing generalization is reinforced; sometimes modified as a result of the case study..." (p.3). By concentrating on a single phenomenon or entity the researcher aims to uncover the interaction of significant characteristics of the training program, the transfer of skills acquired through the training, and the impact of expected instructional practices after completing the training. By gathering responses to

open-ended questions, the researcher captured the perspective of the participants and developed a case study.

Nature of the Study

The research population for this case study was principals who have completed the module training, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator* (CEC, 2011). Modules, and who had spent a minimum of 1 year using the new teacher evaluation protocol. Principals working in northern Cook County, Illinois were the participants in this study.

The sampling of the principals used in the study was based on the following criteria: (a) years of experience, (b) the size of the school, (c) whether the administrative team consisted of an assistant principal or not, (d) the level of the school (elementary, middle or high school), and (e) generational cycle. These criteria were selected so that the influence of both environmental factors and personal characteristics on the learner and practitioner could be evaluated.

I conducted interviews with principals using an interview protocol consisting of 18 questions that were specifically related to the research questions of this study.

The research questions are as follows:

1. What has been the impact of the mandated online training sessions, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), on the principal as a professional development design effort to initiate a new teacher observation and evaluation protocol?

2. In what way did the principal's self-efficacy change due to the independent employment of ancillary resources used to reinforce the online modular training, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), and strengthen the learning outcomes required to implement the new teacher observation and evaluation protocol?
3. As a state-mandated vehicle to change the pedagogical practices at the school level, in what way, if any, did the online training session, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), alter a principal's perception of effective classroom pedagogical practices?

Research Participant Sample

A total of 265 email invitations sent out to principals located in northern Cook County Illinois asking for their participation in this study. Twenty-two principals responded to the invitation, including six respondents that did not meet the selection criteria. Sixteen respondents that met the selection criteria were asked to participate in the study and agree to be interviewed. The interviews were conducted in July and August of 2014 and the interviews were held at the respective interviewee's school of employment or in a mutually agreed upon location. The interviews lasted between 45 and 60 minutes. Prior to the interview, each participant was presented with and then signed Consent to Participate in Research form (Appendix C). After each interview, the audiotape was transcribed verbatim

and emailed to the respective principal for clarity and editing. There were a total of 186 pages of transcription data.

The demographic information shows the background information for each participant. Actual names of the participants and place of employment are not used. Instead, each principal and place of employment is assigned a pseudonym.

The sampling of the principals interviewed was based on the following criteria: (a) years of experience, (b) size of school, (c) whether the administrative team consisting of an assistant principal or not, (d) the level of school (elementary, middle or high school), and (e) generational cycle. Table 1 and Table 2 show the characteristics of the participants.

Years of administrative experience was an important variable to consider in the study. Three different categories for years of experience were: (a) a principal with 1-2 years of experience, (b) a principal with 3-5 years of experience, and (c) a principal with 6 or more years of experience. These increments of years experience were selected based on research that suggested that, "...the shift to a new culture and work systems takes time – easily 3 to 5 years. Often, it results from a sequence of small steps that are guided by a compelling vision" (Lowe, 2004, p. 3). As indicated by Figure 1, 69% ($n=11$) of the principals had 6 or more years of administrative experience, 19% ($n=3$) of the principals had 1-2 years administrative experience and 12% ($n=2$) of the principals had 3-5 years of administrative experience.

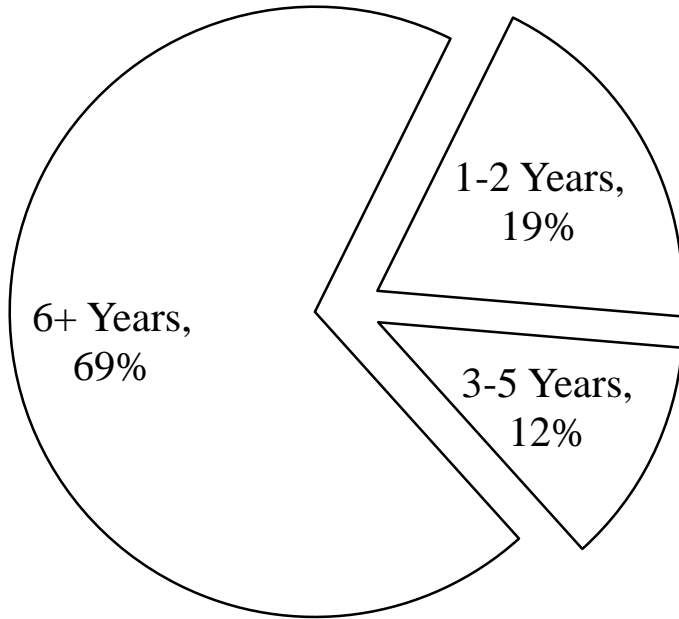


Figure 1. Respondents' years of employment.

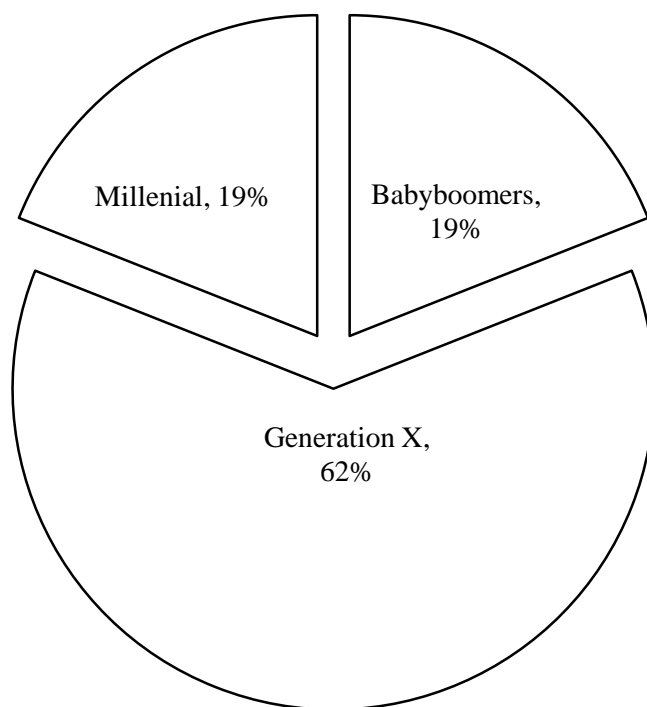


Figure 2. Respondents' generation identification.

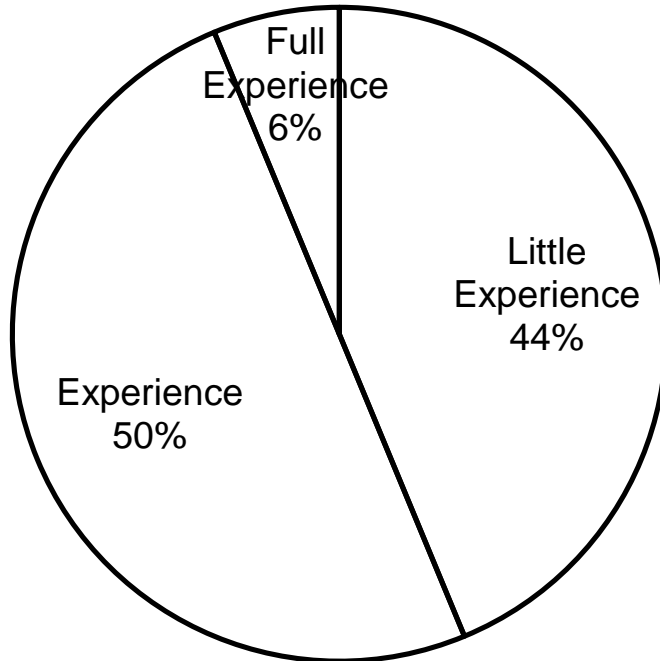


Figure 3. Respondent's familiarity with online learning.

The size of school and the members of the administrative team (including or absent of an assistant principal) contributes to the number of teachers a principal will need to observe and evaluate within a school year. Table 1 indicates 69% ($n=11$) of the respondents worked with an administrative team consisting of a principal and assistant principal. Thirty-one percent ($n=5$), of the respondents worked alone in the building as principal.

The sample selected, for this research reflected the diversity of elementary and middle school configurations. Principals working in an elementary school comprised 69% ($n=11$) of the sample. Middle school principals comprised 25% ($n=4$) of the sample. Finally, principals working in a K-8 school configuration comprised 6% ($n=1$) of the sample. No high school administrators participating in the study.

Finally, the participant sample represented three generations: the Baby Boomer Generation (1943–1960); Generation X (1961–1981); and the Millennial Generation (1982–2004), as defined by William Strauss and Neil Howe (1991). Generations encounter key historical events and social trends while occupying the same phase of life. Members of a generation are shaped in lasting ways by the eras they encounter as children and young adults, and they share certain common beliefs and behaviors. In the study 19% ($n=3$) of the principals identified themselves as baby boomers; 19% ($n=3$) of the principals identified themselves as millennials; and 62% ($n=10$) of principal identified themselves as members of generation X (see Figure 2).

As displayed in Table 1; Table 2 and Figure 3, other demographics information collected from the sample population included: (a) economic demographics of the school districts as represented by the average per-pupil spending in comparison to state average spending; (b) size of the district, as indicated by number of schools; and (c) experience with online learning opportunities. These three factors contributed to the sample.

Per-pupil spending contributed significantly to the resources available within the district (see Table 2). The economic demographics as indicated by the per-pupil spending were that 19% ($n=3$) of the districts represented spend less per-pupil than the states average of \$6,974 (ISBE). In the sampling of fifteen districts, two districts, 13% ($n=2$), spend between \$100 and \$400 more than the state average. Two districts, 13% ($n=2$), spend above \$500 but under \$1,000 per-pupil spending than the state's average. Six, 40% ($n=6$), spend more than an additional \$1,000 but less than \$2,000 per-pupil spending; one, 6% ($n=1$), of the districts spend more than an additional \$2,000 but less than \$3,000 per-pupil spending; and two districts, 13% ($n=2$), spend between \$3,000 to \$4,000 per-pupil spending.

The size of the district, Table 2, can contribute significantly to the organization and resources available to principals. The size of the school district, as indicated by the number of schools that make up the district, varies from as few as a

Table 1

Respondent Demographics: Building Characteristics

	Number of Students	School Level	Number of Teachers to Evaluate	Administrative Team
Baby Boomer				
Laura	500	E	50	P + 1AP
Steve	550	M	30	P + 1AP
Ivy	620	E	40	P + 1AP
Gen X				
Ross	420	E	35	P
Jill	350	E	30	P
Larry	480	E	40	P + 1AP
Irene	462	E	68	P
Paul	560	M	50	P + 1AP
Jen	420	E	45	P
Diona	800	M	70	P + 2AP
Jean	850	E+M	80	P + 1AP
Leah	700	M	60	P + 1AP
Anne	500	E	65	P + 1AP
Millennials				
Mary	570	E	30	P
Julie	500	E	35	P + 1AP
Hal	860	E	65	P + 1AP

KEY E= Elementary M= Middle School P= Principal AP= Assistant Principal
Table 2

Respondent Demographics: Years of Experience and District Characteristics.

	Years of Experience	District Size Number of Schools	Per-pupil Spending *	Urban, Suburban, or Rural
Baby Boomer				
Laura	6+	3 E & M	\$9,435	Suburban
Steve	6+	5 E & M	\$4,072	Suburban
Ivy	6+	1 E & M	\$8,250	Suburban
Generation X				
Ross	6+	13 E & M	\$7,836	Suburban
Jill	6+	3 E & M	\$8,920	Suburban
Larry	6+	19 E & M	\$7,341	Suburban
Irene	1-2	8 E & M	\$8,513	Suburban
Paul	6+	3 E & M	\$6,533	Suburban
Jen	6+	2 E & M	\$10,118	Suburban
Diona	6+	15 E & M	\$8,682	Suburban
Jean	6+	7 E & M	\$7,138	Suburban
Leah	6+	12 E & M	\$7,837	Suburban
Anne	1-2	22 E, M & HS	\$4,819	Suburban
Millennials				
Mary	3-5	4 E & M	\$5,539	Suburban
Julie	1-2	6 E & M	\$8,230	Suburban
Hal	3-5	8 E & M	\$8,512	Suburban

KEY E= Elementary M= Middle School HS= High School

*State Average \$6,974 Per-pupil Spending based on 2013-2014 projections

one school district to a district comprised of 22 schools. Thirty-one percent ($n=5$), of the districts consisted of three or fewer schools; 31% ($n=5$), of the districts represented had four to eight schools; and 37% ($n=6$), of the district represented had 12 or more schools (one district with a total of 22 schools.)

Finally, experience with online learning can be significant in the learner's readiness and familiarity with the online modular learning format. Figure 3 illustrates respondent familiarity with online learning. One respondent 6%, ($n=1$), completed an online doctoral degree program. Of the remaining respondents, 56%, ($n=9$) participated in at least one university or college online course, and 38% ($n=6$) had little or no experience with online learning outside of a webinar or similar experience.

Sixteen principals from 15 school districts were selected for interviews. They met with me individually in their school or other mutually designated place and were asked six questions (see Appendix A). In addition, 18 questions were asked during the interview (see Appendix B) and the responses were recorded and transcribed. The questions were designed to clarify the background information about each respondent and to elicit principal perceptions on professional development, learning that leads to self-efficacy, and elements that contribute to the change process.

Respondents Characteristics- Baby Boomer Administrators

At the time of the study, Laura was a principal of an elementary school with approximately 500 students and 50 certified teachers. Laura was a part of a

building administrative team that consisted of one principal and one assistant principal. She had more than 6 years of administrative experience. Laura's school district consisted of three elementary and middle schools, and the per-pupil spending exceeded the state average. Laura described herself as having little experience with online learning.

Steve was an assistant principal of a middle school with approximately 550 students and 30 certified teachers. Steve was a part of an administrative team that consisted of one principal and one assistant principal. At the time the study began he had more than 6 years of administrative experience. Steve's school district consisted of five elementary and middle schools, and the per-pupil spending exceeded the state average. Steve described himself as having little experience with online learning.

Ivy was a principal of an elementary school with approximately 620 students and 40 certified teachers. Ivy was a part of an administrative team that consisted of one principal and one assistant principal. She had more than six years of administrative experience. Ivy's school district consisted of one JK-8 school, and the per-pupil spending exceeded the state average. Ivy described herself as having little experience with online learning.

Respondents Characteristics- Generation X Administrators

At the time of the study, Ross was an administrator of an elementary school with approximately 420 students and 35 certified teachers. Ross' administrative team consisted of one principal. He had more than 6 years of administrative

experience. Ross' school district consists of 13 elementary and middle schools, and the per-pupil spending slightly exceeded the state average. Ross described himself as having experience with online learning.

Jill was an administrator of an elementary school with approximately 350 students and 30 certified teachers. Jill's administrative team consisted of one principal. She had more than 6 years of administrative experience. Jill's school district consisted of three elementary and middle schools, and the per-pupil spending exceeded the state average. Jill described herself as having little experience with online learning.

Larry was an administrator of an elementary school with approximately 480 students and 40 certified teachers. Larry was part of an administrative team consisted of one principal and one assistant principal. He has more than 6 years of administrative experience. Larry's school district consisted of 19 elementary and middle schools, and the per-pupil spending slightly exceeded the state average. Larry described himself as having little experience with online learning.

Irene was an administrator of an elementary school with approximately 462 students and 68 certified teachers. Irene's administrative team consisted of one principal. She had 1 to 2 years of administrative experience. Irene's school district consisted of eight elementary and middle schools, and the per-pupil spending exceeded the state average. Irene described herself as having experience with online learning.

Paul was an administrator of a middle school with approximately 560 students and 50 certified teachers. Paul was part of an administrative team

consisting of one principal and one assistant principal. He has more than 6 years of administrative experience. Paul's school district consisted of three elementary and middle schools, and the per-pupil spending was lower than the state average. Paul described himself as having experience with online learning.

Jen was an administrator of an elementary school with approximately 420 students and 45 certified teachers. Jen's administrative team consisted of one principal. She had more than six years of administrative experience. Jen's school district consisted of two elementary and middle schools, and the per-pupil spending exceeded the state average. Jen described herself as having experience with online learning.

Diona was an administrator of a middle school with approximately 800 students and 70 certified teachers. Diona's administrative team consisted of one principal and two assistant principals. She had more than 6 years of administrative experience. Diona's school district consisted of 15 elementary and middle schools, and the per-pupil spending exceeded the state average. Diona described herself as fully immersed in online learning, as evident in her receiving a degree from an online university.

Jean was an administrator of an elementary/middle school with approximately 850 students and 80 certified teachers. Jean's administrative team consisted of one principal and one assistant principal. She had more than 6 years of administrative experience. Jean's school district consisted of seven elementary and middle schools, and the per-pupil spending slightly exceeding the state average. Jean described herself as having little experience with online learning.

Leah was an administrator of a middle school with approximately 700 students and 60 certified teachers. Leah's administrative team consisted of one principal and one assistant principal. She had more than 6 years of administrative experience. Leah's school district consisted of 12 elementary and middle schools, and the per-pupil spending exceeded the state average. Leah described herself as having little experience with online learning.

Anne was an administrator of an elementary school with approximately 500 students and 65 certified teachers. Anne's administrative team consisted of one principal and one assistant principal. She had 1 to 2 years of administrative experience. Anne's school district consisted of 22 elementary, middle, and high schools, and the per-pupil spending well below the state average. Anne described herself as having experience with online learning.

Respondents Characteristics- Millennial Administrators

Mary was an administrator of an elementary school with approximately 570 students and 30 certified teachers. Mary's administrative team consisted of one principal. She had 3 to 5 years of administrative experience. Mary's school district consisted of four elementary and middle schools, and per-pupil spending well below the state average. Mary described herself as having experience with online learning.

Julie was an administrator of an elementary school with approximately 500 students and 35 certified teachers. Julie's administrative team consisted of one principal and one assistant principal. She had 1 to 2 years of administrative experience. Julie's school district consisted of six elementary and middle schools,

and the per-pupil spending exceeding the state average. Julie described herself as having experience with online learning.

Hal was an administrator of an elementary school with approximately 860 students and 65 certified teachers. Hal's administrative team consisted of one principal and one assistant principal. He has 3 to 5 years of administrative experience. Hal's school district consisted of eight elementary and middle schools, and the per-pupil spending exceeding the state average. Hal described himself as having experience with online learning.

Presentation and Data Analysis

The data is presented based on the themes that emerged from the interviews. Major themes emerged for each of the research questions. These themes were further explored to reveal specific attributes of the learner and practitioner. The criteria used to include a principal in the research sample were: (a) years of experience, (b) size of school, (c) whether the administrative team consisting of an assistant principal or not consisting of an assistant principal, (d) level of the school (elementary, middle or high school), and (e) generational cycle, and these criteria did not contribute to the emergent themes or collective attributes of a principal group or subgroup.

The study findings are organized to answer three research questions. The questions are:

1. What has been the impact of the mandated online training sessions, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules*

- (CEC, 2011), on the principal as a professional development design effort to initiate a new teacher observation and evaluation protocol?
2. In what way did the principal's self-efficacy change due to the independent employment of ancillary resources used to reinforce the online modular training, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), and strengthen the learning outcomes required to implement the new teacher observation and evaluation protocol?
 3. As a state-mandated vehicle to change the pedagogical practices at the school level, in what way, if any, did the online training session, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), alter a principal's perception of effective classroom pedagogical practices?

The organization of responses for each research question will begin with identifying the major themes and subthemes that emerged from the data. The data offers generalizations and conclusions supporting the attributes of both the principal as a learner and practitioner.

The interview guide included six screening questions that were used to determine eligibility for the study and gather background information, and it had 18 open-ended questions to elicit principals' perceptions of professional development, the types of learning that leads to self-efficacy, and elements that contribute to the change process. Through the semi-structured interview process, I gained insight into the respondent's experiences with the online professional development required by the state of Illinois, the impact of the training on observation/evaluation

practices, and the perception of the change of pedagogical practices at the school level. By concentrating on a single phenomenon or entity I uncovered significant characteristics of the training program, about the transfer of skills acquired through the training, and about the impact of expected instructional practices and initiatives that resulted from the training.

Organization of Responses for Research Question 1

To understand the impact of *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) modular training as a professional development model for principals, the respondents' comments and views were organized to address the research question. Respondents gave personal statements that illustrated the effective design of the training program, and the emergent practices and habits of the learner, and they provided personal opinions and insights that were the result of the professional training program and new teacher evaluation system. The data provided generalizations and conclusions supporting the attributes of both the principal as a learner and practitioner.

Research Question 1

What has been the impact of the mandated online training sessions, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), on the principal as a professional development design effort to initiate a new teacher observation and evaluation protocol?

Design and Execution of the Professional Development Experience

The learner's perception of training content and instructional activities.

Constructivist teaching and learning design. Cavanaugh (2001) and Moore (1994) suggested there is no difference in effectiveness between online learning and face-to-face learning when face-to-face learning is prohibitive. The state of Illinois Senate Bill 7 (SB7) requires all school administrators to be certified as evaluators through successfully completing *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules (CEC, 2011)*. The activities and content materials in the modules were designed to support constructivist learning. *Module 2: Observation Skills and Evidence Collection* was designed to simulate a classroom experience as the principal practiced the role of the evaluator. Learners, using the evaluation tool, observed part of a lesson taught by a certified teacher in an authentic classroom and implemented the learning objectives by coding, analyzing, and observing instruction, learning, and the classroom environment. The responses were then submitted and a computerized assessment was calculated. Progress through the modules is dependent upon successful completion of the final assessments.

Constructivist learning is an active process of constructing knowledge rather than acquiring knowledge and it is a process of supporting the learner's construction of knowledge rather than the communication of knowledge (Duffy & Cunningham, 1996). However, unlike constructivist instruction, the *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator (CEC, 2011)* modules failed to take as its starting point the knowledge, attitude, and interests

learners bring to a learning situation. The modular training program did not include pre-assessments to determine a learner's readiness and/or prior knowledge.

Differentiation was not part of the learning or instructional activities. Self-paced, differentiated learning initiatives are fundamental instructional practices for a constructivist classroom.

In regard to the design and execution of the modular training, respondents, Anne and Jen, stated that the training offered reflection and self-assessment opportunities regarding the intended learning objectives. They both commented how, in the past, bias played a role in the evaluation process. Jen described how the module training helped to change her pedagogical mindset and reduce bias. The modules seemed to "give permission" to assess teachers accurately without the need to assess "on a curve" but to really put teachers on the "grid." The activities became important components from which Anne and Jen constructed meaning and reflect upon their learning.

The modular training contained many elements of constructivist learning and reflected the contributions of leading theorists such as Rousseau, Dewey, and Whitehead. The self-paced programming offered the learner an opportunity to control his or her progress through the modules. The ancillary resources offered within each module provided the learner with a bank of practice videos, hard copy reference resources, PowerPoint slides, and audio narrations. The principals identified the components within the modules that were beneficial or distracting to learning outcomes.

Instructional Tools and Protocols. Respondents, Hal and Jill felt that the PowerPoint slides were not beneficial to their learning; however, Jen appreciated the slides. She stated, "...those beginning slides... I thought those were always really good because they were... specific." She noted the value of providing all of the information in one place that could easily be referenced, if necessary. Jen also appreciated the "straight forward" information contained on the slides. Fifty percent ($n=8$) of the respondents mentioned the usefulness of the printed and downloadable resources that were available throughout the modules. Some respondents mentioned that they created hard copy folders or binders that contained all of the hard copy resources that were used during the final assessments. Leah referred to using Dropox, an electronic storage cloud, to house and access her resources. Jill described the PowerPoint slides and downloadable resources as useless; however, she found these resources helpful as reference points to use during a real teacher evaluation so that she could understand how the state defined the highest teacher rankings: distinguished or a proficient teacher. Jill, however, felt the downloadable resources useless in most cases, and she stated, "...I remember printing (them) out and never referring to them again...".

In further investigation of the design and execution of the modular training, 75% ($n=12$) of the respondent mentioned the video-simulation as a beneficial component of the learning process. Some respondents, such as Hal, stated that the videos were the most beneficial component of the learning process. The 12 respondents mentioned the usefulness of viewing a variety of videos that demonstrated multiple learning environments as helpful components of the

learning process. Anne and Paul specifically related the videos to their personal learning tendencies when they described their affinities for visual learning.

Three respondents, who represented baby boomers, Generation X, and the millennial generation articulated dislike for the video-simulations. They noted that the videos were a distraction to their learning. Steve, a baby boomer, stated that the videos were “ridiculous.” A quarter of the respondents ($n=4$) mentioned that the videos were redundant and that, after awhile, the activities associated with the videos were tedious to complete and not very engaging. The video production, angle of the camera, camera lens, audio, and clarity of the filming were mentioned as distractions throughout the learning process.

Four respondents (25%, $n=4$) identified a variety of beneficial components to the modules that advanced personal learning outcomes. They cited the video simulations, PowerPoint slides, audio recordings, and hardcopy resources as notable components of the training. Anne and Irene mentioned that the whole learning process had benefits. Ross specifically noted that the role of the learner assumed by the principal would play a significant part in establishing and nurturing relationships with teachers. He valued the learning experience as an opportunity to relate to students or teachers within a classroom setting. Ross viewed the modular training as an opportunity to strengthen empathic listening skills and interpersonal skills with teachers.

The audio clips, PowerPoint slides narrations, and pop-up answers were essential elements within the training modules. Five respondents 31%, ($n=5$) mentioned the audio component of the modular training. Jean did not remember

the audio clips. Julie found the audio clips distracting to her learning and she muted the audio portion of the training modules. She preferred to move at her own pace without the guidance of the audio narration. Paul and Anne stated that it contributed to remembering learning objectives within the module. Ross, Anne, and Jean valued the pop-up answers and compared the components of the online learning experience to a webinar. Through the pop-up feedback, Anne learned that she was “harsher” than the training when evaluating teachers within the simulated video activities. She expressed that this learning transferred to her daily practice and acknowledged a bias when observing what should happen in the classroom and not observing what is happening in the classroom.

As a whole, the respondents did not value the short assessments and check-in questions as essential learning components of the modules. Only two learners offered support for these learning activities citing “it worked well for me,” and “it was helpful to me.” In general, representatives from all three generations: Laura (Baby Boomer), Jill (Generation X), and Julie (Millennial) commented that, overall the modules focused on rote, logistical learning that could have been offered through another learning approach.

The design and execution of *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator* (CEC, 2011) modules produced mixed benefits for the learner as examined in current research. The effectiveness of quizzes has mixed finding when studied by Lewis (2000), Maag (2004), Stanley (2006), and Tselios (2001). Similarly, the use of simulations, as evident in the simulated videos, produced modestly positive effects on the learner (Castaneda, 2008; Hibelink 2007).

Nguyen (2007) and Grant and Courtoreille (2007) concluded that individualized instruction has a positive impact on learning outcomes and a response-sensitive online platform professional development program could be beneficial to the learner. The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator* (CEC, 2011) modules did not include (a) a response-sensitive online platform, (b) prompting for the learner to reflect through self-explanation or self-monitoring, and (c) activities promoting self-assessment strategies. For the learner, these three components contribute to both significant and positive online learning outcomes (US Department of Education, 2010).

Design and execution of content. Respondents stated that the content of the lessons and learning activities were beneficial to the new teacher observation and evaluation process. Fifty percent of the respondents ($n = 8$) made comments that the *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) provided a definition for teaching and learning, provided clarity to the evaluation process, and used common terms and language. Diona, Jean, and Julie stated that a benefit was having common concepts expressed in common verbiage to help illustrate expectations for the learning environment. Ross, Leah and Jen expressed the usefulness of common concepts expressed in common verbiage as a contributing factor to a common understanding. Steve expressed the benefit of common concepts expressed in common verbiage, but cautioned that the evaluation process might become a series of checklist. Representatives from all three generations: Steve (Baby Boomer); Ross, Jen, Jean, Leah and Diona (Generation X); and Julie and Hal (Millennial) commented on the

benefit of having a teacher evaluation system with a common framework and language that could be shared.

Rogers (2003) supported the idea that the perception of the attribute of an innovation affects the rate of adoption. The individual's perception of the attribute, in this case a common language and framework that defines teaching and learning, is more impactful for change than state laws or mandates. In the framework of the diffusion of innovation theory, the new teacher observation and evaluation system can be defined, using Rogers' (2003) terms of an innovation's attributes, as having a relative advantage for adoption. All of the respondents 100% ($n=16$), rated the innovation as better than the previous teacher evaluation system. The respondents made numerous comments about the benefit of a common language and framework throughout the interview; often mentioning this theme when addressing other questions.

Autonomy of the learner and alignment of learning needs. Design and execution of professional development research identifies that individualized instruction has a positive impact on learning outcomes and a response-sensitive online platform professional development program could be beneficial to the learner (Nguyen, 2007; Grant and Courtoreille, 2007). Autonomy of the learner and alignment of the learning to the needs should play prominent roles in the design of professional development for a principals (Gabriele, 2010; Southern Regional Education Board, 2010). Finally, Pintrich, (2000) noted that adult learners regulate their learning through goal setting, reflection, forethought, and other efficacious activities. Self-regulation is an active, constructive process for the learner. The

learner monitors, regulates and controls their cognition, motivation, and behavior. The design of professional development should integrate efficacious activities and self-regulation within the learning objectives.

With regard to the execution of the modular training, one respondent appreciated the pacing and flexibility it offered. Ross liked the variety of learning components and resources offered and through the learning process he discovered teaching and learning strategies that benefited his learning. He also noted that the pacing and flexibility of the modules met his needs as a learner.

Four respondents 25% ($n=4$) expressed frustration with the differentiation and pacing of the modular training. Laura stated that the modules were not differentiated for personal learning needs. Anne cited the redundancy of objectives and content and the fact that it could not be skipped during the module learning. She stated that the modules were not self-paced. The pacing of the modules and the forced sequence of the modules provided frustrated Anne. The pace of the modules could not be individualized to meet the needs of the learner. Diona and Jean referenced the pacing of the modules and the inability to direct the learning within the modules as both a challenge and an obstacle as a learner.

The millennials did not reference a need to control the pacing of the learning, nor did any member of this group identify the need for differentiation. Mary reported that the modules were more self-directed than she experienced in college-level online courses. Julie and Hal did not reference the need for self-direction with the learning objective. However, Julie commented on the pacing of the audio, "...I didn't like listening to it...I felt that that made it more cumbersome and slowed me

down and that sort of frustrated me listening to the person.” She solved this problem by muting her computer and reading the slides. This allowed her to read the slides and content of the modules at her own pace.

Six respondents 37% ($n=6$) identified components within the design of the online module training that complimented their personal learning needs and affinities. Diona addressed her connection with the content of the module training without the support of the online resources. She found the online ancillary resources distracting and appreciated the ability to ignore the ancillary materials and solely focus on the online content. However, Laura stated an opposing view of the ancillary resources. There is a sharp contrast between Diona’s (Generation X) and Laura’s (Baby Boomer) point of view regarding the ancillary resources as a benefit for learning. Ivy identified with the audio content of the online training and expressed appreciation for the mode of delivery. Jean noted that the pop-up messages occurring when the learner selected an incorrect response as beneficial to her learning. Jean reported, “...I am a kind of person that in some ways learns more from being wrong than from being right...”. Paul noted that the videos met his need as a visual learner. Ross talked about the ability to complete certain learning activities based on his learning preference. He commented, “...I remember other principals that I’ve talked to, that had gone through the training, in terms of advice it’s best... to prepare (print out) those materials. And some would say, ‘Oh, I did this. I printed out all of this and used that.’ Others would say, ‘I didn’t look at that... it confused me. I just watched the videos.’ And I really used a combination...” Ross’ comments illustrate that this approach to teaching met his needs and *Growth*

Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules (CEC, 2011) offered a variety of approaches for meeting the prescribed learning objectives.

Prior knowledge of the Danielson (2007) model assisted more than half, 56% ($n=9$, of the respondents. There appeared to be a continuum of familiarity of the Danielson model among the 16 respondents. Jill described that her district completed almost 2 years of learning and then practicing the Danielson model in teacher evaluations. In fact, she noted that an outside consulting agency was used to ready her school district. Hal, Ivy, Mary, Leah, Jen, Irene, Steve, and Paul were very familiar with the Danielson model as a result of their school district's interest in the model. They described how the familiarity with the model assisted their learning and the implementation of the new teacher observation and evaluation program. The nine respondents represent early adopters and/or opinion leaders crucial to the success of the innovation. The likely success of the new teacher evaluation protocol may correlate with the familiarity of the practice. More than half of the respondents 56% ($n=9$) had an extensive understanding of the fundamental components of the Danielson model.

The design and execution of the modular training did not help 31% ($n=5$) of the respondents to achieve mastery. Ross, Anne and Jill spoke about the importance of supplementing the modular training with additional learning and review opportunities in order to build stronger baseline knowledge. The term "stand alone" was used to describe the online training because the extent of learning came solely from *Growth Through Learning: Illinois Performance Evaluation Teacher*

Evaluator Modules (CEC, 2011). Thirty-one percent of the interviewed principals stated that the success of the new teacher observation and evaluation program should not rest upon completion of the module training.

Principals' perception of training's impact on the existing culture. The design and execution of professional development is often intended to impact the workplace culture. Two respondents described the impact of the training on the existing school culture. Rogers (2003) identified the innovation-decision process as one of the four steps workers progress through as a result of the introduction of an innovation. In the innovation-decision process the individual moves from learning about an innovation to forming an attitude prior to implementation or rejection. Paul and Jill stated their attitudes regarding the innovation of the new teacher observation and evaluation system. Jill appeared confused about the impact of the modular training. She commented, "...So I don't know maybe I'm wrong... I think it was... either a good cherry on top or it was the base, it wasn't enough." Jill appeared to be questioning whether the training was all that would be needed to build consistency among the teacher evaluation across the state, and thus, change the learning environment. Paul seemed to agree with Jill. He stated, "...I'll be honest... once I got through those certain modules... I never looked at it again partly because... the school goes and off to the races. So unfortunately, I think the farther we get away from that formal training that we did the farther we get away from it. ...(Y)ou're going to have a better chance of success if you continue to revisit, revisit, revisit...". The influence of the workplace environment and culture to maintain habits and status quo is rigid and at times inflexible. Knowledge, language, and

thought are inherently collective (Senge, 1990) and routines translate collective learning into collective remembering (Nelson & Winter, 1982). Jill and Paul's comments support this sentiment with caution, as Grant (1991) would suggest, that the existing culture might predict the behavior.

The learner's engagement throughout the training program. The learner's pattern of engagement. The design and execution of professional development must engage the student in the learning activities in order to meet the learning objectives. Effective online professional development needs to provide the learner with lessons that explore relevant issues, test arguments, and interact with ideas in order to build knowledge. In order to accomplish this, the learner must participate in online forums, networks, and virtual dialogue opportunities as vehicles to introduce new ideas, explain concepts, debate viewpoints, and strengthen comprehension skills (Buchanan, 2004; Carroll-Barefield, 2005; Gabriel, 2004; Rovai & Barnum, 2003; Sorensen & Takle, 2002).

Six respondents 37% ($n=6$) commented on their limited engagement within the modular training. Respondents used words and phrases such as "limited," "in the beginning I was engaged," or "I found ways to become engaged," when asked about their personal challenges to being engaged in the learning. Irene, Anne, and Julie (19%, $n=3$) were the only respondents who stated that they were actively engaged throughout the training. Irene, Anne, and Julie have been administrators for 1-2 years and represent Generation X and the millennial generation. Anne reported, "I think knowing how critical this information was, I would say my engagement was pretty strong just from... more of a personal standpoint rather than

a standpoint of the type of learning that it was or the type of instruction that it was.” Similarly, Julie stated her engagement, “I feel I was engaged with the content because I knew how important it was for me to know, as well as, to do my job.” The high stakes element of this professional development program played an essential role in a new administrator’s sense of engagement with the learning activities. The three principals with the least experience as administrators articulated felt most engaged in the process.

Six respondents (37%, $n=6$) offered personal explanation for their limited engagement with *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011). Laura, Jen, and Jill indicated that some of the modules and activities were engaging but they did not elaborate on the type of engaging activities. Larry identified a pattern in his level of engagement. He stated that in the beginning he was more engaged than at the end of the training period. Ivy commented that when asked to do something she was engaged and compared her engagement to the level of student engagement in the classroom “...which I think we find with our students at times.” Leah found ways to stay engaged, such as working collaboratively with other principals completing the same modules or initiating discussions with colleagues regarding certain modules.

Traditional learner’s engagement in professional development programs. Two respondents reported that the *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) exemplified a traditional principal professional development model in which participants are viewed as passive recipients of information rather than as active participants in

solving important education problems (Sparks, 2002). In this case, the design and execution of the modular training, presented information and the participant sits and reacts to the information (Mohr, 1998). Diona's comments supported Mohr's (1989), research and described that the engagement was very similar to sitting in a lecture hall and receiving the information from a computer as opposed to receiving it from a professor. She stated, "So this was like a lecture, you listen and you take notes... it wasn't active as it probably could be." Diona referenced the limited engagement and offered a suggestion to increase student engagement. She suggested designing activities for face-to-face workshops, rather than isolated online activities. The workshops could be divided by content and could offer participants face-to-face, traditional, in your seat, professional development. Engagement with the modular training was also a concern for Paul. He offered that the timing of the professional development was a major contributor to "lost engagement." In August, participants in the online modular training simultaneously needed to organize the start of the new school year. The summer recess and technical delays prevented principals from completing the modules until August. Paul stated, "So I think some of the engagement was lost when we started to really have our backs to the wall with time..." (referencing the month of August as traditionally a busy month for administrators).

Logistics impacting a learner's engagement. Similar to the design and timing of the professional development, the respondents described logistics that tended to impact their personal engagement with the modules. Jill and Jen stated that the technology was a distraction to their engagement because it was not

working when they began the module training. Hal and Diona linked the length of the modules, measured in hours, to their disengagement. Hal noted the flexibility of completing the modular training; however, he was noted that the number of hours necessary to complete the entire module training was extensive. Hal noted a pattern to his engagement. His engagement started off strong but eventually waned as the modules proceeded. The inconsistency in engagement became a factor in his learning. Similarly, Jean mentioned the time investment necessary to complete the modular training and she noted that she felt anxious as a result of having to complete the additional modules needed to evaluate her assistant principal. The amount of time necessary to complete both the teacher evaluation modules and the administrator evaluation modules kept her focused and engaged.

Four respondents (25%, $n=4$) noted that the execution of the content contributed to limited engagement. Jen described the repetitive nature of the modules and that the instructional pedagogy was not an exciting way to meet the learning objectives. Jean and Paul noted that the lack of collaboration with other administrators and the absence of ongoing conversations with colleagues contributed to their low engagement. One respondent, Larry, noted that his district had to wait until the existing contract expired before the new teacher observation and evaluation system (the learning objectives within the modular training) would be mandated to replace the existing practice. He had to successfully complete the modular training and wait 1 year before implementing the new teacher evaluation system. Larry stated that his engagement decreased once his district decided to

wait until the existing contract expired before implementing the modular training's learning objectives and the new teacher evaluation system.

Four respondents (25%, $n=4$) stated that their engagement within the learning was tied to the culminating assessments and/or certificate of completion necessary for evaluating teachers and ultimately hinged on remaining employed. Steve commented that he was engaged because his job was on the line. Diona and Mary indicated that, ultimately, their engagement was tied to the assessment. This assessment would determine their ability to evaluate teachers. Evaluating teachers is a primary role of a building principal. Mary expressed some insight into her own engagement. She stated that her level of engagement was tied to the assessment and the time needed to complete the modules. "...I was committed to getting it done correctly the first time." Jill defined her engagement as, "I was doing it to get it done."

Ross was the only respondent that was able to find value in the learning experience beyond the official certification of completion. He used the modules to understand the content, and then he transferred the learning to building relationships with teachers and students. He candidly reflected upon his participation in the video simulations and some of his self-talk that he employed to stay engaged, "...While I'm watching this, I am going to really focus on these key elements and use these tools to get as much information down as I can. So, that I can make a decision that'll be accurate." He stated that personally experiencing the complex process of an adult learner was "...probably a good experience after completing it successfully to look back and say, it was good..." Ross stated it was

good to feel the same pressure that was often experienced by teachers and students. He viewed the modular training as a learning tool both for the protocol for evaluating a teacher and for building empathic skills with teachers. He insinuated that he could use his learning experience with the modular training as a relationship-building vehicle with both staff and students.

The respondents' comments regarding the design and execution of the modular training echoed much of the research regarding essential elements in online professional development. Blended learning environments that integrate both online and face-to-face (virtual or traditional) instruction have been more effective than traditional online learning (U.S. Department of Education, 2010). Similarly, online learning that promotes self-reflection, self-regulation, and self-monitoring strategies have shown promise for improving learning outcomes (U.S. Department of Education, 2010). The key to successful online content is to develop interactive activities (include motion and kinesthetic features), facilitate collaborative experiences, and create a multi-dimension (visual and audio) learning environment for participants (Gold, 2001; Hillman, Willis, & Gunawardena, 1994; Ko & Rossen, 2004; Sutton, 2001; Yang & Cornelious, 2005).

Post Practices & Habits of the Learner

The learner's self-confidence, self-esteem, and self-efficacy after successfully completing the training program. After completing the modular training, respondents from the three generations studied, Baby Boomers, Generation X, and millennials all identified a level of confidence with the training

program *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) (see Table 3). Sixty-two percent ($n=10$) of the respondents described a level of confidence as a direct result of the online modular training. Respondents, when asked how they felt after successfully completing the modular training, stated key phrases regarding their sense of efficacy, such as, “absolutely” or “I am confident” or “I am prepared.”

Respondents identified that the modular training influenced both the practices and habits as evaluators. Ivy used the term “absolutely” to describe how the training prepared her for the new observation and evaluation system. She mentioned confidence in the logistical aspects of the observation protocol. Ivy described an example of a colleague who is a new principal and “found it [the modular training] to be incredibly helpful.” Similarly, Leah stated “absolutely,” the training prepared her for the new observation and evaluation system. Mary described her confidence in the training program. She stated, “I knew exactly how to implement that system (the new evaluation system) and refer to the rubrics [Danielson model] to make decisions or to ... compare evidence from observations to the final rating.”

Ten respondents (62%, $n=10$) noted an enhanced self-esteem, impacting practices and habits, as a result of completing the modular training (see Table 3). The research of Silverman and Casazza (2005) found that successful experiences can lead to greater self-esteem. Jean was a little more cautious in her assessment of the online training program. She stated, “I think the modules did a really good job of getting you in the ballpark, making you familiar with it. Then you play and

practice...” Nevertheless, she felt a level of confidence and self-efficacy after completing the modular training.

Similarly, Anne stated that she was “...able to hone in on what I am looking for now when I’m working with teachers... I do think the process helped me...” And Jen, Hal, Laura, and Diona used phrases that also noted a level of confidence about using the new teacher evaluation system that was a direct result of the modular training. The training impacted an administrator’s evaluation practices and observation habits.

The new teacher evaluation program was positively received by more than 62% ($n=10$) of all respondents. Rogers (2003) noted that an individual’s perception of the attributes of an innovation affects the adoption rate of the innovation. Three respondents (18%, $n=3$) made specific remarks that indicated a relative advantage of the new teacher evaluation and a change in evaluation practices. Three respondents supported the new evaluation system. Leah commented, “...For once they (the state) made a good call...” Larry responded, “...I felt like it was a pretty good attempt by the state to make evaluations more consistent...” Jill saw the new teacher evaluation as beneficial and she thought that it had no surprises for the teacher. She noted that instructional and professional expectations are “crystal clear,” as they are in other professions. Each statement alludes to a need that was filled by the state’s adoption of the new teacher evaluation program. The felt need predicted existing practices or habits. Rogers’ (2003) research supported the notion that when felt needs are met by potential adopters the rate of adoption

increases. As a result of the comments, there appears to be a relationship between the needs of the state and the felt needs of the respondents.

The modular training had a direct effect on evaluators' understanding of coding, analyzing, and obtaining samples of teaching and learning. Coding is defined as the ability to rate the teacher in one of four classification: (a) distinguished, (b) proficient, (c) basic, or (d) need improvement (Danielson, 2007). The ability to analyze teacher observations involves the assessment of observed instructional evidence for it meeting the criteria established by certain rubrics. This often involves identifying, comparing, and assessing the artifact or critical evidence with the rubric. The modular training was designed to change the evaluation practices and observation habits of the evaluator. Anne stated, "...I definitely came away with enough knowledge to... feel comfortable both talking with my teachers about it and having confidence that my picture is pretty accurate about them...." She admitted to feeling less sure about the coding of teaching and learning observations. Anne also noted that her years as a teacher prepared her to assess instructional artifacts. She did not relate this ability to the modular learning.

Similarly, Hal identified a strong level of confidence when addressing this question. He stated, "Yes, I feel confident that I am." Ivy seemed to feel very comfortable about coding, analyzing, and evaluating teacher observations. She noted the rigor of the training as important to the improvement of her coding, analyzing, and evaluating skills. The modular training either supported existing evaluation habits and practices, or it impacted the acquisition of new evaluation habits and practices (see Table 3).

Not all respondents described the training as having a positive impact on self-confidence. Jill and Larry identified feeling unprepared to code, analyze, and obtain samples of teaching and learning. In particular, Jill stated that coding was a challenge, even after the training. She noted a specific challenge as being able to distinguish between the two highest classifications: distinguished and proficient. Jill explained that the level of student engagement and the consistency of action make it challenging to code efficiently.

The learner's practices and habits as a result of both the training and new teacher evaluation system.

Formal district initiates support impacting a principal's practices and habits. Hal and Jill stated that they felt a level of support from their respective districts to impact evaluation habits and practices in concert with the modular training. In Hal's district, central office personnel employed the Center for Educational Change to coach principals. As defined on their website, the Consortium for Educational Change (CEC) is a nonprofit organization affiliated with the Illinois Education Association (IEA) that works with teachers, school, and district administrators, school boards, and unions to improve student learning and achievement. In Jill's district, a joint committee of administrators and teachers conducted research and explored the Danielson model almost 3 years before the implementation of the new teacher evaluation model. Each district intervention supported the fact that modular training and implementation of the new teacher evaluation system modified existing habits and practices of the evaluation.

Respondents candidly described how district administrators worked to

compliment the modular training in an effort to support the innovation and impact the practices and habits of the evaluators. Ross described the level of district support as, “phenomenal” noting that there were numerous conversations leading up to the training, that the technology was prepared for the training, and that the training was followed up with discussions and support. Similarly, Irene, Julie, Ivy, and Jean expressed that they experienced support from the district. The support ranged from logistical support, such as technical guidance or professional development days to complete the modules to organized meetings with other administrators to discuss the elements of the new teacher evaluation program. District support for an innovation can support change in the practices and habits of an individual or a group.

Forty-three percent ($n=7$) of the administrators felt the support of the district and colleagues as the innovation was introduced to the workplace. Rogers (2003) suggested that the variables that affect the rate of the innovation are: (a) the nature of communication channels; (b) the nature of the social system; and (c) the efforts of the change agent. The seven respondents noted the positive impact of professional

Table 3

Respondents' Level of Overall Confidence and Efficacy

Principal	Year of Experience	Used Key Efficacious Phrases to Describe the Results of the Training	Exhibited a level of Confidence to Evaluate Teachers	Articulated a level of Confidence after Completing the Training
Baby Boomer Generation				
Steve	6+			X
Laura	6+	X		X
Ivy	6+	X	X	
Generation X				
Leah	6+	X	X	X
Anne	1-2	X		X
Jen	6+	X		X
Ross	6+		X	
Jill	6+		X	
Diona	6+	X		
Jean	6+	X	X	X
Millennial				
Hal	3-5	X		X
Mary	3-5	X	X	

development committees, logistical support prior to the learning, professional support, and the vested interest of the district to be successful. Similarly, the districts cultures supported the innovation and the change in the evaluation practices and observation habits. Preparing the district and administrators prior to the innovation contributed to the adoption rate of the innovation and impacted the existing practices and habits. Ongoing conversations devoted to the innovation decreased the complexity of the innovation. Seven of the 15 districts had established set goals and district wide initiatives that supported the trialability of the innovation.

Components and design of the training program impacting a principal's practices and habits. Eighty-one percent ($n=13$) of the responds articulated a sense of self-efficacy and confidence as a direct result of the online modular training (see Table 3). Bandura (1986) proposes that self-efficacy is a direct outcome of the level of a student's engaging behavior. The confidence level of respondents meeting stated learning outcomes has been noted in direct correlation of acquired skills, impact of the new evaluation model, and satisfaction rate of the mandated professional development. A confidence indicator influences performance and beliefs about one's ability (Choi et al., 2005). Thirteen respondents identified varying levels of confidence after completing the modular training and thus impacting self-efficacy and acquiring new habits.

The professional development intervention, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), was designed to introduce a new teacher evaluation and observation model. The

principals were mandated to change existing practices and habits associated with teacher observation and evaluation. Jen and Hal commented that the modular training had been “positive” and “a good thing.” Jen affirmed, “I think it’s good for the profession....” Leah and Laura stated that they are much better evaluators because of the training. Leah stated, “...I am a far more effective evaluator in terms of providing specific feedback, suggestions of opportunities for growth, able to cheerlead appropriately where I can see what is actually happening in the classroom...” This model and training seemed to give Leah security for when she evaluates teachers in content areas that are less familiar to her, such as advanced math or science. She admitted, “I moaned and carried on about the time investment. And I didn’t anticipate the impact it was ultimately going to have on me.”

Similarly, Jen described that the training, “... made me much better at evaluating....” She recognized that her evaluation of a teacher in the future would most likely be consistent with another evaluator’s assessment. The training and new evaluation protocol offers consistency across schools, districts, and the state. Anne reported that she saw and felt the benefit of all aspects of the training. Jean stated that she thought she had changed as an evaluator in that she saw herself as moving away from a directive approach to teacher evaluation, to a coaching model. She said, “...it’s much healthier....”

Likewise, Steve commented that the training, “...really hit home...” and influenced a change in his evaluation practices and observation habits. He noted that in the past, he often watched and noted what the teacher did during the lesson. As a result of the training in the new evaluation process, Steve admitted that, “Your

eyes should be on the students.” Steve noted that the training and model provided the perspective that the students were the measures of success. He stated, “As a matter of fact you should be behind the teacher watching what’s going on there (instruction)....” Steve concluded his interview, “...I hated the experience but it was worthwhile.”

The respondents noted skills that emerged or were strengthened by the modular training, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011). The training contributed to both changes in evaluation practices and in observation habits. There were representatives from three generations (Baby Boomers, Generation X, and Millennial) and three categories for years of experience (1-2 years; 3-5 years, and 6+ years). These new skills and/or new direction in the teacher evaluation system were articulated by the respondents, as was their abilities to: (a) code, analyze, and observe; (b) provide feedback; and (c) to integrate questioning. These skills contributed to the respondent’s confidence level and revealed a level of self-efficacy.

Teacher evaluation consists of specific practices and habits exhibited by the evaluator. The modular training taught specific coding skills, specifically for analysis and observation strategies. Coding was defined by Danielson (2007) as the ability to rate the teacher in one of four rankings: (a) distinguished; (b) proficient; (c) basic; or (d) need improvement. The four-ranking system was a change of practice for all 16 respondents. Anne and Paul linked an ability to code teachers using the new teacher observation program with the modular training program.

However, Jill described a level of discomfort when coding teachers and did not feel the modular training was effective in eliminating her discomfort.

The ability to analyze teacher observations involves the assessment of observing instructional evidence meeting the criteria of established rubrics. This often involves identifying, comparing, and assessing the artifact or critical evidence with the rubric. Citing observational evidence in objective terms, without bias or complementary superlatives, was a change in practice for the evaluator. Anne identified that past teaching experience benefited her ability to recognize and cite instructional evidence. As a relatively new administrator, Anne (1-2 years experience) was able to quickly integrate this skill into her evaluation practices. Jen identified note taking as a critical skill in this area. The modular training strengthened her effective and efficient note taking skills. Laura and Leah noted a level of proficiency about the evaluation of teachers. Steve noted improvements in identifying, comparing, and assessing artifacts or critical evidence with the rubric after the modular training.

Leah explained the changes in her practice after using the new teacher evaluation system. She commented that as a result of the training and new teacher evaluation program an evaluator could say, "...your students are not engaged and here is my evidence from the 40-minute lesson I observed..." She continued, "...the largest impact that it had on me... when I was going to give feedback to a teacher, that I had actual evidence to support my summary, statements, judgments...."

Learner's affect impacting a principal's practices and habits. The modular training contributed to a change in practices and habits regarding feedback

and professional conversations within the teacher evaluation protocol. Jill, Hal, Julie, Diona, Ivy, Jean, Mary, Irene, Steve and Ross identified the importance of conversation, as was emphasized in both the training and the new teacher evaluation model. Sixty-two percent ($n=10$) of the respondents, who represented both the three generations and the three levels of experience, noted feedback and conversation as important teacher evaluation concept that were highlighted in both the training and the new evaluation model. Hal noted the importance of having conversations with intent, "... for helping people learn and develop..." Jean commented that her feedback in the future would be less prescriptive, "It's not telling them you should do this. ... it's a lot easier to be able to say your transitions are taking this long, ideally they should be more like this, what ideas do you have?"

Finally, the respondents noted that the integration of questioning as a vehicle for conversation or reflection was a significant learning outcome of the modular training. Ross stated that, "...one of the major keys to providing feedback are the kinds of questions that you ask the teacher, especially in the beginning of that pre-conference. And you are asking them questions, guiding questions... that help them understand and process what is it that they want to come of the lesson." Jill and Steve linked how questioning teachers about student performance to reflective conversations. Respondents identified a willful change in both evaluation practices and observation habits.

The modular training did not complement all respondents' learning needs, nor did it secure mastery for all learners. A quarter ($n=4$) of the respondents described a level of frustration and unpreparedness after the modular training.

Irene and Diona did not feel competent after the modular training, nor did they feel prepared for the implementation of the new teacher evaluation program. Julie felt frustrated about how to proceed with teachers after they were rated. She posed the questions: “What are the next steps? How do you deliver that information to a teacher? and What does that conversation look like?” Julie assessed her skills in coding, analyzing, and observing as “getting better,” as she employs them in authentic evaluation practices. Hal stated, “...So in a vacuum, it’s perfect, but it can be hard to do really well and make people reach their potential based on the feedback and the process. I find it can be quite a challenge.” Although the modular training contributed significantly to a change in evaluation practices and observation habits, there were instructional limitations and learning outcomes inadequacies.

Irene, Diona, Julie and Hal could contribute to the change process in a negative manner. Rogers (2003) contended that attitude and beliefs, both individually and collectively, impact the rejection or adoption rate of the innovation. New ideas are evaluated and compared to existing practices, and negative experience with an innovation can contribute to innovation negativism (Rogers, 2003). Senate Bill 7 (SB7) may provide a different perception for principals in the state. Federal and state interventions with public schools historically are negatively perceived and often mandated with little financial support.

Workplace initiatives impacting a principal’s practices and habits.

Workplace culture plays a significant role in the advancement of an innovation to change both workplace practices and habits. The workplace environment and

culture to maintain habits and status quo is rigid and inflexible (Nelson & Winter, 1982; Senge, 1990). Prior to individuals changing their behavior they must fit their own core values and beliefs to the fundamental principles of the reform effort.

Evans (1996) suggested that cultural changes within schools are often more difficult to accomplish than in corporations. Evans (1996) reminded us that culture serves as a conservative force that resists change efforts within a defined culture.

Individual habits and intentions can play a significant role in attainment of professional development goals and objectives. Newby-Clark (2012) defined habits as ingrained and automatic behaviors. Habits are hard to change and account for nearly 40% of actions (Duhigg, 2012; Wood, Quinne, & Kashy, 2002). “Individuals and institutions have a natural and rational reaction to anything disruptive and innovative: they resist it in order to preserve the comfortable system they worked so long and hard to build” (Szabo, 2002, p. 1467).

Thirty-one percent of the respondents ($n=5$) surveyed identified numerous significant initiatives that could disrupt habits and contribute to changes in practice (see Table 4). Jean stated there were “ongoing conversations” within her school and district. She noted that the modular training and new teacher evaluation system motivated her and her colleagues to seek advice and counsel from fellow evaluators. This involved informal “case studies” at meetings with other evaluators. Jean commented that bringing cases to a discussion group to assist with interventions and effective documentation became a norm as a result of the training and new teacher evaluation program. The case study protocol was an overt change in both evaluation practices and observation habits.

Jill's district focused on both administrators and teachers in preparation for the new teacher evaluation program. Building administrators met monthly to learn about the new teacher evaluation model and to discuss evaluation practices. The district also supported the development of short, in-house, professional development opportunities as a way to prepare teachers for the new evaluation program. The joint committee of administrators and teachers orchestrated teacher professional development for all teachers at all buildings. All staff participated in these workshops.

Ross described specific details regarding the district's effort to build upon the modular training and to institute new habits. District-wide administrators shared teacher evaluation calendars with each other and the superintendent, as a way to keep evaluations fluid and happening throughout the school year. Ross stated that this new habit changed the mindset of the district (both administrators and teachers) about the assessment from the "evaluation season," that occurred within a few weeks of the school year, to "continual improvement," that occurred throughout the school year. The school district also changed the verbiage used for the every-other-school-year evaluation cycle. The term *off-cycle* was not used to define the part of the 2-year cycle where a final summative evaluation is not mandated by the new system. The *off-cycle* term was replaced with *reflective year*. The expectation is that all certified staff spend the second year of the 2-year cycle evaluation program in reflective practices. Administrative meetings integrated planned conversations and discussions regarding changes in evaluation and observation practices.

Hal stated that his district implemented the Principal Professional Learning Community (PLC). Dufour (2004) defined PLCs as opportunities to "... focus on learning rather than on teaching, working collaboratively, and hold yourself accountable for results"(p.37). In this way the learning continued in a regular manner. The district also adopted a review board on which principals could, "calibrate... thinking and look at the inter-rater reliability (a feature of the evaluation protocol)." Hal stated, "We put forward our evidence for what we think makes the teacher an excellent, through the perspective of the framework ... the group then has an opportunity to ask questions to push our thinking." This protocol was a change in practice and it was the direct result of both the modular training and the new teacher evaluation system.

Similarly, Irene described a district review board (consisting of principals, superintendent, and the superintendent's cabinet) that was designed to assist evaluators in to identify teachers whose performance was *excellent* (the highest rating) or *needs improvement* (the lowest ranking). The district required administrators to present a case that included evidence and data to support the excellent or distinguished rankings. She described this process as, [a] "grueling jury time" and "nerve wrecking." Irene stated that the last time she presented three teachers to the review board only one of her rankings of a teacher was approved.

Jean, Jill, Ross, Hal, and Irene, 31%, ($n=5$) of the respondents described a collective inquiry process that the district designed to continue the learning and strengthen the understanding of the new evaluation process (see Table 4).

Collective inquiry, a part of effective coaching practices, can support both the adult

learner and collective organizational efficacy. Moorman and Kennedy (2012) noted that coaching is a vehicle for analysis, reflection, and action that enables all participants to achieve success.

According to the diffusion of an innovation theory, supports that innovations are diffused through interpersonal contacts that include social contacts, social interactions, and interpersonal communication (Valente, 2005). Fifteen (93%, $n=15$) respondents reported both significant and insignificant district wide initiatives that were designed to foster social contacts, social interactions, and interpersonal communication, thought to lead to both changes in evaluation practices and in observation habits. The size of the district and the number of evaluators within each district contribute to the vehicle and process for communicating district-wide interventions. A one-school district will have different communication vehicles than a 22 school district. Regardless of the size of the district, communication and the channels of communication play essential roles in the diffusion of an innovation (Frambach & Schillewaert, 1999; Lovelock & Weinberg, 1984).

Respondents described insignificant initiatives that appeared not to contribute to habit formation. The insignificant initiatives were characterized as meetings with agendas that were not established and/or that contain non-descriptive learning objectives. Some examples of these types of meetings provided by the respondents were: happenstance conversations with a colleague (principal or assistant principal conversations), spontaneous questioning that led to a discussion, planned meetings, and email communications. The respondents did not elaborate

on the nature of the meetings or discussions. The insignificant initiatives seemed more like opportunities to discuss the new teacher evaluation program and less like a structured or planned intervention to support learning.

Over 50% of the respondents ($n=9$) did not identify significant structures in place to support the new teacher evaluation system after the second year of implementation. Steve, Paul, Jen, Laura, Larry, Ivy, Mary, Leah and Julie did not name significant structures designed to continue the learning outside the modular training. Ivy stated that her district made some effort to discuss the elements of the new teacher evaluation system at administrative meetings, but no further learning opportunities were provided for the evaluator. She did not share specifics regarding the meeting content, but characterized the structures in place in this manner, "I wouldn't say that it's at a really significant level" for the learner.

Two respondents, Steve and Diona, commented about an in-service initiated by the district to facilitate information about the new evaluation system and to prepare the evaluating staff. From their responses, it seemed that the impact of the in-service was not a major contribution to the learning process. Steve stated, "Well, I think we had an in-service at the beginning of the year." Diona described a workshop led by a consultant that was held almost 2 years after the training. The consultant discussed the Danielson model and the modular training. Diona commented that the consultant was "good," however, she suggested that the workshop would have been beneficial if it had been initiated prior to her participation in the modular training. This suggests that the workshop content may not have been helpful to the learning

Table 4

Habits and Structures Supporting the Change Process.

Principal	Years of Experience	Significant Structures in Place	No Significant Structures	Identified Acquired Habits	Concern with Inter-Rater Reliability
Baby Boomer					
Ivy	6+		x		
Steve	6+		x	X	
Laura	6+		x		
Gen X					
Diona	6+			X	X
Irene	1-2	X		X	
Paul	6+		x		
Jen	6+		x		
Ross	6+	X			
Larry	6+		x		X
Jill	6+	X		X	X
Jean	6+	X		X	
Leah	6+		x		
Irene	6+				
Millennial					
Hal	3-5	X			
Mary	3-5		x		
Julie	1-2		x	X	X

process, evaluation practices, or observation habit building.

Two respondents states that there were district wide interventions in the future that were designed to potentially continue the learning process and support evaluation practices and observation habits. Julie described planned structured conversations to be used to further understand the essential differences between the top two rankings: proficient and distinguished. However, these initiatives were in the planning stage. Paul stated that his district encouraged principals to attend a state conference to continue the learning process; however, the district had planned no further interventions.

General practices and habits of principals resulting from the training program and the new teacher evaluation system. Thirty-eight percent ($n=6$) of the respondents identified specific habits acquired as a result of the modular training (see Table 4). The modular training supported the practices and habits of the evaluator who implemented the new teacher evaluation model. The respondents stated that the new teacher evaluation model encouraged more feedback, questioning, and discussion with teachers. These behaviors have been noted as beneficial to the evaluation process.

Jill states that the model changed her understanding of assessment, as well as, the habits of teachers who had never thought about such assessments in the past, such as art teachers, music teachers, and physical education teachers. These teachers are now beginning to integrate authentic assessment into lessons. Diona and Jill linked the model and training to conversations they had had with teachers regarding the rankings: distinguished, proficient, basic, or needs improvement. The

evaluation process and modular training helped initiate and define the conversations that produced new evaluation practices and observation habits.

Julie commented that the modular training instigated conversations with her staff that contributed to new practices and defined habits. Many of these conversations focused on classroom routines, professionalism, and collegial relationships. She stated, "...it really does drive the conversations that we're having ... when we are talking about a specific area, we try to tie it back to the framework [Danielson model]."

Jean stated that, as a result of the modular training and new teacher evaluation system, many conversations and professional learning opportunities focused on the content of the modular training. The conversations regarding the domains (Danielson Framework for teachers) were reported to have played a prominent role at her school, and she commented, "... as we are talking, our TAs [teaching assistants], I swear by now probably know the domains or they can relate to the domains because we really just do it all the time." She noted that, as the leader, she spends considerable time initiating conversations with staff regarding the content of the modular training and the new teacher evaluation system. This is a change in both evaluation practices and observation habits.

Similar to the prominence the domains played for Jean, Irene posted the domains on her office door as a reference guide for conversations among the teachers. She explained it as a part of the district's culture to have the domains posted in view in all of the administrators' offices. Her conversations with teachers regularly centered on the domains and the content of the modular training.

Steve stated that his conversations with teachers focused on the Danielson model and the content of the modular training. He stated that the new teacher evaluation system stimulated instructional innovation. When referencing a specific conversation, Steve said, “That actually got my science department talking about the flipped classroom.” (This was in reference to a teaching strategy that uses video clips to teach a lesson at home so that class time can be spent practicing the skill or lesson.) Steve noted that his conversational practices have changed as a result of both the modular training and the new teacher evaluation system.

Thirty-eight percent ($n=6$) of the respondents referenced the modular training and the new teacher evaluation system as being notable for both the evaluator and the person being evaluated. As an innovation, the visibility of the new teacher evaluation system’s observability likely impacted the rate of adoption in a positive manner. The new teacher evaluation system had notable attributes that were valued by the principal. These attributes were: instigating conversations, providing feedback to teachers, building effective questioning techniques, nurturing relationship, and creating teacher observation skills. Another attribute of the new teacher evaluation system was the number of significant district initiatives that emerged as a result of both the training and the employment of the evaluation system. These initiatives included planned in-services, agenda-driven conversations, review boards, and case-study protocols.

Beliefs of the Principal

The principal's affect as a result of the modular online training and new teacher evaluation system. The modular training and new teacher evaluation system were designed to impact teaching and learning. The modular training assisted the learner to become reflective regarding evaluation practices and observation habits. Beliefs, perceptions, and expectations were impacted as a result of the modular training and leaning.

Sixty-two percent ($n=10$) of the respondents made comments about their personal affect during the learning process and during their training with the *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011). After completing the modular training, the learner was able to identify personal attitudes and beliefs regarding his or her competency and confidence regarding the use of the new teacher evaluation system. The learner's affect contributed to self-efficacy and the relationship between action, cognition and the environment, and this likely contributed to changes in or the enhancement of behaviors. An efficacious individual believes in his or her personal ability to achieve a desired or initiated goal and his or her self-efficacy beliefs guide thoughts, motivations, and actions (Bandura, 1994).

Seven respondents 43% ($n=7$) expressed a need to interact with others within the learning process. Jill and Irene noted that the opportunity to interact with others was missing within the training. Conversations, group process, and the sharing of ideas were not components of the modular training. The construction of knowledge was an isolated process during the learning activities. Julie and Jen

noted the convenience of the online learning process but also stated that they felt isolated as learners.

Fifty percent of the respondents ($n=8$) described a negative emotional affect while participating in the modular training (see Table 5). Julie and Diona were frustrated with the components of the online learning modules. Leah stated that the components were not engaging. There were emotional pressures and high stakes consequences to completing the modular training. Evaluating teachers is an essential part of a principal's duties. Principals unable to successfully complete the modular training were in jeopardy of losing their positions.

Laura, Jean, Steve, Irene, and Ross stated that they were stressed during their participation in the modular training. Jean commented, "...it put enough fear in me." Irene stated that she was "terrified" when she had to take a final assessment twice. Steve talked about the environment and timing of the training not being conducive to learning.

Despite the emotional affects experienced during the learning, the respondents named many benefits to the training and mentioned the positive impact of the new teacher evaluation system on teaching and learning. Three respondents articulated that stress and tension were experienced during the learning process, but they immediately spoke about the positive impact that the training and new teacher evaluation system would have on the learning environment. Steve stated, "...putting all that to the side, it was really good, very smart of the State (of Illinois) to say this is what we value and this is what we really want to do...." Ross noted, "...it was good...!" Leah stated, "...but once you passed

and got over it... what it has done to the building or relationship with teachers is amazing....”

An individual’s self-efficacy determines the outcomes of engaging in a behavior. The more confident individuals are in their capabilities to perform a specific tasks, the more likely they will grow as a result of the task (Bandura, 1986, 1984). A confidence indicator influences performance and beliefs about an individual’s ability to achieve (Choi et al., 2005). Satisfaction with the modular training, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) contributed to both self-efficacy and confidence. Eighty-one percent ($n=13$) of the respondents expressed that confidence and self-efficacy resulted from the modular training. In response to the questions, “Do you have the required knowledge and competency to appraise teachers? and Did you receive adequate training to perform the job?, Ivy and Leah stated, “...absolutely.” Jean commented, “I think the modules did a really good job of getting you to the ballpark....” Mary stated, “I would say... that I felt confident in the training—I knew exactly how to implement the system (new teacher evaluation system) and I refer to the rubrics (Danielson model) to make decisions or I refer to and compare evidence from observations to final rating.”

Ross stated that in his district there was a shift in the philosophy of teacher evaluation that he attributed to the modular training and new teacher evaluation system. He noted that after the training, the central office administrators and principals were committed to providing year-round feedback to teachers because of the practices and new beliefs obtained from the teacher evaluation process. The

mindset of off-year and on-year were transformed to ongoing, year-round teacher observation, reflection, and evaluation. There was a shift in beliefs after the modular training and the implementation of the new teacher evaluation system. Ross attributed this shift to both the modular training and the new teacher evaluation system.

Similarly, Jill stated that there was a shift in district beliefs that resulted in new habits and practices by way of recommendations from the joint teacher-administrator committee. This committee conducted: professional development for teachers in the district, weekly administration meetings that were focused on the new teacher evaluation system, and it developed additional rubrics for art, music, and PE teachers, as well as other non-homeroom teachers. The development of additional rubrics extended to Special Education with the creation of five additional rubrics for specific job classifications. Jill linked how her relationships with teachers changed with the modular training, "...I think what it has done was to take the pressure away. People are not scared of the evaluation system; I mean I have teachers say to me... that was the best conversation I've ever had with the administrator."

Four respondents (25%, $n=4$) described concerns about their beliefs in the habits and practices after the training, particularly in the area of inter-rater reliability (see Table 5). Inter-rater reliability is the belief that multiple evaluators will evaluate a teacher and have the same end results. This is a learning outcome that respondents' felt was not achieved as a result of the modular training. Julie

commented, “I don’t personally think it was very effective, and again I think it’s because it lacked the dialogue and the conversation that I think you have to have.”

Similarly, Diona did not feel that inter-rater reliability was achieved as a result of the modular training. Larry stated that it is hard to separate what is important to you as an evaluator and the rubrics, despite the modular training. The bias of teacher evaluation is real and ever-present. Jill felt that the learning she participated in prior to the modular training was more effective regarding inter-rater reliability than the lessons presented in the modular training.

Two respondents related the modular training and new teacher evaluation to their belief about the advancement of the professional status of teachers. Irene and Anne identified that both the training and the new evaluation system complemented teachers as professionals. Anne stated that the new teacher evaluation system, “...raises the level of professionalism among teachers” and “get past the wave of saying that anyone can go to school and get a teaching degree....” She continued to make her point and stated her belief that the modular training and new teacher evaluation system provided children with the best teachers, and it moved teachers away from “jumping through hoops” toward reflective teaching and learning practices.

In responses of Diona, Larry, Jill, Irene, and Anne responses may contribute to the advancement or rejection of the new teacher evaluation system. Katz (1963) suggested that diffusion of an innovation is more likely to occur when the characteristics of the innovation are easily explained, minimal risk is required, and

Table 5

Learner's Affect at the Completion of the Modular Training.

	Unprepared & Frustrated	Satisfied but Need Continual Growth	Limited Impact	Effective	Inter-Rater Reliability NOT Accomplished Through Training
Gen X					
Irene	X	X			
Diona	X				X
Jean		X	X		
Larry		X	X	X	X
Paul				X	
Jill				X	X
Leah				X	
Millennial					
Hal	X				
Julie	X	X			X

it is beneficial to current practice. The four respondents stated their opinions, beliefs, and they made comparisons of the new system and previous forms of teacher evaluation that contributed to their decisions to either reject or accept the new teacher evaluation system.

Irene and Anne commented that the modular training and the new teacher evaluation system might contribute to changing the fundamental beliefs of the organization. They stated the importance of the modular training and the new teacher evaluation system to the teaching profession. Irene and Anne noted that as a result of the state's innovation, teachers will be more respected by their evaluator, each other, and society.

The modular training and new teacher evaluation system influenced respondents' beliefs about pedagogical conversations with teachers. Sixty-two percent of the respondents ($n=10$) identified the importance of the modular training and that the Danielson (2007) model impacted discussions with teachers regarding pedagogical practices. Ivy stated, "I'm always pulling out my Danielson book...." She stated that the Danielson model strongly influences her discussions with teachers. Ivy supported the Danielson model because it "gives directions" and "structure" for conversations with teachers regarding pedagogical practices.

Similarly, Jean, Ivy, and Mary described the model as research-based and discussed the impact of the model with evaluator-teacher discussions. Mary described the Danielson model as a "helpful tool" and an "anchor" to her pedagogical discussions with teachers. She described the Danielson model as, "...a research-based document about effective instruction..." that supported key discussions with

teachers. Her conversations with teachers shifted from evaluator-focused conversations to rubric-centered discussions.

Larry, Anne and Hal also suggested that the Danielson model influenced discussions with teachers. Anne described the Danielson model as a “guiding force” in teacher discussions. She stated, “If the conversations aren’t going to impact student learning and in support of the teacher evaluation tool, then maybe it’s not a conversation that needs to be had...” Hal referred to the Danielson model as, “...a reference point for us to ... begin having that conversation.” He shared how the training and new teacher evaluation system offered a system for collecting evidence and fostering discussion. Similarly, Ivy stated that the Danielson model and the modular training, “...sets the bar. And I think that helps me communicate with teachers, so that they can keep raising their own bar.” The modular training and new teacher evaluation system defined new beliefs about discussions with teachers

Finally, Diona stated that, “...it makes it vey easy for me to say to a teacher that this is what I expect when I walk into your classroom....” Jean, Jen, Irene, Julie, and Mary identified that it removed personal judgment from the evaluation process. Jen stated that it took away, “...that power struggle or control that sometimes I think teachers have with an administrator....” Julie commented that the model and training “de-personalizes” the evaluation process. Ivy stated, “I think it is reassuring for teachers that I am not just making it up....”

The modular training and new teacher evaluation system influenced the beliefs about the pedagogical practices that benefitted teaching and learning. Jill, Ross, Anne, Hal, Irene, Julie, Mary, and Ivy attested that the training and new teacher

evaluation system impacted their discussions with teachers regarding pedagogical classroom practices. Principals who represented the three generations (Baby Boomers, Generation X, and Millennial) and three classifications of years of experience (1-2 years; 3-5 years, and 6+ years) made comments that supported new beliefs and the importance that the modular training and new teacher evaluation system to pedagogical conversations with teachers. Ross stated, "...to have conversations where we can take those components [Danielson Frameworks] and use them as a lens to look at our work... I think it is a nice tool too for when they are critiquing themselves...." Julie stated that the results of both the training and new teacher evaluation program, "drives the conversations" with teachers regarding instructional practices. Respondents described principal-led conversations as different as a result of the modular training and the new teacher evaluation system.

Leah, Ross and Ivy indicated that the new teacher evaluation system could foster a principal-teacher partnership with supportive resources for all teachers. Ivy stated that her partnership with teachers was strengthened as a result of the innovation, "I think it's motivating. So, I think just getting feedback ... is so motivating and inspiring...." Ross was cautious in his approach to the new evaluation system regarding instruction: "I don't know if the system will improve instruction. I think from a district standpoint, it could provide the tool, the framework, the resources, and the professional development to put the right people in the right space...." Leah described how the modular training and the new evaluation system transformed a traditional principal-teacher relationship into a positive collaborative relationship. Leah commented, "...all this Danielson stuff

[modular training, new teacher evaluation system, and Danielson frameworks] really allowed me to take the elements that she [the teacher] was struggling with the most and talk to her about what the evidence was... and what I was going to come in and look for....” Leah explained that the Danielson model motivated teachers to share weaknesses and focus on improvement.

According to Rogers (2003) the individual perception of an innovation affects the rate of adoption. One hundred percent of the respondents ($n=16$) expressed that the innovation [modular training, and new teacher evaluation system] was better than the idea it superseded. The degree of this advantage was measured through the supportive statements of the 16 respondents regarding the importance of the Danielson model in both initiating and supporting conversation with teachers.

Similarly, the 16 respondents expressed support for both the modular training and new teacher evaluation system in term of a personal felt need. Rogers (2003) defines felt need as the degree the innovation meets the needs of the adopter. The respondents used phrases such as, “sets the bar,” “a tool, “ gives directions and structure,” and “guiding force.” Principals representing the three generations (Baby Boomers, Generation X, and Millennial) and the three classifications of experience (1-2 years; 3-5 years, and 6+ years) used statements that described a felt need for the modular training and new teacher evaluation system.

Thirty-seven percent ($n=6$) of the respondents, representing the baby boomers and Generation X, expressed a belief that bias should be minimized when evaluating teachers. Millennials did not identify the importance of minimizing bias

when evaluating teachers. Baby boomers and Generation X principals referred to the modules and learning objectives that focused on eliminating an evaluator's personal bias. These respondents revealed how overcoming bias in teacher evaluations contributed to professionalism and leadership. The modular training impacted the beliefs of the learner regarding the reduction of personal bias through the learning objectives of the modular training and the implementation of the new teacher evaluation system.

Adults in professional development environments regulate their learning through goal setting, reflection, and forethought. Pintrich (2000) described these activities as contributors to self-regulation. Anne, Jean, Steve, Ross, Paul and Jen, 37% ($n=6$) articulated the importance of identifying and eliminating bias within their practice through self-regulation. Each respondent expressed a level of content with the learning objective and the importance of minimizing bias as strengths of the modular training and as contributions to professional beliefs.

Anne, Jean, Steve, Ross, Paul and Jen valued the learning objective of minimizing bias. Paul stated, "...one of the things that really sticks out ... in practice was the idea of bias in your narratives. And I found myself really retraining myself to not use any kind of adjectives when writing up evaluations. And that was really big for me..." Jen expressed similar comments when describing bias in the evaluation of teachers. Principals' beliefs were changed as a result of the modular training.

Wood, Quinne and Kashy, (2002) and Duhigg (2012) concluded that habits are powerful, since 40% of daily actions are habits and not decisions. To change a

habit the individual will need to overcome willpower fatigue by making small steps toward changing existing habits. Thirty-seven percent ($n=6$) of the respondents identified minimizing bias as both a learning outcome and a goal of their personal practices. Anne, Jean, Steve, Ross, Paul and Jen described their commitments to fit their own core values and beliefs within the fundamental principle of the reform effort as a direct result from completing *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011).

The new teacher evaluation system contribution to student growth.

Respondents stated beliefs in the relationship between the new teacher evaluation system and student growth. Sixty-eight percent ($n=11$) of the respondents saw a relationship between the training and the new teacher evaluation system with student growth. Anne, Julie, Ivy, Larry, Jen, Steve, Mary, Hal, Laura, Jill, and Paul believed that the modular training and the new teacher evaluation system contributed to student growth (see Table 6). Julie commented, “...as teachers are improving it should improve student achievement.” Ivy said, I think it causes teachers to think about their practice. And I think in a good evaluation system we are looking at students—we are looking at student work, and what’s going on here and what we expect from them and how we can get there. So I think it’s really pushing people to think about their practice in a different way, while always keeping students at the center.

Larry stated, “I think it will [improve student performance] because the focus is on students and engagement and learning....” Jen commented, “...kids taking their own initiative for their own development, their own academic development....”

Conversely, only two respondents were hesitant to link the modular training and new teacher evaluation to student growth. Laura and Jill saw the possibilities of benefits occurring in the future, however, they did not articulate present contributions to student growth. Laura commented, "... now what we do currently does not. I think that what we will do probably will evolve to (student growth)... but we are not there yet." Jill simply stated, "...not yet...." The modular training and new teacher evaluation system influenced principals' beliefs regarding the impact teacher evaluation on student growth.

Thirty-one percent of the respondents ($n=5$) hesitated to see a relationship between the training and new teacher evaluation system and student growth. Hal, Jean, Mary, Diona, and Steve made cautious remarks regarding the training and new teacher evaluation contributions to student learning. Mary stated, "I wouldn't have evidence other than just anecdotally thinking how it could not when you are helping develop people professionally and people are understanding clear characteristics and actions of effectiveness. ...How could it not?" Diona cautiously said, "Yes and no... some students yes and some student no...." Steve stated, "... yes... it did effect; it would affect kids. And so, yeah, but I think time will tell."

Four respondents (Diona, Irene, Ross, and Jill) did not make a prediction regarding about the relationship between the training and new teacher evaluation system and student growth. Ross and Leah could not answer the question with a definitive answer. They both described the benefit of the Danielson model as a tool but could not predict how the training or the evaluation model would contribute to

student growth. Ross stated, "I don't know if the system itself would improve instruction." Leah said, "I don't think I could draw that conclusion."

The beliefs regarding student growth as influenced by both the modular training and the new teacher evaluation system varied among the respondents. The respondents statement suggests beliefs ranging from articulation of a strong relationship to a cautionary one, and finally to no correlation between the modular training and the new teacher evaluation system and student growth. City (2009) indicated that individual efficacy within an organization does not have a strong relationship to student performance. A teacher's belief to influence student learning may predict his or her own effectiveness as a teacher; however individual efficacy will not predict the success of a school. Contrary to previous research, 37% ($n=6$) of the respondents perceived a clear relationship between the training and the new teacher evaluation system and student growth.

Assessment of the new teacher evaluation system. Respondents identified beliefs supporting the new teacher evaluation system as better than the previous teacher evaluation system. One hundred percent ($n=16$) of the respondents rated the new teacher evaluation system higher than the previous evaluation system. The respondents represented the three generations (baby boomers, Generation X, and millennials) and three classifications of experience (1-2 years; 3-5 years; and 6+ years) and they identified that instructional and logistical characteristics of the new teacher evaluation system were superior to other evaluation systems. The comments suggest an acceptance of the innovation, satisfaction with the modular training, and marked levels of self-efficacy as pertains to being an evaluator.

Diona, Irene, Larry, Ivy, Mary, Leah, Laura and Paul stated that the new teacher evaluation system was superior when compared to the former teacher evaluation system. Irene stated, "I think the system is very good." Larry commented, "...it's a hundred times better." Ivy stated, "I think its outstanding compared to just the way I was evaluated as a teacher..." She continued to share how the new teacher evaluation system is about teacher growth and self-improvement. Leah described the new teacher evaluation system as "exponentially better." Laura suggested, "...it's just a much better tool than what were using now." Paul found the new teacher evaluation system to be more thorough and systematic.

Respondents described the influential nature of the new teacher evaluation system to the learning environment. Larry, Jean and Steve stated that the modular training and the new teacher evaluation system influenced what learning looked like in the classrooms. Jean suggested that as a result of the modular training and the new teacher evaluation system, she observed better instructional practices. She stated, "I think the new system has had a tremendous impact... I have to say at first I felt like the modules were simply a series of hoops to jump through... (the modules) turned out to really have some meat to them and to really have some substance...." Steve commented, "I think what it did ... is it put it into a nice package. And I think it brought a little clarity to... the components of a good lesson."

Table 6

Opinion of the New Teacher Evaluation System's Impact on Student Growth.

Principal	Cautionary Response-Benefits	Difficult to Predict	Could Not Predict	Collective Engagement	Reflective Teaching Practices	Individualized PD
Steve		X		X		
Ivy				X	X	
Laura	X					
Anne				X	X	
Ross			X			
Leah			X			
Larry				X	X	
Jen				X		
Paul				X		
Jill	X					
Jean		X				
Diona		X	X			
Irene			X			
Julie				X	X	
Mary		X		X		X
Hal		X		X		X

Four respondents identified how the training that led to the new teacher evaluation system built a common understanding of teaching and learning practices. Ross described the new teacher evaluation system as “a common playing field.” Jill stated that it “defines good teaching methods.” Jean commented that the model was “not open to interpretation.” Hal identified, “...there is really more of an emphasis I think on evidence and supporting your decision with evidence.”

Three respondents, representing the three generations (baby boomers, Generation X, and millennials), described some of the challenges to using the new teacher evaluation system. Jean described the new teacher evaluation process as “very rigorous” for both the administrator and the teacher. This was due to the probing questions regarding the specificity of teacher preparation and delivery of lessons. Julie described the new teacher evaluation process as “...not entirely easy to use...” and continued her description of the process as “cumbersome” and not “intuitive.” She described the learning process as “a lot that you need to learn in order to implement it.” Steve disagreed with Julie’s interpretation of the new teacher evaluation process. As a result of the modular training, he became more intuitive and changed his “...entire perspective (about teaching and learning) by 180 degrees.”

Katz’s (1963) research supports the idea that diffusion of an innovation is more likely to occur when the characteristics of the innovation are easily explained, minimal risk is required, and it is beneficial to current practices. Sixteen respondents (100%) identified beneficial aspects to the training that led to the implementation of the new teacher evaluation system. These responses of these

participants supported Dearing's (2004) claim that decisions to accept or reject an innovation involve opinions about the innovation, beliefs about how others view the innovation and comparisons with other existing innovations.

The respondents naturally compared the new teacher evaluation system to the previous system. Rogers (2003) viewed this type of comparison as expected behavior when a new innovation is introduced to the workplace. Innovations that are characteristically complex can negatively impact the adoption rate. Three respondents 18% ($n=3$) described the rigor and complexity of the new teacher evaluation system. However, two of these three respondents complimented the new evaluation system for the contribution it made to teaching and learning. One hundred percent of the respondents described the new teacher evaluation protocol in terms of Rogers' (2003) diffusion of innovation theory: relative advantage. Since relative advantage can predict acceptance of an innovation, one can assume the likelihood of the adoption of the innovation.

Organization of Responses for Research Question 2

To understand the impact of the *Growth Through Learning: Illinois Performance Evaluation* (CEC, 2011) modular training on a principal's self-efficacy, the respondents' comments and views were organized to address this question. Respondents used personal statements that showed that they acquired learning objectives, employed ancillary collaborative and conversation practices, and strengthened their individual self-efficacy as a result of the professional training program and new teacher evaluation system. Themes emerged from the interviews

and the data was used to answer each research question. The data indicates generalizations and conclusions supporting the attributes of both the principal as a learner and practitioner.

Research Question 2

In what way did the principal's self-efficacy change due to the independent employment of ancillary resources used to reinforce the online modular training, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), and strengthen the learning outcomes required to implement the new teacher observation and evaluation protocol?

Learning Objectives Acquired by the Learner

Teacher observation and evaluation skills and competencies.

Respondents stated that they acquired key evaluation skills as a result of the modular training. Similarly, respondents identified that a level of confidence as a direct result of the use of ancillary resources, such as district/school initiatives, personnel interventions, and additional learning opportunities outside the modular training. Collaborative learning activities, professional agencies or consulting firms, and committee work were identified as beneficial ancillary resources that strengthened the learning objectives of the modular training.

Paul, Anne, Laura, Leah, Jen, Hal and Jill stated that they developed a level of proficiency for coding, analyzing and observing practices as a direct result of the modular training: *Growth Through Learning: Illinois Performance Evaluation Teacher*

Evaluator Modules (CEC, 2011). Forty-three percent ($n=7$), of the respondents, representing three generations (baby boomers, Generation X, and millennials) and the three classifications of experience (1-2 years; 3-5 years, and 6+ years), all stated that the online modular training was a contributor to their ability to code, analyze, and observe practices.

Less than 20% ($n=3$) of the respondents described feeling unprepared to code, analyze, and observe practices after the modular training. Larry, Anne, and Jill commented that further practice would be necessary to further their understanding and for them to feel fully comfortable with coding, analyzing, and observing instructional practices. Larry, Ann, and Jill described a level of confidence with respect to coding; however they stated that they needed practice. Anne described the same level of confidence, "...coding is the thing I feel the most uncomfortable with because I do feel like there is so much crossover (between the Domains) and I am not always confident that I am picking the best spot to put that piece of evidence."

Respondents identified specific observation and evaluation skills that they obtained or that were enhanced as a direct result of the modular training. In particular, Jen and Ross discussed note taking and questioning. Jen noted that she is a better note taker. She described her proficiency, "I think the notes that I take are much better. And I am much better observing teachers. I think they (the notes) are much better, they (the notes) are much more specific, and I am able to pull out pieces of them (the notes) quicker, because I literally almost have the rubrics memorized." Ross reported that he strengthened his ability to ask guiding questions

that would help teachers to be more reflective and analytical in their teaching and learning practices.

Hal, Ivy, Jill, Steve, Jean, and Diona thought that the modular training was instrumental in strengthening conversations and feedback regarding implementation of the Danielson model. Diona stated, "...it's very easy for me to say to a teacher that these are the things that I am looking for, these are the things that align with Danielson, and so in that regards... it makes it easier or me to have those conversations with teachers...." The other respondents described similar sentiments regarding initiating focused conversations anchored with rubrics and a common language.

Efficacious behavior and beliefs acquired through the training. Eighty-one percent of the respondents ($n=13$) described a level of self-confidence and self-efficacy regarding the acquisition of observation and evaluation skills as a direct result of the modular training (see Table 3). The 10 principals represent three generations (baby boomers, Generation X, and millennials) and three classifications defining years of experience (1-2 years; 3-5 years, and 6+ years). Bandura's (1986) and Choi et al.'s (2005) research supported the notion that an individual's self-efficacy determines the outcome of the behavior in which one is engaged. The more confident individuals are in their capabilities to perform a specific tasks, the more likely they will grow as a result of the task. A confidence indicator influences performance and beliefs about the individual's ability to achieve. Lemme (2006) suggested that confidence is a direct result of self-efficacy and success. The

respondents acquired skills and competencies through their participation in the modular training.

Beyond the modular training, organizational culture exerts potent influences on beliefs and behaviors that preserve the status quo and resist innovation. As an innovation change agent, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) could be classified as the third level of culture guiding basic assumptions and underlying convictions that guide behavior. The third level of culture represents the deepest and most fundamental beliefs of the workplace. These beliefs are a conservative force to maintain the status quo. More than half of the respondents 81% ($n=13$) described a level of confidence in adapting to the new teacher evaluation system; however, Evans' (1996) research suggested that culture change is difficult and lengthy. His research suggested that most change occurring in schools is both superficial and novel.

Thirty-one percent of the respondents ($n=5$) described the training and employment of ancillary resources in efficacious terms. Laura, Mary, Jen, Leah, and Jean described their learning as beneficial for implementation of the model. Mary stated, "I think it's been positive and I think it's a good thing." Jen commented, "...it's made me much better at evaluating." Leah stated, "...I am a far more effective evaluator...." Jean stated, "I've changed much more from a directive to a coaching model and it's much healthier...." Three generations (baby boomers, Generation X, and millennials) are represented in the respondents' descriptions of personal achievements and competencies that lead to self-efficacy.

Eighty-one percent ($n=13$) of the respondents reported a level of proficiency using the new teacher evaluation system as a result of the modular training and ancillary resources, and the cited efficacious behaviors and/or outlooks (see Table 3). Anne, Larry, Jen, Paul, Ross, Julie, Laura, Jean, Leah, Ivy, Hal, Mary, and Steve made comments that reflected efficacious behavior. Mary, Anne, and Steve's statements seemed to summarize those of the 81% of the respondents, who represented the three generation classifications: millennials, Generation X, and baby boomers respectfully. Mary stated, "...I personally feel prepared... and I feel competent with my evaluations." Anne stated, "I definitely came away with enough knowledge to ... feel comfortable both talking with my teachers about it [the new evaluation model] and having confidence that my picture is pretty accurate about them [teachers]." Steve commented when asked about achieving the learning objections after the modular training, "I think that there's no doubt I was better after [the modular training]."

Ancillary Collaborative and Conversation Practices Employed to Augment Learning Outcomes

The learner's participation in spontaneous and planned collaborative sessions independent of the training. Respondents and their districts independently employed numerous ways to extend the learning to support the acquisition of evaluation and observation skills. Collaborative learning activities and enrichment opportunities were cited by the respondents as beneficial to the learning objectives of the modular training. Respondents participated in

spontaneous and/or planned collaborative learning activities to increase self-confidence and contribute toward self-efficacy.

Vonderwell (2003) advocated that professional development should engage the adult learner in a highly collaborative environment that is inquiry based. Sparks (2002) argued that professional development for principals should occur within a principal's regular practice and the learning should focus on implementation of best practices and building professional learning communities. Finally, there is large-scale research that has focused on professional development for principals and this has provided recommendations for professional development providers. The recommended methods for professional development for principals include: developing professional learning communities through ongoing study groups, regular visits to one another's school within the district and frequent coaching (DuFour, 2004; Hoffmann & Johnson, 2005; Sparks & Hirsch, 2000). Goddard, R. D., Hoy, W. K., and Hoy, A. W. (2004) suggested that collective efficacy has a strong positive relationship to organizational effectiveness. Respondents in the present study made numerous statements that suggested a need for collaboration and social interactions during and after the modular training. Principals candidly reported that they worked together during the modular training, that the district-sponsored collaborative sessions as a direct result of the modular training, and/or pre-empted collaborative sessions as a foreseeable need due the nature of the modular training.

Spontaneous collaboration became an important aspect of the learning process for less than 20% of the respondents ($n=3$). Three principals, Steve, Paul, and Jen, benefited from collaborating and dialoguing with other professionals

during the modular training. Paul stated, “...as building principals we shared a lot of information...” Jen described that as a district the building principals supported each other. This support occurred outside a district meeting or at a planned collaborative setting. Steve, Paul and Jen’s need for collaboration and face-to-face interactions supports the findings of previous research (Cook & Germann, 2010; Kay, 2006; Ramons & Yudko, 2008; Soller, 2001). A learner interacting with other students through virtual or face-to-face means is significant to the success of all learning outcomes and positive learning results of the online learning platform.

The emergence of spontaneous collaborative groups supports Fullan’s (1995) research that professional development is an opportunity to learn or review job-related activities in both formal and informal opportunities. These groups could support the diffusion of the innovation through social contact, social interactions, and interpersonal communication, as noted by Valente (1999). Communication and the channels of communication play essential roles in the diffusion of an innovation (Lovelock & Weinberg, 1984; Frambach & Schillewaert, 1999; Rogers, 2003).

Organized collaborative group conversations are beneficial to meeting professional development objectives. The research of Carroll-Barefield et al. (2005), Buchanan (2004), Gabriel (2004), Rovai and Barnum (2003), Sorensen and Takle, (2002) has supported the notion that online professional development should involve the learner in online forums, networks, and virtual dialogue opportunities as vehicles to introduce new ideas, explain concepts, debate viewpoints, and strengthen comprehension skills. Five respondents 33% ($n=5$) representing five different school districts, indicated that there were dialogue opportunities for

training participants that occurred either prior to the training or after the training. These ancillary collaborative activities strengthened the learning outcomes required to implement the new teacher observation and evaluation system.

Julie, Ivy, Leah, Jean, and Ross made statements in support of the efforts their district made to organize opportunities for conversation among the participants in the modular training. Julie, Ivy, and Leah indicated that numerous meetings were organized and/or that the training content was often placed on the agendas for meetings. Jean stated that the district organized formal conversations around the content of the training and the new evaluation model at monthly administrative meetings. She explained, “the teams of administrators often discussed the content and model for at least two hours.” Ross stated that his district organized numerous conversations about the training and new observation and evaluation models prior to the implementation of the actual training. He commented that numerous conversations were organized, “... so we understood the true purpose of it (the new evaluation system) and that it was supported by the district which is to improve instruction.”

Three respondents reported the employment of an outside consulting firm. The Consortium for Educational Change (CEC) is a consulting firm that was cited by three respondents from three different districts. As defined on their website, the Consortium for Educational Change (CEC) is a nonprofit organization affiliated with the Illinois Education Association (IEA) that works with teachers, schools, district administrators, school boards, and unions to improve student learning and achievement. Jean’s district coaches and curriculum director worked with the

Consortium for Educational Change (CEC) to gain insight into the new teacher evaluation system. Jill's district committee worked with the CEC and she stated that district teachers were trained in the implementation of the Danielson frameworks by the CEC. Hal received a principal coach from the CEC.

Irene stated that her district was planning to use outside consultants to continue the conversation and learning about the new teacher evaluation system. She also commented that she organized a PLC on her own to help support the learning objectives of the modular training and to implement the new teacher evaluation system. Irene collaborated with two other administrators to observe and evaluate teachers, and this was followed by a dialogue session during which individual notes, analysis, and coding were compared. Anne stated that her district will use "in-house" trainers in the future to support and continue the learning objectives of the modular training and to implement the new teacher evaluation system.

Four respondents 25% ($n=4$) discussed the use of a committee both prior to and after the modular training. These committees often consisted of both administrator and teachers. Hal, Jill, Irene, and Diona discussed the work of these committees reinforced the modular training learning objectives, advance the confidence levels of evaluators, and supplemented collaborative practices that were used to further understand the new teacher evaluation system.

Three respondents, Hal, Jean, and Irene, described a district-wide committee review that contributed to the learning outcomes of the modular training and the implementation of the new evaluation system. The review committee consisted of a

panel of colleagues and central office administrators who offered advice, reviewed evaluating ratings, and/or analyzed data that was presented. The evaluating principal used the review committee board as a resource when completing the protocols for the new teacher evaluation system. The review committee boards were described as both an advisory panel and a judgmental panel for the evaluation system of the individual districts.

Nine respondents 56% ($n=9$) from the represented school districts, identified an increase in collective efficacy through committee work, review panels, and/or a professional learning community. The stated collaborative practices served as ancillary resources to reinforce the online training and to strengthen the learning outcomes that were required to implement the new teacher observation and evaluation system. Goddard et al., (2002, 2004), stated that collective efficacy supports organizational effectiveness. Bloom et al. (2005) and Sparks and Hirsch (2002) supported professional development plans that included both coaching and collaborative professional opportunities for principals as ways to support learning and to ensure successful for students, schools, and school systems.

The learner's beliefs regarding conversation and collaboration practices impact on learning. Nine respondents (56%) suggested that the modular training and new teacher evaluation system supports district wide initiatives designed to increase social contact, social interactions, and interpersonal communication. Diffusion is a particular kind of communication (Rogers, 2003) and both the communication and the channels of communication play essential roles in

the adoption or rejection rate of an innovation. Social networks can accelerate behavior change, improve organizational efficiency, enhance social change, and improve dissemination efforts of an innovation (Valente, 2012).

Eighty-one percent ($n=13$) of the respondents expressed that dialogue and discussion with colleagues were crucial pedagogical element of learning. The respondents echoed the findings of previous research (DuFour, 2004; Hoffman & Johnson, 2005; Sparks & Hirsch, 2000) that professional development communities are important to school improvement and school reform efforts (Stein et al., 1998). Principals, representing the three generations (baby boomers, Generation X, and millennials) and the three classifications defining years of experience (1-2 years; 3-5 years, and 6+ years), indicated that there was a need for a collaborative learning environment coupled with structured dialogue connected to content. They identified a need to develop professional learning communities prior to, during, and after the modular training in order to strengthen their knowledge and comprehension of the modular training content and the new teacher evaluation process.

Forty-three percent ($n=7$) of the respondents articulated an isolated affect as a result of the learning conditions for the *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011). Julie, a millennial and a principal for 1-2 years, made three separate comments regarding her isolated affect which resulted from the instructional design of the modular training. She stated, "I did feel a bit isolated in taking it (modular training.)" "I wanted to talk to someone about it (instructional activities) instead of just reading the explanation...."

and “...I don’t think it (online training) was very effective and again I think it’s because it lacked the dialogue and the conversation....” Similarly, Irene, representing Generation X and a principal for 1-2 years, summed up her experience in this way, “I felt very alone....” As newer principals, Julie and Irene articulated a similar affect that was directly related to the absence of conversation and dialogue during the modular training.

Larry, Jean, Irene, Jen, Jill, Julie, and Laura identified the importance of conversation and dialogue in learning. Jill stated, “...learning is a social construct....” Laura commented, “...I am still the kind of learner that still needs people to interact with....” The response of the participants supported the research of Soller (2001), Cook and Germann (2009), Kay (2006), and Ramos and Yudko (2008), which established the importance of virtual or face-to-face interactions to learning outcomes and positive learning results of online learning. Collaborative practices were absent from the *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) and assertive learners searched for vehicles to support their need for conversation and collaborative learning opportunities.

Jen, Diona, Leah, Paul, Ivy, and Larry organized a group to support learning in spite of the restrictions and/or limitations of the program. *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator* modules (CEC, 2011) restricted joint collaboration of the modules and assessments. It did not restrict conversations among principals; however, the design of the online program did not encourage collaborative conversation or group process. Thirty-seven percent ($n=6$)

of the respondents participated in some form of group process as a means of support. The respondents described a continuum of group process that ranged from casual conversations with colleagues within a building to the formation of a group to view videos and then complete the required assessments as a group. Steve cited a neighboring district that organized the entire online modular training (with joint completion of assessments) as a group effort with the full support of district officials.

Contributors to a Principal's Self-Efficacy

Acquired competencies and skills supporting self-efficacy. Six respondents 37% ($n=6$), articulated a sense of confidence after completing the modular training and participating in collaborative activities. These respondents represented the three generations (Baby Boomers, Generation X, and Millennial) and three classifications defining years of experience (1-2 years; 3-5 years, and 6+ years). Thirty-seven percent of the respondents made comments that were interpreted as being in support of Rogers' (2003) claim that individual perception of the attributes of an innovation affect its rate of adoption. According to Lemme (2006) confidence is a direct result of self-efficacy. Six respondents made comments that support their learning and ability to complete the new teacher evaluation system (see Table 3).

During the interviews, Mary, Ivy, Jean, Anne, Hal, and Laura stated that their confidence resulted from the modular training and ancillary resources they used to reinforce the learning objectives. Mary felt confident and prepared after the

modular training. Leah felt the training absolutely prepared her to implement the new teacher evaluation system. Ivy felt that the modular training did a nice job preparing her to implement the new teacher evaluation system. Jean felt “...the modules did a really good job of getting you to the ballpark, and making you familiar with it (

[the new teacher evaluation program.] Anne commented that she was confident and she felt prepared to implement the new teacher evaluation system. The modular training helped “tighten up” her understanding of inter-rater reliability [a learning objective within the modular training]. Hal stated, “...I feel confident that I am...” prepared to successfully complete the new teacher observation and evaluation process. And finally, Laura described her ability to implement aspects of the new teacher evaluation system as, “...better than I would have been without this training....”

There was one respondent who described himself as unprepared for of the new teacher evaluation system. Larry needed to complete the modular training as SB7 required; however, in his district the union contract required him to participate in another teacher evaluation system. He stated that implementation of the new teacher evaluation system, as prescribed in the modular training, would not occur in his district until 2 years after the initial training. Larry was a bit more hesitant about his confident level. He described the modular training as “adequate,” and he believed that after the assessments he was, “not well prepared.”

Professional development is a vehicle for school reform efforts, and collaborative opportunities can contribute to the rejection or adoption of an

innovation. Bandura, (1994) defined social cognitive theory as the result of a reciprocal relationship between action, cognition, and the environment. An individual's belief in his or her capacity to produce desired goals is self-efficacy. According to Bandura (1997), self-efficacy beliefs guide the thoughts, motivations, and actions of the individual.

Five respondents (31%) expressed that confidence and comfort in their abilities to code, provide feedback, and in the overall evaluation process was a direct result of the modular training and ancillary resources used to reinforce the modular training and strengthen the learning outcomes required to implement the new teacher evaluation system. Anne stated that she was uncomfortable with coding and she was not always confident in her practice. Jill commented that she is "not entirely comfortable with coding." Irene described that she was "pretty good" at providing feedback. Steve stated that he was "...much better right now..." as a result of the modular training. Julie described some uncertainty and acknowledged that she was still learning.

Exhibited emotions and affect impacting self-efficacy. Similarly, respondents described an emotional disposition during the modular training with regards to the role emotions play within a learning environment. According to Knowles (1980), andragogy, a philosophy of adult learning, emphasizes the importance of a learning environment in which the teacher is also a participant, in which the learner's needs determine learning goals, and one in which the learner feels comfortable enough to use reflection and discourse to further his or her learning. Eleven respondents 68% described their comfort levels as related to the

absence of both collaboration and the learning activities were isolating because they did not involve any social connections.

Ross, Diona, Julie, Laura, Ivy, and Jill made comments that reflected their levels of comfort during the learning process. Ross described a feeling of nervousness when completing the final assessments. Diona felt a sense of struggle and frustration during the assessments and learning components of the modular training. Julie described a sense of frustration with many aspects of the modular training. Laura explained the timing element of the modular training was stressful. She reported that she panicked when she did not pass an assessment the first time. Conversely, Ivy and Jill described their feelings as comfortable.

Five respondents described their emotional disposition during the learning process. Leah, Irene, Steve, Jean and Jen, representing three generations (baby boomers, Generation X, and millennials) and three classifications of experience (1-2 years; 3-5 years, and 6+ years), used descriptive language that clearly reflected their comfort level. Leah described her feelings as “emotional pressure.” Irene described her emotional disposition as “terrifying.” Steve described the experience as a “nightmare.” He stated, “It was a nightmare. This thing was a total nightmare for me personally just because of the timing of this whole thing...” Jean described her feelings as, “...put enough fear in me...” And finally, Jen described her feelings as, “scared and nervous.”

Four respondents, Julie, Irene, Jean and Larry described a level of satisfaction that came upon the completion of the modular training. Julie and Irene identified an appreciation for the modular training and the need to set goals for continual

improvement. Julie commented, "...my skills are getting better...." She continued, "So in terms of coding and analyzing classroom observations, I think I got better with practice." Julie contributed that modular training was beneficial to her learning, and it improved her teacher observation and evaluation skills. Similarly, Irene stated that, "...I think I'm getting there...."

However, Jean did not feel that the modular training changed her level of comfort regarding teacher observation and evaluation practices because she had always felt a level of confidence with the Danielson model. Jean admitted that the Danielson model provided rubrics and tools that assisted her with the implementation of the model. Similarly, Larry described doubts regarding the impact of modular training on his conversations with teachers about the Danielson model. He did not share that his practice had changed as a result of the Danielson model. Larry's district would not be using the new evaluation system until 1 year after the initial modular training.

Perceptions of training and teacher evaluation protocol contributing to self-efficacy. Despite the absence of collaborative learning activities, respondents gave support to the modular training as an effective professional development opportunity for principals. Larry, Paul, Jill, and Leah noted that the state's initiation of both the training and the new teacher evaluation was a surprisingly effective initiative for principals. Leah noted, "...for once, the state got it right!" Larry stated, "a good attempt by the state...." (see Table 5).

Mandates, laws, and policies enacted by federal or state legislation as mechanisms to exert pressure on an individual to recognize the relative advantage

of an innovation often neglect the importance of felt needs. Illinois state law mandated principals to successfully complete the modular training and to implement the new teacher evaluation process. Respondents identified a need for collaboration and conversation. The training model did not encourage nor support collaboration and conversation. As a result, the learners employed numerous conversation vehicles (either district-sponsored or principal initiated) to supplement the learning objectives of the modular training and strengthened the learning outcomes required to implement the new teacher observation and evaluation system. Roger (2003) defined felt needs as the degree an innovation meets the needs of the adopter. Twenty-five percent ($n=4$) of the respondents agreed with the adoption of the Danielson model as an initiative to change teacher evaluation and indirectly change the learning environment. According to Rogers (2003), the adoption rate of the new teacher evaluation process may be faster as a result of the felt need of the adopters.

Organization of Responses for Research Question 3

To understand the impact of *Growth Through Learning: Illinois Performance Evaluation Modules* (CEC, 2011) training as a state-mandated vehicle to change the pedagogical practices at the school level, the respondents' comments and views are organized to address research question 3. Respondents made personal statements about their emergent practices and habits, and gave their personal opinions and insights about shifts in pedagogical and philosophical expectations. Themes emerged from the interviews and these themes were used as the data from which to

answer each research question. I formed generalizations and conclusions supporting the attributes of both the principal as a learner and practitioner from the data.

Research Question 3

As a state-mandated vehicle to change the pedagogical practices at the school level, in what way, if any, did the online training session, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEDC, 2011), alter a principal's perception of effective classroom pedagogical practices?

Principals' Perception of the Training Program and New Teacher Evaluation System's Impact on Pedagogical Practices

Correlation between the training program and new teacher evaluation system with school/district initiatives. As a state mandated vehicle to change the pedagogical practices at the school level, all 16 respondents (100%) representing the three generations (baby boomers, Generation X, and millennials) and the three classifications of experience (1-2 years; 3-5 years, and 6+ years), identified a positive relationship between the modular training and new teacher evaluation system and district initiatives. The 16 respondents used statements that supported the innovation and provided clues to their progression through Rogers (2003) innovation-decision process. The innovation-decision process is the progression an individual passes through from learning of an innovation, to the formation of an attitude to adopt or reject the innovation, to the implementation of the innovation,

to, finally, the confirmation of the decision to adopt or reject the innovation. The process consists of identifiable behaviors that are exhibited by an individual or group. One hundred percent of the respondents identified behaviors and attitudes that suggested that they were likely to adopt the new teacher evaluation system as prescribed through the modular training.

Hal, Jen, Jill, and Irene commented that the new teacher evaluation had a “positive effect” on their school. Irene stated, “I think it [new teacher evaluation system] has complemented what teachers are doing already and validated what they’ve done....” Other respondents discussed some of the positive elements of the training and/or process that contributed to the positive implementation. Mary stated, “...staff have shared that they feel more clarity into the process....” Ivy stated, “...it’s motivating....” Ross said, “...we’re in a really good place....” Jean stated, “I would say that it is exactly the right thing to have happened in my school....” The modular training and the new teacher evaluation system connected with school initiatives and impacted a principals’ perceptions of pedagogical practices.

The training program and new teacher evaluation system as an innovation within the change process. Diffusion of the innovation occurs more readily when the characteristics of the innovation complement the characteristics of the adopter. Katz (1963) contended that both the ease of explaining the innovation and the apparent need for the innovation increase the adoption rate of the innovation. Julie and Anne commented that the new teacher evaluation system fit very well with district initiatives. Anne stated, “...I think the district initiatives pair

up very nicely with the domains [Danielson model]... there are a lot of district initiatives along those lines....”

The length of time required for an individual or group to pass through the innovation-decision process is called the innovation-decision period (Rogers, 2003). The rate of awareness of the innovation is often faster than the adoption of the innovation. Three respondents, Hal, Jean, and Jill (less than 20%) identified specific behaviors that might have suggested the adoption rate of the innovation. Hal stated, “I think it’s [new teacher evaluation system] good for providing to people individual feedback and professional opportunities....” Jean stated that the new teacher evaluation system allows administrators to “see patterns.” She explained, “So, I already have designed professional development around assessment for next year...” as a direct result of the data, observed from evaluating teachers with the Danielson model. Finally, Jill stated, “...when you look at some of the latest things (instructional trends and school reform initiatives), whether it be the new math standards, Common Core, or Writing Workshops, a lot of them fit right into the Danielson model... they fit right in... right in!”

The role of habits contributes significantly to school reform efforts and professional development outcomes. Szabo (2002) suggested that individuals and institutions resist change in order to preserve the comfortable work culture. According to Senge (1990), the workplace environment and culture maintains rigid and inflexible habits. One hundred percent ($n=16$) of the respondents made comments that supported the need to change the existing workplace culture. These

respondents identified a philosophical shift in initiatives, behaviors, and beliefs as a direct result of the modular training.

Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules (CEC, 2011), as indicated by all of the respondents, contributed and connected to school and district initiatives and educational trends. Respondents expressed a common perception of the modular training and new teacher evaluation system as having a positive impact by strengthening effective pedagogical practices. All of the respondents ($n=16$) identified that a positive contribution was made to the learning environment as a result of their participation in the modular training and their implementation of the new teacher evaluation system.

Principals' Perception of the Training Program and New Teacher Evaluation System's Impact on Student Growth

Principals' perception of the correlational between the training program and new teacher evaluation system's with student growth. Fifty-six percent of the respondents ($n=9$) representing three generations (baby boomers, Generation X, and millennials) and the three classifications of experience (1-2 years; 3-5 years, and 6+ years), made comments that supported the modular training and the new teacher evaluation system as contributing to student growth. Nine respondents (Steve, Paul, Jen, Ivy, Anne, Julie, Larry, Mary, and Hal) expressed the belief that individuals can engage collectively in powerful actions to influence student learning and performance (see Table 6). Bloom et al. (2005) and Sparks and Hirsch (2002) identified some characteristics of professional development that

engaged the learner in collective inquiry that predicted successful students, schools, and school districts. Similarly, the comments made by 56% ($n=9$) of the respondents support research by City et al. (2009) that found that individual efficacy within an organization did not have a strong relationship to student performance. A teacher's sense of how to influence student learning may predict his or her own effectiveness as a teacher; however, individual efficacy does not predict the success of a school. Collective engagement is the catalyst to predict organizational performance and the impact of *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) on the individual principal, school, and district.

Individual principals described his or her perception of student growth that was a direct result of completion of the modular training and implementation of the new teacher evaluation system. Ivy, Anne, Julie, and Larry stated that they thought there was a relationship between teacher reflection (as promoted through the implementation of the new teacher evaluation system) about instructional practices and student performance. Ivy responded, "I think so. I think it (the new teacher evaluation system) causes teacher to think about their practice. And I think in a good evaluation system we are looking at students... So I think its really pushing people to think about their practice in a different way while always keeping students at the center." Anne commented, "...I believe if a teacher is working toward what it looks like to be a distinguished teacher [the highest ranking in the new teacher evaluation system] across the board in all four domains, it would be almost impossible for that not to impact student learning..." She continued, "...It's really

going to raise the level of growth for our kids and raise the level of professionalism among teachers....” Julie stated, “...It [the new teacher evaluation system] certainly should as teachers are improving it should improve student achievement.” And, Larry stated in reference to the new teacher evaluation system, “...I think it will, because the focus is on students and engagement and learning... so much more than what the teacher is doing or saying....” (see Table 6).

Respondents noted that they had gained the ability to design teacher professional development for individuals or groups as a direct result of implementing the new teacher evaluation system. Mary and Hal noted that individualized professional development contributed to student performance. Mary stated, “...how could it not when you are helping develop people professionally and people are understanding clear characteristics and actions of effectiveness?” Hal commented, “I like to think yes, because I think anytime you have the opportunity to have an extra set of eyes in the classroom and to be able to sit down with teachers and talk about what could be improved and the opportunity to sit down and talk pedagogically... I think that does have a positive impact on kids.”

Principals’ perception of the training program and new teacher evaluation system’s equivocal impact on student growth. Diona, Ross, Irene and Leah 25% ($n=4$) were hesitant to state that there was a direct relationship between the new teacher evaluation system and student growth (see Table 6). Diona stated that the new evaluation system could help some students and not others. She contended that students come to school with a variety of needs, and the new teacher evaluation system may not be able to assist all students. Ross stated, “I don’t know

if the system itself would improve instruction. I think from a district standpoint, it could provide the tool, the framework, the resources, the professional development to put the right people in the right space in time...” Irene and Leah stated that they had no data to support their opinion of the new teacher evaluation system. Leah stated, “I don’t think I could draw that conclusion.”

Three respondents 18% ($n=3$) identified the new teacher evaluation system as a potential opportunity for the system to contribute to student growth. Laura, Jean, and Jill stated practice could evolve that contributes to student growth. When asked if the new teacher evaluation system contributed to student growth, Laura, Jean and Jill stated a resounding, “not yet.” The three respondents described a sense of optimism that the new teacher evaluation system could contribute to student growth.

Respondents made comments and gave opinions about the impact of the modular training and new teacher evaluation system on pedagogical practices at the school level. *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) had an observable impact on the principals’ perceptions of individualized professional development or group professional development for teachers. The new teacher evaluation system contributed to professional development, which indirectly lead to student growth.

Principals’ Perception of the Training Program’s Impact on Student Engagement and Student-Centered Learning Practices

Principals’ expectations for teaching and learning practices. *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC,

2011) defined specific pedagogical practices and philosophical approaches to student learning and engagement. Danielson's (2007) defined teaching and learning using four domains: domain 1, planning and preparation; domain 2, classroom environment; domain 3, instruction; and domain 4, professional responsibility. The Danielson model, a key feature in both the modular training and new teacher evaluation system, impacts pedagogical beliefs and expectations of principals.

Eight respondents 50% ($n=8$) representing three generations (baby boomers, Generation X, and millennials), noted specific instructional strategies and shifts in philosophical belief as a result of the modular training and new teacher evaluation system. Principals articulated expectations for instructional and planning practices, teacher roles and responsibilities, and classroom organizational and behavioral outcomes. Jean, Steve, Julie, Larry, Jen, Ivy, Paul, and Diona articulated specific expectations for teachers, students, and the classrooms that were a direct result of the learning outcomes of the modular training, *Growth Through Learning: Illinois Performance (CEC, 2011)* (see Table 7).

Jean described the modular training as having contributed to an expectation for teachers to generate higher-level thinking questions throughout lessons. She said, "I would never have been so ambitious as to think about trying to coach teachers into trying to get kids to ask those questions, if it weren't for the training...." The modular training and the new teacher evaluation system targeted higher level questioning and engaging students in self-motivational discussions.

As previously stated, Steve noted a shift in his department's philosophy as a result of conversations with teachers based on both the modular training and new

teacher evaluation model. He noted that teachers thought differently about instruction and the classroom learning environment after targeted Danielson-based discussions. As a result of Steve's feedback and the conversations he initiated, teachers in one department explored and tested the concept of a flipped classroom. Steve said this would not have happened without the modular training and the new teacher evaluation model.

Julie stated that after her participation in the modular training she developed a strong appreciation for instructional planning, professional development, and communication with families. She developed an expectation for teachers to collaborate with each other to plan lessons, assessments, and units. The training highlighted "...the importance of collaboration and not working just within your four walls." The modular training and new teacher evaluation system also provided Julie with clarity about teacher practices for establishing class routines, demonstrating professionalism, and interacting with colleagues.

Larry developed an expectation of specific teacher behaviors in the classroom. He commented, "...less teachers with imparting their knowledge, more cooperative groups." Larry expects to see teachers as facilitators of learning opportunities, rather than as leading children to learn. This pedagogical shift was directly related to the modular training and new teacher evaluation system.

Table 7

Innovation: A Positive Impact on Teaching and Learning

	Professional Status of Teachers	Shift in Focus in the Classroom	Student-Centered Classroom	Innovative Instructional Practices	Shift in Classroom & Routines	Shift in Questioning & Discussions	Increase Differentiation Practices
Baby							
Steve		X	X	x		X	
Laura							x
Ivy			X	x	x		x
Gen X							
Jen			X	x			
Anne	X	X			x		
Jill		X	X	x			
Irene	X						
Ross		X		x			x
Jean				x			
Paul				x	x	X	
Leah							
Larry		X	X	x			
Diona			X	x	x		
Millennial							
Mary			X				
Julie			X	x	x		

Paul described the district's block scheduling and curriculum initiatives as offshoots of both the modular training and new teacher evaluation system. He stated, "...we started to come up with systemic ways of creating UBDs and the unit plan. And so, we talked about specifically, for instance, when it comes to academic vocabulary and content vocabulary... we specifically tied that into Danielson." Forms and lesson plans identify the rubric language within the Danielson (2007) framework. Paul attributed this initiative and his pedagogical expectations to both the modular training and the new teacher evaluation system.

Finally, Diona described her expectations for teachers in planning and implementing strategic grouping for differentiated instruction. Strategic grouping often requires pre-assessing and post-assessing students. Grouping also requires flexible membership and differentiated instruction. Diona identified her pedagogical expectations as a direct result of both the modular training and new teacher evaluation system.

Principals' expectations for employed differentiation and personalized learning practices. Jen stated her expectations for teachers to really develop a keen understanding of each student. She expects to see teachers using pre-assessments to develop lesson plans and initiate instructional strategies. Jen stated an expectation for teachers to differentiate instruction based on the needs of each student.

Ivy described an expectation for effective classroom management, developing behavior interventions that support and respect all learners, and

developing instructional activities honoring all students and families. She stated the importance of the modular training and the new teacher evaluation system in the development of her expectations for classrooms and teachers.

Principals identified student engagement within the learning environment as a notable pedagogical expectation that resulted from both the modular training and the new teacher evaluation system. Within the Danielson (2007) frameworks, student engagement is a hallmark expectation within the distinguished ranking; the highest ranking of teacher performance. The Danielson model defines student engagement as facilitating, participating, leading, and initiating classroom activities in an effort to own learning and simultaneously build a learning community.

Eight respondents 50% ($n=8$) identified student ownership as a notable expectation that resulted from both the modular training and the new teacher evaluation system (see Table 7). Student ownership was referred to in the following ways: “student initiative,” “student input,” “student choice,” “student driven learning,” “student-centered learning,” “student integration,” and “student-led” by the eight respondents. Principals identified key characteristics of the initiative involving active engagement, choice, participation, and teacher-student collaboration. Steve, Julie, Larry, Jen, Ivy, Jill, Diona, and Mary, representing three generations (baby boomers, Generation X, and millennials), articulated their expectation that students would participate in the planning, initiating, reflecting, and assessing of a lesson and the learning outcomes, and this expectations was a direct result of both the modular training and the new teacher evaluation system.

Jen described her expectation regarding student-led learning in this way: “I think it kind of reinforced my belief that really kids have to take ownership of a lot of what they need to be doing... it’s not the teacher imparting knowledge to them... it’s (students) taking over (the learning)....” She clarified her expectation, “it’s not about teachers teaching, and it’s really the kids taking ownership.” Jen identified an outcome of the new teacher evaluation system in this way, “...If you want to do well in your observation you have to be having kids taking ownership....”

Principal expectations for student-centered learning environments is illustrated in Diona’s comments. She stated, “...student integration, is really having students model... students taking control of their own learning and really seeing that...” Diona added that a student-centered environment often includes students charting their grades on a regular basis and reflecting upon goals. She added an additional expectation for a student-centered classroom, involving students in the responsibility for their peers to achieve and grow.

Finally, Mary attributed a student-led or a student-driven environment to a success in the classroom. She stated, “...the most effective learning environments are ones that are student-led and student-driven and have very active and meaningfully involvement of students....” Mary’s expectation for students moved beyond active engagement. Her expectations centered on “meaningfully involved students.” This involvement could include personalized learning, self-reflective activities, and leadership capacity building.

Fundamentally, eight principals (50%) articulated the need for active engagement within the classroom setting. The modular training and new teacher

evaluation system shifted engagement from what the teacher is doing to what students are doing. The focus in the classroom is on student engagement. Eight principals, representing three generations (baby boomers, Generation X, and millennials) and three classifications of experience (1-2 years; 3-5 years, and 6+ years), identified characteristics and functions of an actively engaged student as a direct result of the modular training, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011).

Fifty-six percent of the respondents ($n=9$) identified specific instructional strategies that have now become an expectation for all classrooms as a result of the modular training. The following is a list of the expectations attributed to both the modular training and new teacher evaluation system:

- students leading and facilitating discussions,
- students reflecting and goal setting,
- student creating and investigating,
- students playing a role in assessment,
- students contributing to curriculum mapping,
- students equally accessing the curriculum,
- students engaging in project-based learning,
- students learning with an emphasis on personal learning styles, and
- students growing and achieving through modifications and adaptations.

The principal expectations that were articulated highlighted the interdependent relationship between the modular training and learning outcomes. While the learner collects the objectives sought from professional development, the lessons fill

the void for the learner. Adults in professional development environments regulate their learning through goal setting, reflection, forethought, and other efficacious activities (Pintrich, 2000). The respondents identified instructional beliefs and expectations as an outcome of *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) and the new teacher evaluation system.

The listed principal expectations were influenced by both habits and behaviors. A principal's managerial and instructional practices are a result of behaviors associated with mentor-mentee relationships, school culture, established protocols, personal beliefs, interpretations of expectations, biases, and philosophical attributes. Cartwright (1951, 1952) and Lally (2011) defined habits as behavioral patterns that are based on learned context behaviors that are driven by cravings, cues, and rewards. To change habits a principal will need to overcome willpower fatigue by making small steps toward changing existing habits. The actions of the evaluating principal are built around routines and may translate into a protocol that Nelson and Winters (1982) described as remembering by doing. Before individuals will change their behavior, individuals must fit their own core values and beliefs within the fundamental principle of the reform effort.

Principals' expectations within the learning environment. Principal classroom expectations developed or were strengthened after completing the modular training, and this is characterized as transformational learning.

Transformational learning is learning that genuinely transforms and liberates

learners, as opposed to merely achieving specific goals associated with different life phases (Tennant & Pogson, 1995). Clark (1983) described transformational learning as instruction that shapes people. Respondents Jean, Steve, and Jen articulated examples of transformational learning. Jean described the classroom expectation that she developed as, “I would never have been so ambitious as to think about trying to coach teachers into trying to get kids to ask those questions if it weren’t for the training...” Steve stated, “The level of student engagement was probably not the litmus test that I should’ve been using.” And Jen described her classroom expectations in this manner, “...it’s not about teachers teaching, it’s really the kids... taking ownership.”

Four respondents 25% ($n=4$) provided general comments that indicated that the modular training and new teacher evaluation system influenced the learning environment. Larry stated that the modular training and new teacher evaluation system was an attempt to change what learning looks like in the classroom. He added, “...there is nothing foreign in anything that would be part of that (new teacher evaluation.)” Larry described the innovation as good, well defined, and recognizable teaching.

Jean, Ivy, and Jen used comments support the innovation with optimism. Jean stated, “I think the new system has had a tremendous impact...” She referenced professionalism, student growth, conversations and feedback, and instructional practices. Ivy concurs with Jean and stated, “... the Danielson model sets the bar.” This is in reference to the Danielson (2007) framework that defines the characteristics of a distinguished teacher (the highest ranking within the

framework). Jen described the modular training and the new teacher evaluation system as having a positive impact on the school and learning environment. She stated, "I am definitely seeing much better instructional practices just as I walk around...."

Paul, Ivy, Anne, Julie and Diona were pragmatic in their beliefs regarding how the modular training and new teacher evaluation impacted the classroom (see Table 7). Four (25%) of the principals, noted the classroom environment and routines. Paul commented that he was much more cognizant of the physical layout in the classroom. He suggested, "I think it's a subtle thing (physical classroom layout) that can - again either undermine or help get to good engagements and that was something I never really... even think much about... Are the desks in a row? ...It's one of those things that either can hinder or help get good collaborative student engagement." Ivy, Anne, Julie, and Diona made comments related to personal belief changes in classroom management, classroom environment, and/or classroom routines.

Two principals described a shift in their philosophical beliefs about questioning and discussions being integrated into instructional practices. Paul stated, "I want to see essential questions, I want to see what the outcome of the day is and I want to know how you're going to tell me that they (students) got that..." Steve commented that the modular training and new teacher evaluation system changed his beliefs about higher order questioning, informal assessments protocols, and lesson pacing. He stated, "...you can't have kids sitting there for more than four minutes..." He explained that a teacher lecturing with rapid questioning and

answering activities is an ineffective pedagogical practice. Steve supported instructional practices that focus on questioning techniques and stated that the modular training as “really enlightened me” about questioning and discussions.

Laura, Ivy, and Ross described a philosophical shift in addressing the needs of a learner (see Table 7). Ross discussed the importance of a well-balanced lesson or unit plan that occurs through the integration of diverse learning activities and “menu” options for the learner. He noted the importance of teacher collaboration and reflection and said, “...if you have a couple of things that you find really engaging for kids... do you have those two different ways to engage kids? ...Let’s create a bigger menu, let’s share so that we’re keeping our instruction fresh and exciting for our kids.”

Principals’ pedagogical and philosophical shifts in teaching and learning expectations. Kirkwood and Price (2006) suggested that effective professional development should strengthen a particular concept and avoid teaching a tool or trick. Eleven respondents (68%) transformed their learning to practice and this finding supports the body of research (Feur & Geber, 1988; Githens, 2007; and Knowles, 1980; Merriam, 2001) that has defined the characteristics of the adult learner: self-directed by their learning, guided by their intrinsic motivation, and engaged in relevant daily practice. The data supports professional development as the catalyst for change that was proposed by Evans (1996).

Philosophically, all respondents ($n=16$) used comments that indicated a shift in thinking and/or expectations. *Growth Through Learning: Illinois Performance Evaluation* (CEC, 2011) is an online process designed for principals that is used to help them to acquire or refine skills, attitudes and beliefs to be used to improve learning. Professional development has been linked with school reform (Guskey, 1986; Sparks & Hirsh, 1997) and the change process (Boyle, While & Boyle, 2004; Butler, Novak, Beckingham, Jarvis & Elaschuk, 2001). The modular training was a vehicle within the change process for principals. Evans, (1996) suggested that a critical mass of potential adopters of an innovation should be recruited to form communication networks and to assist the diffusion of the innovation. All of the surveyed principals indicated a shift in their personal beliefs about the pedagogical practices and could be recruited as change agents for this innovation.

Steve, Larry, Ross, Anne and Jill (31%) made comments that indicated shifts in what they will focus on when observing and evaluating teachers as a result of the modular training. Larry stated the importance of shifting his focus from the teacher to the student. Larry stated, "...overall looking more at students, and just less focusing on the teacher. You know, I have always said, you don't want the teacher to be the sage on the stage. But I found myself often when I was doing the old evaluations writing down what the teacher was saying more so than probably I should be." Ross described it as "a nice eye-opener... a cool thing for just my own work..." Anne stated, "...I think it has helped me have ... even more of a critical eye..." Jill said, "...it helped me widen my lens of what good teaching is and again better define it so there could be conversation about it..."

Nearly all of the respondents 93% ($n=15$) described how the modular training positively altered classroom and instructional expectations. Jen commented, "...I've increased my expectations..." She also identified a philosophical shift for teachers and said, "I think it has increased their [the teacher] practice and kind of brought them to higher levels of thinking about how they teach lessons and what they do. To be a little more systemic about what they are doing in the classrooms." Leah stated, "My expectations are without question higher. It is harder to meet my expectations now than it was before that." Paul described the modular learning as "...really helping me review, relearn... some of the things that I knew and believe in. ...It caused me to look at and reflect on areas that I didn't really spend much time on...."

Respondents identified their perceptions of the professional development that resulted from the implementation of the new teacher evaluation model. Professional development is a vehicle for pedagogical innovation and school reform. Teacher professional development may reinforce a principal's expectations that resulted from the modular training and/or the new teacher evaluation system. Two respondents, Jean and Irene, described how the modular training and the new teacher evaluation system contributed to teacher growth and development. Jean stated, "...the opportunities for growth for teachers is stronger...." Irene commented that the new teacher evaluation system is a helpful model for teachers.

Eight principals (50%) commented that the new teacher evaluation system will generate individualized professional development at the school and district levels. Ross, Anne, Larry, Leah, Diona, Jean, Julie, and Ivy discussed a variety of

opportunities that both principals and central office administrators have from analyzing the results of teacher evaluations. It can help them to identify patterns and to designs needed professional development. Rogers (2003) identified the felt need as a critical attribute in the adoption rate of an innovation. Similarly, Rogers (2003) contended that adoption rates can be attributed to the relative advantage of the innovation, the compatibility of the innovation to current practice, the complexity for the innovation, the ease of trying the innovation, and the observable benefits of the innovation to others. Half of the surveyed principals supported evidence of the beneficial outcomes of both the modular training and the new teacher evaluation system toward the development of specialized and individualized professional development.

Ross stated,

...I felt like I had a clearer picture of what was needed in my building than prior to the new evaluation system. I am coming in (the teacher's classroom) and looking for things that align... which in-turn allows me to give feedback or provide professional development or have my teachers provide professional development for each other based on their needs... So, in that regard, I feel like it (modular training and new teacher evaluation system) did align things up."

He also stated, "I think from a district standpoint, it could provide the tool, framework, the resources, the professional development to put the right people in the right space...."

Jean stated that she saw a pattern as a result of both the modular training and the new teacher evaluation system and she had already designed professional development around assessment. "I know that central office definitely looks at the percentages of ratings... and tries to identify [needs]." She stated her district is moving toward site-based professional development. Similarly, Julie commented, "...it can also help you really pinpoint areas for... professional development or... areas... to highlight that teachers are doing really well." Larry stated, "...it will be easier to see patterns where, as a staff, we seem to be weaker in this... Whereas before...I never even considered professional growth or opportunities based on what it was before."

With regards to professional development, Anne stated,

"I think it's going to cover all of those things along the way. I believe that what we will find is that we are doing it at the building level to start off with and that's going to translate into the district level before it gets down into targeting mixed groups of people different from the buildings. That's sort of the direction we have been taking as administrators... We have been looking at the evaluation tool and how that can help us create some different sort of vertical teams... for PLC groupings.

Ivy commented, "I think we are at the beginning stages of really being able to take some of the evaluation information and put it into practice in terms of professional development. Our Board hired two new coaches. We never had coaches here. That's a whole new mindset for our staff." She also stated, "... I think if you looked at

each of the components—each domain, I could find several things....” in reference to professional development needs.

Diona identified, as a result of both the training and the results from teacher evaluation, that she uses staff meetings to focus on student engagement. She also indicated that book studies were organized at the school level to meet the professional learning needs of teachers. Diona was using the data from the new teacher evaluation system to design professional learning opportunities for teachers in her building.

Four principals, Laura, Jill, Mary, and Hal, had not witnessed the modular training or new teacher evaluation system as making a contribution to individualized professional development. Three of the respondents, Laura, Jill and Mary, expressed hope that individualized professional development would occur in statements such as, “No, not at this point...” or “...Not yet. I am hoping we will get there.” However, Hal did not view the new teacher evaluation system as an opportunity to develop individualized learning for small groups. He did share a hopefulness for the modular training and the new teacher evaluation to contribute to district wide professional development.

Chapter Summary

Chapter IV restated the rationale for this case study and the basis for the methods employed. The selection of study participants and their descriptors was presented as a way to describe subject characteristics. A semi-structured interview guide was used to gain insights into the research and study questions. Open-ended interviews were conducted to record each subject's unique knowledge and perspectives on the modular training: *Growth Through Learning: Illinois Performance* (CEC, 2011) and the new teacher evaluation system based on *Enhancing Professional Practice: A Framework for Teaching* (Danielson, 2007). Individual interviews were conducted with 16 principals from 15 different school districts. This case study focused on the learning experience itself and how the learning was transformed into practice. The study examined the essence or basic structure of the online experience and application of the experience through interviews. By concentrating on a single phenomenon or entity, I aimed to uncover the interaction of significant characteristics of the training program, the transfer of skills acquired through the training, and the impact of expected instructional practices after completing the training. Stakes (2007) suggested,

A case study provides vicarious instances and episodes that merge with existing icons of experiences... sometimes an existing generalization is reinforced; sometimes modified as a result of the case study, sometimes exploded into incomprehensibility... a qualitative case study is valued for its ability to capture complex action, perception, and interpretation. And from

case study reports pour vignettes and narratives that feed into the naturalistic generalizations of readers and writers. (p.3)

The interview protocol was developed according to the guidelines set forth by Patton (1990); namely, a process that elicited background information, primary questions, secondary questions and probes to draw out details and specific information. Seven background questions and 18 open ended questions were asked to collect data and record principal perceptions about learning components and activities that lead to self-efficacy. The interview transcripts were categorized, coded, analyzed, and interpreted. I looked at the data to identify and discover the transfer of knowledge and skills gained from the online training modules and how they were put into practice. The ultimate goal was to develop a substantive theory of the impact of the state initiative at the building level.

The design of the modular training, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), was found to have limited engaging components for the learner. The engagement of the learner was often connected to the successful completion of the final assessment. Respondents stated that the video simulations were beneficial to their learning; however the quality of the videos impacted the engagement of the viewer. The PowerPoint slides, audio narration, pop-up responses, and hard-copy resources were module components valued by the learner based on need and learning style. The self-paced component of the modular training was not overwhelmingly determined as beneficial to the learner or to learning outcomes.

The modular training: *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), contributed to the confidence level and self-efficacy of the respondents. A majority of the respondents representing three generations (baby boomers, Generation X, and millennials) and the three classifications of experience (1-2 years; 3-5 years, and 6+ years), supported the training as an efficacious model. The modular training impacted principals' observation and evaluation practices as a direct result of its learning activities.

Respondents described a range of emotions that were experienced during and after the modular training. Emotionally, principals experienced stress and nervous affect during the learning process. Respondents described feeling isolated as a result of the independent nature of the modular training. The need for dialogue and conversation during the modular training was expressed by a majority of the respondents. At the completion of the modular training, respondents identified a level of confidence, efficacy, and foreknowledge.

The training modular, *Growth Through Learning: Illinois Performance* (CEC, 2011), prepared a majority of the respondents for the implementation of the new teacher evaluation model. Respondents described a level of proficiency for coding, analyzing, and observing teachers using the new teacher evaluation model. The acquired level of proficiency contributed to the principal's self-efficacy.

Collaborative practices that facilitated dialogue and conversation with other learners proved to be a critical component for learning. Respondents used a continuum of conversation opportunities ranging from spontaneous dialogue

sessions with colleagues to planned committee and/or agenda-led discussions led by the school district. A limited number of respondents identified the employment of professional coaches or consultants who worked collaboratively with the modular training.

The confidence level of the participants increased as a result of the online modular training, *Growth Through Learning: Illinois Performance* (CEC, 2011). Confidence is a direct result of self-efficacy (Lemme, 2006). All respondents described a level of confidence that they attributed to the modular training.

The modular training and new teacher evaluation system positively contributed to both school and district initiatives. The new teacher training had a positive impact on the learning environment. Respondents identified a pedagogical shift in expectations from a teacher-centered learning to a student-centered learning. The modular training and the new teacher evaluation system played a significant role in this shift.

The respondents reported a relationship between the new teacher evaluation system and student performance. The majority of the respondents identified the professional development, *Growth Through Learning: Illinois Performance* (CEC, 2011), as a powerful intervention that influenced student learning and predicted student performance. Principals who could not see a relationship between student performance and the new teacher evaluation system offered potential outcomes that could eventually favor this relationship.

The training, *Growth Through Learning: Illinois Performance* (CEC, 2011), influenced a majority of the respondents' beliefs and expectations about the

learning environment. The respondents noted specific instructional strategies and philosophical shifts that resulted from the modular training. Teacher feedback and conversations centered upon the Danielson (2007) model and the learning objectives within the modular training.

This study examined principals' perception of the state's requirement that an online modular training program be completed by those who would employ the state's new teacher evaluation system. The innovation, online modular training and the new teacher evaluation system, was examined through the lens of Rogers' (2003) diffusion of innovation theory. Principals, who were required to participate in the innovation, were examined through the lens of Knowles (1980) theory of andragogy. The online learning platform was examined through the lens of both of these theories and related studies. Finally, the learner's habits, confidence, and efficacy were examined through the lens of Newby-Clark's (2012) habit-building research and Bandura's (1994) theories of self-efficacy.

The criteria used to define the sample was: (a) years of experience, (b) size of school, (c) administrative team consisting of an assistant principal or not consisting of an assistant principal, (d) level of school (elementary, middle or high school), and (e) generational cycle. No significant differences in the data were found. The comments of the respondents produced limited generalizations based on a principal's years of experience and generation cycle. Similarly, the administrative team, school size, and level of school were not significant to the findings.

The principal's perceptions and beliefs regarding the successful learning components of the online training, the application of knowledge (new teacher evaluation system) to practice, the transformation of the learner from novice to expert, and participation within the change process (most notably diffusion of an innovation theory) were studied using an interview process. Through this qualitative inquiry process, a case study was developed to uncover significant characteristics of the training program, the transfer of skills, and the impact of the innovation. By gathering responses to open-ended questions, I captured the perspective of the participants and developed a case study.

Chapter V DISCUSSION AND CONCLUSIONS

Summary

Purpose

In the past 3 years, Illinois state laws mandated a new teacher observation and evaluation protocol for all public school educators. As a result of state mandates, *PERA* and *SB7*, public school administrators needed to complete a rigorous online professional-development training program prior to evaluating teachers. *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) modules were selected by the ISBE. This is a training program designed by the Consortium for Educational Change (CEC); a nonprofit organization that collaborates with teachers, schools and district administrators, school board members, and union leaders to improve student learning and achievement. *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) modules are described as online, self-paced, e-learning platform modules. The modules were designed to support the state's new teacher evaluation model and the evaluator's mastery of both observation and evaluation protocols.

The primary focus of *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CED, 2011) modules is to build principal efficacy when observing and evaluating teachers in order to indirectly impact the classroom learning environment. Principals are expected to transfer the knowledge and understanding from the training into professional practice. Researchers have explored effective professional development practices for adult learners with a high

interest in online professional development practices. Online professional development that provides the learner with opportunities to think, reflect, collaborate, and apply knowledge can effectively enhance the self-efficacy factors of high expectations, confidence, and persistence. Perceived efficacy is a judgment of capability (Bandura & Locke, 2003), and the goal of *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) modular program is to build both capacity and capability. However, despite an abundance of research and studies, state and federal acts often ignore best practices and researched-based interventions.

Professional development that is relevant and connected to daily practice, self directed by individual need, and guided by intrinsic motivation has been found to be the most effective and efficacious for the adult learner (Feuer & Geber, 1988; Githens, 2007; Knowles, 1980; Merriam, 2001). Research suggests that quality teacher professional development embodies a combination of theory, modeling, practice, feedback, and application through coaching and dialogue (Jetton, 2004; Joyce & Showers, 1980; Vonderwell, 2003). Although research regarding the successful components of online professional development is limited, blending online and face-to-face instruction has been shown to be more effective when compared with conventional face-to-face instruction (U.S. Department of Education, 2010). The problem and purpose of this study was to confront this phenomenon through the analysis of qualitative data acquired from administrators successful participation in *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) modules.

Finally, the Illinois law and resulting practices were examined using the precepts of the diffusion of innovation. The Danielson (2007) framework clearly illustrates the components of a 21st century classroom learning environment. The rubrics used to assess teacher planning and preparation--classroom environment, instruction, and professional development--illustrate the differences between a teacher-centered classroom and a student-centered classroom. Principals as both instructional leaders and change agents will be interviewed to examine the manner in which PERA and SB7 contribute to a shift in teaching and learning expectations.

Problem Statement

In 2011, the Illinois State Assembly enacted the Performance Evaluation Reform Act as the driving force to change teacher observation and evaluation practices. The legislative act mandated successful completion of an online training program, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), for principals. The essential question addressed by the dissertation is as follows: Is the online training program an efficacious model for principals and a vehicle to change pedagogical practices at the school level?

1. What has been the impact of the mandated online training sessions, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), on the principal as a professional development design effort to initiate a new teacher observation and evaluation protocol?

2. In what way did the principal's self-efficacy change due to the independent employment of ancillary resources used to reinforce the online modular training, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), and strengthen the learning outcomes required to implement the new teacher observation and evaluation protocol?
3. As a state-mandated vehicle to change the pedagogical practices at the school level, in what way, if any, did the online training session, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), alter a principal's perception of effective classroom pedagogical practices?

Literature Review

The literature regarding professional development for principals is limited and reflects a need for research and assessment of efficacious principal professional development. Principals are interested in participating in professional development to improve both leadership and instructional skills (Keith, 2011). This professional development needs to be engaging and to provide activities that are relevant and connected to daily practice, the learning process needs to be self-directed and differentiated, and the outcome needs to be valued by an intrinsic motivation to acquire the content.

Adult learning theories play a crucial role in effective professional development and for principal professional development. Chronological age,

personal maturity, level of socialization, life experiences, cognitive development, learning style, culture, and ethnicity are important factors in adult learning (Brookfield, 1995; Kowalski, 1988). There is substantial research that examines the three philosophical approaches to adult learning: (a) andragogy, (b) self-directed learning, and (c) transformational learning. These findings suggest that the skills of reflection and discourse are essential in order to enhance learning and change behavior.

A substantial body of research documents the components of successful professional development, online professional development, and principal-specific professional development. There is a connection between learning and perceived self-efficacy and habit building. Learning that meets students' needs through differentiation and intrinsic motivation have been found to be the most effective in efficacy and habit building. However, the research on the effectiveness of blended online learning (both online and face-to-face components) as compared to conventional (face-to-face) learning is limited.

Perceived self-efficacy and habit building play an important role in leading change within an organization. The body of research regarding the change process is extensive and long-standing. Frederick Taylor (1911) began a conscientious look at workplace training and the change process toward the beginning of the 20th century. Theories and models have been proposed, integrated, and criticized for over 100 years. The component found in most change process theories highlights the importance of the workplace culture, both in the level of workplace readiness and the characteristics of workers, as a crucial element for a successful innovation.

Innovations that impose a standard way to do something run the risk of limiting the ability of an innovator to think of new approaches (Shalley & Perry-Smith, 2001). Conventional approaches to educational reform have ignored the important aspect of reforming human behavior. Individuals and institutions have a natural reaction to anything disruptive, and that is to resist factors that may disturb the balance of a workplace culture.

Diffusion of innovation theory provides a framework for understanding the tenets of adopting new initiatives or new programs. The formidable body of research and the significant number of studies provide an analytical review of the change process. Diffusion of innovation theory serves as both a vehicle to introduce an innovation, as well as, a vehicle for reflecting upon the success rate of the innovation. Thus, the diffusion theory was an effective theory to assess the adoption rate and characteristics of the state's implementation of the online-training program: *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011).

Methodology

Qualitative research methodology was selected to gain an understanding of principal perceptions of : (a) the components of effective professional development, (b) learning that leads to self-efficacy, and (c) the elements that contribute to the change process. Chapter IV presented the data obtained from the semi-structured interviews that were conducted using a neo-positive interview model and transcription analysis. The interview guide provided a flexible conversational

protocol that did not compromise consistent inquiry. The qualitative data that resulted from the interviews included direct quotations from subjects about their knowledge, perceptions, and experiences (Patton, 1990). This qualitative study documented the experience of principals and analyzed their perceptions for common themes, patterns, concepts, insights, and understandings about their learning experience, the transfer of learning to practice, and the impact of the training experience on pedagogical beliefs and expectations. The ultimate goal was to develop a substantive theory regarding the impact of the state's initiative to impact the learning environment at the building level. Through qualitative inquiry, the essence or basic structure of the online experience and application contributed to what Stakes (2007) suggested as a case study. "A case study provides vicarious instances and episodes that merge with existing icons of experiences... sometimes an existing generalization is reinforced; sometimes modified as a result of the case study..." (p.3). By concentrating on a single phenomenon or entity the researcher aims to uncover the interaction of significant characteristics of the training program, the transfer of skills acquired through the training, and the impact of expected instructional practices after completing the training. By gathering responses to open-ended questions, the researcher captured the perspective of the participants and developed a case study.

Findings

The method of study participants and the description of the sample were presented to describe subject characteristics. A semi-structured interview guide

was developed to be used to gain insights into the research and study questions. Open-ended interviews were conducted to record the subject's unique knowledge and perspectives about the modular training: *Growth Through Learning: Illinois Performance* (CEC, 2011) and the new teacher evaluation system based on *Enhancing Professional Practice: A Framework for Teaching* (Danielson, 2007). Individual interviews provided detailed statements from a sample of 16 principals from 15 different school districts. This case study focused on the experience itself and how the experience is transformed into consciousness and practice. By concentrating on a single phenomenon or entity the researcher aimed to uncover the interaction of significant characteristics of the training program, the transfer of skills acquired through the training, and the impact of expected instructional practices after completing the training. Stakes (2007) suggests,

A case study provides vicarious instances and episodes that merge with existing icons of experiences... sometimes an existing generalization is reinforced; sometimes modified as a result of the case study, sometimes exploded into incomprehensibility... Qualitative case study is valued for its ability to capture complex action, perception, and interpretation. And from case study reports pour vignettes and narratives that feed into the naturalistic generalizations of readers and writers" (p.3).

The interview protocol followed the guidelines of Patton (1990) by developing a process that elicited background information, primary questions, secondary questions, and probes to draw out details and specific information. Seven background questions and 18 open ended questions were asked to collect

data that was the principals' perceptions of the learning components and activities that lead to self-efficacy. The interview transcripts were categorized, coded, analyzed, and interpreted. I identified and discovered the transfer of knowledge and skills gained from the online training modules that was put into practice. The ultimate goal was to develop a substantive theory of the impact of the state initiative at the building level.

The design of the modular training, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), contained limited engaging components for the learner. The learner's engagement was often connected to the successful completion of the final assessment. Respondents stated that the video simulations were beneficial to their learning; however the quality of the videos impacted the viewer's engagement. Personal needs and learning style affinity determined the usefulness of the PowerPoint slides, audio narration, pop-up responses, and hard-copy resources by the learner. The self-paced component of the modular training was not overwhelmingly determined as beneficial to the learner or to learning outcomes.

The modular training: *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), contributed to confidence level and self-efficacy of the respondents. A majority of the respondents representing three generations (baby boomers, Generation X, and millennials) and three defining years of experience (1-2 years; 3-5 years, and 6+ years) supported the training as an efficacious model. The modular training impacted a principal's observation and evaluation practices as a direct result of the modules' learning activities.

Respondents identified a range of emotions experienced during and after the modular training. Emotionally, principals experience a stressed and nervous affect during the learning process. Respondents described an isolated feeling as a result of the independent nature of the modular training. The need for dialogue and conversation during the modular training was expressed by a majority of the respondents. At the completion of the modular training, respondents stated a level of confidence, efficacy, and foreknowledge.

The training modular, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), prepared a majority of the respondents for the implementation of the new teacher evaluation model. Respondents identified a level of proficiency for coding, analyzing, and observing teachers using the new teacher evaluation model. The acquired level of proficiency contributed to the principals' self-efficacy.

Collaborative practices that facilitated dialogue and conversation with other learners proved to be a critical component for learning. Respondents described a continuum of employed conversation opportunities ranging from spontaneous dialogue sessions with colleagues to planned committee and/or agenda-led discussions organized by the school district. A limited number of respondents noted the employment of professional coaches or consultants who worked collaboratively with the modular training.

The confidence level of the participants increased as a result of the online modular training, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011). Confidence is a direct result of self-efficacy (Lemme,

2006). All respondents stated a level of confidence attributed to the modular training.

The modular training and new teacher evaluation system positively contributed to both school and district initiatives. The new teacher training had a positive impact on the learning environment. Respondents described an overt pedagogical shift in expectations from a teacher-centered learning environment to a student-centered learning environment. The modular training and the new teacher evaluation system played a significant role in this shift.

The respondents linked a correlation between the new teacher evaluation system and student performance. The majority of the respondents identified the professional development, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), as a powerful intervention that influenced student learning and predicts student performance. Principals who could not see a correlation between student performance and the new teacher evaluation system offered potential outcomes that could eventually favor a correlation.

The training, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), influenced a majority of the respondents' beliefs and expectations for the learning environment. The respondents noted shifts in specific instructional strategies and philosophies as a result of the modular training. Teacher feedback and conversations mirrored the Danielson model and the learning objectives within the modular training.

This study examined the perceptions of principals regarding the state's requirement that they must successfully complete an online modular training program in order to employ the state's new teacher evaluation system. The innovation, online modular training, and the new teacher evaluation system, was examined through the lens of Rogers' (2003) diffusion of innovation theory. Principals, who were required to participate in the innovation, were examined through the lens of a learner applying Knowles (1980) theory of andragogy. The online learning platform was examined through the lens of both theorists and large studies. Finally, the learner's habits, confidence, and efficacy were examined through the lens of Newby-Clark's (2012) habit-building research and Bandura's (1997) theories of self-efficacy.

Principals' perceptions and beliefs regarding the successful learning components of the online training, the application of knowledge (new teacher evaluation system) into practice, the transformation of a learner from novice to expert, and the participation within the change process (most notably diffusion of an innovation theory) were studied through the integration of the interview process with the analysis of data. Through this qualitative inquiry process, a case study has been developed to uncover significant characteristics of the training program, the transfer of skills, and the impact of the innovation. By gathering responses to open-ended questions, the researcher captured the perspective of the participants and developed a case study.

Conclusions

Theme 1: There are Identifiable and Effective Design components That are Applicable to Principal Online Professional Development Programs.

Individualized instruction has a positive impact on learning outcomes and a response-sensitive online platform professional development program benefits the learner (Grant and Courtoreille, 2007; Nguyen, 2007). Thirty-seven percent ($n=6$) of the surveyed principals supported this study by articulating personal needs and affinities identified in *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) modular training. Professional development programs that assess a learner's prior knowledge, offer choice within instructional practices, and differentiate content contribute to the learner's affect and engagement level.

The design and execution of professional development must engage the student with learning activities that meet the prescribed learning objectives. Effective online professional development needs to provide the learner with lessons that explore relevant issues, test arguments, and provide for the interaction of learner ideas in order to build knowledge. This requires online professional development programs to integrate online forums, networks, and virtual dialogue opportunities as vehicles to introduce new ideas, to explain concepts, to debate view points, and to strengthen comprehension skills (Buchanan, 2004; Carroll-Barefield, 2005; Gabriel, 20004; Rovai & Barnum, 2003; Sorensen & Takle, 2002).

The respondents commented that their engagement in the modular training was limited. Thirty-seven percent ($n=6$) reported their level of engagement within the instructional activities in the modules. However, 37% ($n=6$) of the respondents noted high engagement in the learning objectives that were focused on the elimination of bias in the observation and evaluation process. Adults within professional learning environments regulate their learning through goal-setting, reflection, and forethought which have often been described as *self-regulation* (Pintrich, 2000). The modular training inconsistently offered the learner the opportunity to self-regulate behavior in relation to the content and instruction.

Dialogue and discussion are crucial pedagogical elements of learning and the respondents echoed research that professional development communities are important to school improvement and school reform efforts (Stein et al., 1999). The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) modules lacked formal discussion and dialogue opportunities for the learner. This was a crucial void for the learners and 81% ($n=13$) of the learners sought opportunities to address this void in the learning activities. Dialogue and discussion are important elements in principal professional development programs.

The keys to successful online content are to develop interactive activities (include motion and kinesthetic features), facilitate collaborative experiences, and create a multi-dimension (visual and audio) learning environment for participants (Gold 2001; Hillman, Willis, & Gunawardena, 1994; Ko & Rossen, 1998; Sutton, 2001; Yang & Cornelious, 2005). Respondents expressed the benefit of PowerPoint

slides, audio commentary, pop-up responses, video simulations, and downloadable resources as beneficial to personal learning outcomes. The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) modules failed to provide the learner with a blended learning environment that integrated both online and face-to-face (virtual or traditional) instruction.

Respondents reported a level of confidence as a direct result of the employment of ancillary resources, such as district/school initiatives, personnel interventions, and additional learning opportunities outside the modular training. Collaborative learning activities, professional agencies or consulting firms, and committee work were identified as beneficial ancillary resources that strengthened the learning objectives of the modular training. Eighty-one percent of the respondents reported a level of proficiency when using the new teacher evaluation system that resulted from the modular training and ancillary resources.

Bloom et al (2005) and Sparks and Hirsch (2002) identified characteristics of professional development that engage the learner in collective inquiry and can predict successful students, schools, and school districts. Fifty-six percent of the respondents ($n=9$) expressed supportive comments about the modular training and the new teacher evaluation system as contributing to student growth. The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011), in concert with ancillary resources, benefited learning outcomes.

Respondents identified the acquisition of key evaluation skills from the modular training. Forty-three percent ($n=7$) of the respondents thought that the modular training enhanced their proficiency to code, analyze, and observe teachers,

as prescribed by the new teacher evaluation system. Less than 20% ($n=3$) described being unprepared to accomplish teacher observation and evaluation skills. *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (2011) was found to be an effective professional development model.

The Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules (CEC, 2011) engaged the learner in a learning process that is relevant and connected to their daily practice, self-directed by their learning, and was guided by their intrinsic motivation to acquire the content. A critical mass of evaluators was recruited with appropriate observation and evaluation skills to advance the innovation, the new teacher evaluation system indirectly changing the pedagogical practices, through communication networks and competent evaluators.

Learning is an active process of constructing knowledge rather than acquiring knowledge, and it is a process of supporting the learner's construction of knowledge rather than communication of knowledge (Duffy & Cunningham, 1996). *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) modules offered little in differentiation of instruction and a learner's readiness. Seventy-five percent ($n=12$) of the respondents mentioned the video-simulations as a beneficial component of the learning process. PowerPoint slides, audio recordings, hardcopy resources, and pop-up responses were noted as beneficial components of the modular training. Online training that offers learners a plethora of learning resources and components contributes to learning outcomes. Principal professional development programs would benefit from offering a variety of learning activities, resources, and assessments.

Professional development should engage the adult learner in a highly collaborative environment that is inquiry based (Vonderwell, 2003). Online professional learning should involve the learner in online forums, networks, and virtual dialogue opportunities to advance new ideas, explain concepts, debate viewpoints, and strengthen comprehension skills (Buchanan, 2004; Carroll-Barefield, 2005; Gabriel, 20004; Rovai & Barnum, 2003; Sorensen & Takle, 2002). Thirty-six percent ($n=6$) of the respondents participated in some form of group process as a means of support. Through collaborative efforts outside of the *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) the respondents gained a sense of confidence and self-efficacy.

Engaging the adult learning in collaborative learning activities is critical for both the learner and the learning outcomes. Principals identified the need for conversation with colleagues both during the modular training and after the modular training. Thirty-three ($n=5$) respondents identified dialogue opportunities, either prior to or after the training, as beneficial to learning outcomes. Nine respondents (56%) identified a sense of collective efficacy by means of committee work, review panels, and/or a professional learning community. These strengthened the learning outcomes that were required to implement the new teacher observation and evaluation system. Principal professional development should include collective inquiry and collaborative learning opportunities that nurture active engagement in the learning environment.

Conversation and dialogue are essential instructional components for the learner. Professional learning for adults must facilitate both organized and

spontaneous collaboration by offering opportunities to participate in some from of group process. The design of professional development should integrate efficacious activities and self-regulation within the learning objectives. The learner monitors, regulates, and controls their cognition, motivation, and behavior. This occurs through goal setting, reflection, forethought, and collaboration.

Theme 2: Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules (CEC, 2011) Professional Development Program is an Effective Innovation Impacting Pedagogical Expectations and Practices.

Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules (CEC, 2011) is an innovation designed to impact instructional practices at the classroom level. Adapting the Danielson (2007) framework to an observation and evaluation system offers common language, defined practices, and expectations for both the evaluator and the person being evaluated. Fifty percent ($n=8$) of the respondents supported this view through comments about the *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) as providing a definition for teaching and learning, clarifying the evaluation process, and integrating common terms and language.

The selected sampling of participants included a cohort representing three generations: Baby Boomer generation (1943–1960); Generation X (1961–1981); and Millennial generation (1982–2004) as defined by William Strauss and Neil Howe (1991). Generations encounter key historical events and social trends while they occupy the same phase of life. Members of a generation are shaped in lasting

ways by the eras they encounter as children and young adults, and they share certain common beliefs and behaviors (Strauss & Howe 1991). In the present study, 19% ($n=3$) of the principals identified themselves as baby boomers; 19% ($n=3$) of the principals identified themselves as millennials; and 62% ($n=10$) of principal identified themselves as members of Generation X. With respect to generation there were no significant similarities and/or differences in pedagogical expectations and practices between principals.

Similarly, years of administrative experience was an important variable to consider in the study. Three different categories were defined: (a) a principal with 1-2 years of experience; (b) a principal with 3-5 years of experience; and (c) a principal with 6 or more years of experience were interviewed for this study. The increments of years experience were selected based on research that suggests, "...the shift to a new culture and work systems takes time – easily 3 to 5 years. Often, it results from a sequence of small steps that are guided by a compelling vision" (Lowe, 2004, p. 3). As indicated by Figure 1, 69% ($n=11$) of the principals had 6 or more years of administrative experience 19% ($n=3$) of the principals had 1-2 years administrative experience and 12% ($n=2$) of the principals had 3-5 years of administrative experience. With regards to years of administrative experience, there were no significant similarities and/or differences in pedagogical expectations and practices between principals.

The additional criteria considered regarding the principals: (a) size of school, (b) administrative team consisting of an assistant principal or not consisting of an assistant principal, and (c) level of school (elementary, middle or high school)

produced no significant similarities and/or differences in pedagogical expectations and practices. Philosophical patterns and generalizations could not be attributed to principal characteristics or district demographics. Tangible resources, such as technology, external consulting services, and funding for professional learning may contribute to pedagogical expectations and practices but these were not explored in this study.

Rogers (2003) stated that the perception of the attributes of an innovation impacts the rate of adoption. The defined attributes, a common language and framework defining teaching and learning, will contribute to the adoption of the new teacher evaluation model. All of the respondents ($n=16$) rated the new teacher evaluation model as better than the previous teacher evaluation system. The model has a strong potential for acceptance and implementation.

Similarly to the attributes of the innovation, the benefits of the new teacher evaluation system contributed to its implementation. Respondents thought there was a relationship between the new teacher evaluation system and student growth. Sixty-eight percent ($n=11$) of the respondents saw a relationship between the training and new teacher evaluation system with student growth. Individual self-efficacy will not predict organizational performance (City, 2009). The respondents reported numerous collective inquiry approaches to implementing the new teacher evaluation model. These collective inquiry practices include: (a) 20% ($n=3$) participated in spontaneous collaboration; (b) 33% ($n=5$) identified dialogue opportunities either prior to or after the training; (c) 25% ($n=4$) discussed the use of committee both prior to and after the training; and (d) 56% ($n=9$) explained

participation in collective inquiry through committee, review panel, or professional learning community. The modular training, new teacher evaluation system, and the ancillary collective inquiry practices contributed to the adoption rate of the innovation.

Rogers (2003) defined felt needs as the degree to which the innovation meets the needs of the adopter and increases the rate of adoption. The new teacher evaluation system was positively received by 62% ($n=10$) of the respondents. Again, 100% ($n=16$) of the respondents expressed that the innovation (modular training and new teacher evaluation system), was better than the idea it preceded it. The model has a strong potential for acceptance and implementation.

Rogers (2003) stated that variables, such as communication channels, social systems, and efforts of the change agent affect the adoption rate of the innovation. Forty-three percent ($n=7$) of the respondents felt the support of the district and social system when the innovation was introduced to the workplace. In addition, 25% ($n=4$) of the respondents identified with the need to adopt the Danielson (2007) model as an initiative to change teacher evaluation and to indirectly change the learning environment. The model has strong potential for acceptance and implementation.

Valente (2005) noted that innovations are diffused through interpersonal contacts that include social contacts, social interactions, and interpersonal communication. Ninety-three percent ($n=15$) of the respondents named a variety of district wide initiatives that were designed to foster social contacts, social interactions, and interpersonal communication that would lead to both changes in

evaluation practices and observation habits. Principals described the significance of these opportunities for both meeting the learning objectives within the modular training and implementing the new teacher evaluation system.

Rogers' (2003) innovation-decision process is the progression an individual passes from learning an innovation, to forming an attitude to adopt or reject an innovation, to implementing the innovation, and finally confirming the decision to adopt or reject the innovation. One hundred percent ($n=16$) of the respondents described behaviors and attitudes that suggested the likely adoption of the new teacher evaluation system as prescribed through the modular training. One hundred percent ($n=16$) identified the modular training and new teacher evaluation system as vehicles to change pedagogical practices at the school level. One hundred percent ($n=16$) of the respondents made comments in support of the need for changing the existing workplace culture and identified initiatives, behaviors, and beliefs through acceptance of the new teacher evaluation system and both individual and collective philosophical shifts as a direct result of the modular training. The adoption of the new teacher evaluation system is likely to change the existing learning environment.

Professional development can be linked to school reform (Guskey, 1986; Sparks & Hirsh, 1997) and the change process (Boyle, While & Boyle, 2004; Butler, Novak, Beckingham, Jarvis & Elaschuk, 2001). Thirty-one percent ($n=8$) of the respondents reported a shift in their focus when observing and evaluating teachers that resulted from the modular training and the new teacher evaluation. In addition, 93% ($n=15$) of the principals concluded that the modular training positively altered

classroom and instructional expectations. The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) as a professional development model, positively contributed to principal expectations regarding pedagogical practices in the classroom.

Similarly, professional development can serve as a vehicle for pedagogical innovation and school reform. Eight principals 50% ($n=8$) stated that the new teacher evaluation system would generate individualized professional development at both the school and district level. Individualized, school-site professional development can focus on pedagogical practices found in the Danielson (2007) framework. The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) and the new teacher evaluation system support instructional innovation and professional learning.

The Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules (CEC, 2011) defined specific pedagogical practices and philosophical approaches to student learning and engagement. Eight respondents 50% ($n=8$) noted that specific philosophical belief shifted as a result of the modular training and new teacher evaluation system. In addition 56% ($n=9$) of the respondents named specific instructional strategies that had become their expectation for all classrooms as a result of the modular training. The modular training and new teacher evaluation system will contribute to pedagogical shifts in practices.

Principals noted that student engagement with the learning environment as a notable pedagogical expectation that resulted from both the modular training and

the new teacher evaluation system. Eight principals 50% ($n=8$) identified student ownership of their learning as a notable expectation. This expectation will change the learning environment from a teacher-centered classroom to a student-centered classroom. Notable instructional practices, such as personalized learning, cooperative and flexible grouping, inquiry-based instruction, and student choice can influence teacher planning and instructional practices.

The pedagogical shifts resulting from the learner's participation in the *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) and the new teacher evaluation program can be characterized as second-order changes. Second-order changes, as described by Evans (1996) are systemic and can modify the organization of a school setting through changing assumptions, goals, structures, roles, and norms. Sixty-two percent of the respondents ($n=10$) described the importance of the modular training and the Danielson (2007) model's impact on pedagogical discussions with teachers. Similarly, more than half of the respondents 81% ($n=13$) articulated a level of confidence in putting the new teacher evaluation system into practice. The new teacher evaluation system in conjunction with the modular training can positively impact the learning environment at the school level.

The workplace environment and culture to maintain habits and status quo is rigid and inflexible (Nelson & Winter, 1982; Senge, 1990). Thirty-one percent of the respondents ($n=5$) described numerous significant initiatives that could disrupt habits and contribute to changes in practice. Review panels, consultant work, evaluation mechanics and logistics, joint administrator-teacher committee work,

professional learning communities, and review boards were named as examples of district initiatives that were in place to impact evaluation habits and observation practices. The collective inquiry practices support the findings of research by Moorman and Kennedy (n.d.) on vehicles for analysis, reflection, and action that are embedded into coaching strategies. The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) and the new teacher evaluation model instigated new district practices designed to contribute to the modular training learning objectives and advance the innovation.

Individual habits and intentions play a significant role in the attainment of professional development goals and objectives. Newby-Clark (2012) defined habits as ingrained and automatic behaviors. Habits are hard to change and account for nearly 40% of all actions (Duhigg, 2012; Wood, Quinne, & Kashy, 2002). Thirty-eight percent ($n=6$) of the principals identified specific habits that were acquired as a result of the modular training. These acquired habits contributed to philosophical shifts that lead to changes in pedagogical practices in the classroom. This is the goal of professional development programs and school reform efforts. The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) positively impacted a principal evaluation habits and observation behaviors, and this leads to changes in pedagogical practices.

Theme 3: Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules (CEC, 2011), an Online Modular Training Program, is an Efficacious Model for Principals.

The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) modular training was found to be an efficacious model that supported the learner and increased the beliefs in their capacities to implement the new teacher evaluation system. After completing the modular training, participating in ancillary activities, and using the new evaluation model, principals named behaviors influenced through cognition and the environment. Bandura, (1997) defines a relationship with behaviors, cognition, and the environment as the social cognitive theory. These components, action, cognition, and the environment, develop a reciprocal relationship that influences one another to define behaviors (Cassidy & Ecachus, 2002). Eight respondents (50%) reported specific instructional strategies and philosophical shifts that resulted from the modular training and new teacher evaluation system. Similarly 56% ($n=9$) of the respondents identified specific strategies that had become an expectation for all classrooms as a result of the modular training. And finally 93% ($n=15$) of principals stated that the modular training and new teacher evaluation system positively altered classroom and instructional expectations.

Andragogy, the philosophy of adult learning, emphasizes the need for a learning environment that supports individualized goals, integrates reflection, increases risk, and uses discourse to further learning in a collaborative and social manner (Knowles, 1980). The respondents reported needs for collaborative

learning activities. Eleven respondents (68%) stated that they experienced discomfort during the modular training due to the absence of collaboration and dialogue. Eighty-one percent ($n=13$) of the principals noted that dialogue and discussion with colleagues is a crucial pedagogical element of learning. Spontaneous conversation, collective efficacy through committee work, and planned professional conversations became an integral part of the learning process, despite the absence of these instructional practices within the modular training. The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) failed to provide effective collaborative and social instructional practices that would have supported adult learners. Finally, principals' expectations were developed and strengthened by completing the modular training, participating in ancillary activities, and implementing the new teacher evaluation system. Transformational learning is learning that genuinely transforms and liberates learners, as opposed to learning that is merely achieving specific goals associated with different life phases (Tennant & Pogson, 1995). Clark (1993) described transformational learning as instruction that shapes people. Sixty-eight percent ($n=11$) of the respondents made comments that suggested that their learning influenced their practice. All of the respondents ($n=16$) made comments that reflected a shift in thinking or expectations. The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) contributed to the principals acquiring or refining skills, transforming attitudes, and changing beliefs regarding pedagogical expectations and practices.

According to Bandura (1994), a learner's affect contributes to self-efficacy. An efficacious individual believes in his or her personal ability to achieve a desired or initiated goal guiding thoughts, motivations, and actions. Respondents described their personal affect prior to, during, and after the modular training. Prior to and during the training, respondents identified fear, nervousness, and inadequacies. Fifty percent ($n=8$) of the respondents described an emotional that they experienced while they were participating in the modular training. Learners also identified that they experienced isolation while they were completing the modular training. Seven respondents (43%) stated they felt isolated and that they experience a need for interaction with others when completing the modular training program.

However, after completion of the modular training, participating in ancillary activities, and implementing the new teacher evaluation system, 81% ($n=13$) of the respondents reported levels of confidence and self-efficacy. Principals described feeling proficient in coding, analyzing, and observing teachers. Principals described a level of confidence about providing support to teachers through feedback, questioning, and conversation.

The work of Lemme (2006) and Bandura (1997) defined self-efficacy as one's belief and expectations about whether one has the ability to accomplish a particular task. The respondents in the present study reported levels of self-efficacy and confidence that were the direct result of the modular training, and/or participation in ancillary activities, and/or their implementation of the new teacher evaluation system. Respondents participated in a variety of activities (ranging from

spontaneous conversations with colleagues to agenda-driven professional learning communities to panel review boards) that supported the learning objectives of the modular training. Sixty-two percent ($n=10$) of the respondents described a level of confidence that resulted from the modular training. Similarly 62% ($n=10$) of the principals reported enhanced self-esteem and an impact on practices and habits, as a result of completing the modular training. Likewise 81% ($n=13$) of the respondents articulated a sense of self-efficacy and confidence that was a result of the modular training, ancillary activities, and implementation of the new teacher evaluation system. The learning process contributed to the evaluators becoming more confident and efficacious.

An individual's self-efficacy is one determinant of the outcomes of the behavior in which the individual is engaged. The more confident individuals are in their abilities to perform a specific tasks, the more likely they will grow as a result of the task (Bandura, 1986). A confidence indicator influences performance and beliefs about the individual's ability to achieve (Johnson et al., 2008). Satisfaction with the modular training: *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) contributed to both self-efficacy and confidence. Only 25% ($n=4$) of the respondents expressed concerns about practices and habits after the training and these concerns focused on the concept of inter-rater reliability. Inter-rater reliability is the belief that a teacher can be evaluated with the same end results by multiple evaluators. Similarly, only five respondents 31% expressed confidence and comfort in coding, feedback, and the overall evaluation process from the modular training and ancillary resources used

to reinforce the modular training and strengthen the learning outcomes required to implement the new teacher evaluation system. Extended research will need to be conducted in these areas of the modular training experience.

Eighty-one percent of the respondents ($n=13$) identified some level of self-confidence and self-efficacy in observation and evaluation skills as a direct result of the modular training. The 13 principals represented three generations (baby boomers, Generation X, and millennials) and three classifications of experience (1-2 years; 3-5 years, and 6+ years). Bandura's (1986) and Johnson's et al.'s (2008) research suggested that an individual's self-efficacy determines the outcome of the behavior in which he or she is engaged. The more confident individuals are in their capability to perform a specific task, the more likely those individuals will grow as a result of the task. A confidence indicator influences performance and beliefs about the individual's ability to achieve. Lemme (2006) suggested that confidence is a direct result of self-efficacy and success. The respondents acquired skills and competencies through their participation in the modular training. The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) modular program was found to be an efficacious model for principal professional development.

Discussion

Online Professional Development

A number of professional development learner needs are identified from this study. These needs centered on effective professional development design, components, and theoretical approaches. The respondents' data supported the body of existing research on professional development for principals.

The respondents identified the importance of individualized instruction. Many of the respondents individualized the modular training, either by manipulating the mechanics of the online program, by tapping into personal learning modalities, and/or by adding other enrichment activities to meet their needs. Respondents employed numerous strategies to manipulate the fixed online modular system.

The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) program failed to provide the learners with (a) a response-sensitive online platform, (b) reflective activities that would require self-explanation and self-monitoring, and (c) activities that would promote self-assessment. These components may contribute to a significant and a more positive response to the online learning for the learner. Effective design will contribute to the learner's engagement and efficacy.

The modular training focused on implementation of effective instructional practices and contributed to building learning communities for most respondents (Sparks, 2002). The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) as Kirkwood and Price (2006) suggested,

avoided teaching a tool or a trick and concentrated on the implementation of an evaluation concept that could impact the learning environment. Respondents expressed overwhelming support for the content of the modular training and reported the beneficial impact that the training had on personal observation and evaluation practices.

The respondents discussed the components of the modular training. There was an appreciation for the video simulations as a learning tool; however, the quality of the filming was unanimously identified as weak and distracting. Research has found that simulated videos produce modestly positive effects on the learner (Castaneda, 2008; Hibelink, 2007). Respondents stated that the videos were important for illustrating model-learning environments with identifiable characteristics in accordance to prescribed rubrics.

Respondents expressed an overwhelming need to collaborate with colleagues within the learning environment. The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) failed to provide learners with online forums, networks, and virtual dialogue opportunities which can be vehicles for introducing new ideas, explaining concepts, debating viewpoints, and strengthening comprehension skills. The research of Carroll-Barefield et al. (2005), Buchanan (2004), Gabriel (2004), Rovai and Barnum (2003), and Sorensen and Takle (2002) have found support for the need to include these components in online professional learning experiences. The respondents initiated and/or participated in a variety of collaborative experiences in order to meet the modular training's learning objectives.

The need for face-to-face or virtual interaction was so important to principals that many of them described opportunities to converse with a colleague regarding the modular training that emerged spontaneously. In some cases, principals worked together on modules and assessments. Meetings were organized to address learning objectives and to build a collective inquiry process for the learners. The respondents echoed the research findings of Soller (2001), Cook and Germann (2010), Kay (2006), and Ramos and Yudko (2008), that interactions within a learning environment can produce positive learning results.

In a U.S. Department of Education (2010) document, *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies*, components of online learning have proved to be beneficial for the learner. Learners would benefit from modular training that blends the learning environment with both online and face-to-face (virtual or traditional) instruction. This type of learning environment has been shown to be more effective than traditional online learning. After completing the *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) many of the respondents identified the need for a blended learning environment.

Finally, online activities that promote self-reflection, self-regulation, and self-monitoring could have supported the learning outcomes. Respondents appreciated the numerous online and downloadable resources; however, they viewed the training modules as static and logistically not engaging. The content of the modular training was deemed important and valuable; however, the components of the instructional activities were tedious and ineffective. The key to successful online

content is to develop interactive activities (including motion and kinesthetic features), facilitate collaborative experiences, and create multi-dimension (visual and audio) learning environments for the participants (Gold, 2001; Hillman, Willis, & Gunawardena, 1994; Ko & Rossen 1998; Sutton, 2001; Yang & Cornelious, 2005).

The design and components of the *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) support adult learning theories. Knowles (1980) proposed andragogy as a philosophical approach to adult learning. In this theory the teacher participates in the learning environment and the learner determines the learning goals within a comfortable, reflective and social environment. The modular training program lacked a formal reflective component and social interactions. Respondents identified the need to engage in conversations and interact with colleagues. These two components are important when designing adult training.

The engagement of the adult learner, the significance of conversation, and social interactions are components of Vonderwell's (2003) research on effective professional development. A highly collaborative environment that is inquiry based contributes to a learner's engagement and acquisition of learning objectives. Collective efficacy has a strong positive relationship to organizational effectiveness (Goddard, 2004) and collective engagement becomes the catalyst to predict organizational performance (City, 2009).

The design of professional development should integrate efficacious activities and self-regulation into the learning objectives. Transformational learning transforms and liberates learners, as opposed to merely achieving specific goals.

The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) achieve transformational learning and contributed a new approach to teaching and learning. Respondents made numerous comments regarding expectations and approaches to teaching and learning that had changed significantly as a result of the modular training and new teacher evaluation system. The combination of the training and the application of the training to daily use were important components in the transformational process.

School leaders and state administrators will need to determine the long-term effectiveness of the *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011). The “one-and-done” approach could provide a false or temporary impact on teaching and learning. It has been more than 2 years since the majority of the state’s principals were trained in the new observation and evaluation model. Enrichment, review, and support will play a significant role in the ongoing transformation process.

Efficacy and Confidence

The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) program is an efficacious model for principal professional development. It builds confidence in the learner. The training program contributed to the acquisition of effective evaluation skills and observation habits. Teacher feedback, rubric-focused conversations, common verbiage, and defined teaching framework contribute to self-efficacy and self-confidence.

Respondents described an overwhelming sense of self-efficacy as a direct result of the modular training and the implementation of the new teacher evaluation system. This study supports Bandura's (1993) work regarding efficacy and efficacious people. An efficacious individual believes in the personal ability to achieve a desired or initiated goal through thoughts, motivation, and actions.

A number of factors played roles in building efficacious and confident evaluators. First, many of the respondents were familiar with the Danielson (2007) model and the components of that framework. This familiarity with the model contributed to a sense of confidence after completing the training modules. Another contributing factor to building efficacious and confident evaluators was the clear and concise rubrics associated with the Danielson (2007) model. Respondents described these rubrics as "anchors" and "tools" that led to conversations. Finally, using the teacher observation and evaluation model for a year contributed both to a sense of self-efficacy and one of confidence. Respondents identified their abilities to successfully use the evaluation model which lead to greater self-esteem.

Cartwright (1951, 1952) and Lally (2011) defined habits as behavioral patterns that are based on learned context behaviors that are driven by cravings, cues, and rewards. Habits are hard to change and they account for nearly 40% of actions (Wood, Quinne, & Kashy, 2002; Duhigg, 2012). To change evaluation practices and observation habits, principals need to overcome willpower fatigue by making small steps toward changing existing habits. The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) contributed to changing the behaviors and habits of evaluators.

An overwhelming majority of the respondents described an awareness of new or rediscovered expectations for both teaching and learning. How will a principal's intentions and actions overcome willpower fatigue? Intentions do not always translate into actions. There could be the possibility of a "back slide" to old evaluation and observation practice in the guise of the new evaluation system.

Similarly, the acquisition of new skills may not always contribute to philosophical shifts. The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) provided the learners with new coding, analyzing, and observation skills. However, the depth of their philosophical shifts in practice and expectations is unclear. Student engagement and ownership of learning are the hallmarks of the distinguished teacher within the Danielson (2007) framework. Identifying skills that are characteristic of student engagement and ownership may not contribute to shifting one's philosophical stance regarding student engagement and ownership. Knowledge, language, and thoughts are inherently collective (Senge, 1990), and routines translate collective learning into collective remembering.

Pedagogical Practices

The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) contributed to a common verbiage and definition of teaching and learning. Pedagogical expectations were well defined and illustrated for both the teacher and evaluator. Respondents compared the Danielson (2007)

framework to a “tool” and “anchor” that facilitated conversations and common expectations.

The modular training and new teacher evaluation system identifies specific characteristics of a learner and teacher in the classroom setting. Characteristically, the teacher assumes the role of a facilitator and the student accepts a variety of leadership roles within the learning process. This type of approach represents a 21st century learning environment: creativity and Innovation; critical thinking and problem solving; and communication and collaboration (Partnership for 21st Century Skills, 2014). The Danielson (2007) framework embraces many of the skills and processes represented within the Partnership for 21st Century Skills organization.

School reform efforts have centered on changing the learning environment and the roles of both teacher and student. The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) training and new teacher evaluation system complemented the school reform efforts. Innovative schools and personalized learning initiatives provide tangible resources for public schools and reform initiatives.

Finally, the *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) and the new teacher evaluation system eliminated personal biases that may have conflicted with school reform efforts and pedagogical expectations. The respondents noted the importance of the personal bias module in their philosophical shifts in expected pedagogical practices.

Teaching and learning are not based on personal expectations and beliefs. The new

teacher evaluation system provided common beliefs, practices, and expectations for all of the teachers in all of the schools. Professional development can be linked with school reform (Guskey, 1986; Sparks & Hirsch, 1997) and this statewide initiative is a monumental school reform effort designed to build common expectations for all learning environments within all public schools.

Change Process

Diffusion of innovation is a process through which an innovation is communicated through certain channels over time (Rogers, 2003). This theory helps to illustrate the change process and provides clues to explaining the adoption rate and rejection rates of an innovation. Dearing (2008) defined innovation as new ideas, beliefs, knowledge, practices, programs, and technologies. The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) training program and the new teacher evaluation system are characteristic of an innovation introduced to a workplace.

Rogers (2003) identified four distinguishing features of the theory: (a) the innovation-decision process, (b) the attributes of the innovation, (c) the categories of the adopters, and (d) the change agent. Respondents identified their part in and contributions made to the diffusion of innovation process. The new teacher evaluation system is likely to be adopted as indicated by the shared perceptions, attitudes, and beliefs of the innovation among principals.

Respondents made numerous comments that indicated their approval of the new teacher evaluation system. Despite mixed feeling regarding the modular

training, principals valued the components and philosophical beliefs of the new teacher evaluation system. Familiarity with the Danielson (2007) framework, the use of clear and concise rubric to define teaching and learning, and the facilitation of targeted feedback and questioning all contributed to the adoption rate of the innovation. The felt need, as defined as the degree the innovation meets the need of the adopter, contributed significantly to the adoption rate of this innovation.

Respondents stated that the new evaluation system was better than the old evaluation system. Rogers (2003) and Dearing (2004) identified beliefs and perceptions when comparing the new innovation to the old innovation to be paramount to the adoption rate. Overwhelmingly, principals appreciated the new teacher evaluation system and this could mean a short adoption rate for the innovation.

Individual school districts shortened the adoption rate of the innovation through the organization of social networks. Committee work, agenda-driven meetings, consultants from outside agencies, and review panels were designed to increase communication practices and social interaction for the learner. Innovations are diffused through interpersonal contacts such as social contacts, social interactions, and interpersonal communication (Valente, 2005). Respondents identified numerous forms of spontaneous or informal conversations that contributed to the optimum use of social networks. Social networks accelerate behavior change, improve organizational efficiency, enhance social change, and improve the dissemination efforts of an innovation (Valente, 2005).

The sustainability and growth of the innovation will be determined within the next 5 years. Evans (1996) suggested that cultural changes are often more difficult to accomplish in schools than in corporations. A conservative force resisting change efforts is characteristic of a defined culture (Evans, 1996). Districts will play a key role in sustaining the new teacher evaluation system and the professional growth of the evaluators. Developing professional learning communities that engage in ongoing study groups, regular visits to one another's schools within the district and frequent coaching are recommended methods to continue the professional growth of principals (DuFour, 2004; Hoffman & Johnson, 2005; Sparks & Hirsch, 2000). Schools and districts will need to be committed to continued growth efforts for evaluators in order to sustain the new evaluation system.

The *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) and the new teacher evaluation system offer the education system a tangible way to change and improve teaching and learning. The Danielson (2007) framework defined student engagement, participation, and construction of the learning process. The framework provides characteristics of effective teaching and instructional practices. Together, the modular training and new teacher evaluation system defined pedagogical practices that are integral to the learning process and that will drive teaching and learning practices.

Finally, the *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) and the new teacher evaluation system contribute to a collegial and professional relationship between the evaluators and

the person being evaluated. By promoting structured feedback and rubric-focused dialogue, the evaluator/teacher relationship can move to a level of self-reflection and self-regulation. The learning environment was defined and personal biases were reduced because of the Danielson (2007) framework. Conversations and questioning practices moved from debating characteristics of a learning environment to alignment with the defined learning environment.

Recommendations

Recommendation from the Study

The results of this study have great value in terms of practical application and importance. School reform efforts have played a prominent role in public education for decades. Both political and community pressures have influenced initiatives that were designed to impact the learning environment and student performance. Recommendations for (a) designing and implementing professional development for principals, and (b) initiating and supporting change efforts within a school environment are now offered.

First, this study may influence the design of online professional development. Professional development communities are important to school improvement and school reform efforts (Stein et al., 1998). There are four designed components that can increase a learner's engagement within an online professional development platform: (a) collaborative instructional activities, (b) blended learning environment, (c) differentiation, (d) external localized collective efficacy.

Professional development needs to foster collaboration through virtual or face-to-face experiences. Soller (2001), Cook and Germann (2009), Kay (2006), and Ramos and Yudko (2008) indicated the importance of virtual or face-to-face interactions to learning outcomes and positive learning results. Online forums, networks, and virtual dialogue opportunities can serve as vehicles to introduce new ideas, explain concepts, debate viewpoints, and strengthen comprehension skills (Buchanan, 2004; Carroll-Barefield et al., 2005; Gagreil, 2004; Rovai & Barnum, 2003; Sorensen & Takle, 2002).

Blended learning environments enhance and engage the learner within professional learning experiences. Blended learning environments that integrate both online and face-to-face (virtual or traditional) instruction have been more effective than traditional online learning (US Department of Education, 2010). Principals and school districts initiated blended learning experiences for their learning to support both the learning process and the implementation of the new teacher evaluation program.

Autonomy of the learner and alignment of the learning with the needs of the individual should play a prominent role in the design of professional development for principals (Gabriele, 2010; Southern Regional Education Board, 2010). This study supports differentiation as key strategy for designing and developing online learning experiences. Professional development research concludes that personalized instruction has a positive impact on learning outcomes and a response-sensitive online platform professional development programs could be beneficial to the learner (Grant and Courtoreille, 2007; Nguyen, 2007).

Finally, this study supports collegial dialogue and discussion as crucial pedagogical elements within professional development programs contributing to school improvement and reform. Collective efficacy has been cited as an important element in the implementation of training, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (CEC, 2011) to the new teacher evaluation system. Collective efficacy supports organizational effectiveness and becomes a catalyst to predict organizational performance (City et al., 2009).

Second, this study may influence the use of online professional development to impact change within a school or district. Evans's (1996) proposed that professional development can be a catalyst for change. As a result of the online modular training a critical mass of principals (evaluators) can be recruited to form communication networks assisting in the diffusion of the innovation. The online modular training can be a second order change described by Watzlawick, Weakland, and Fisch (1974), systemic changes aimed to modify the organization through changing assumptions, goals, structures, roles, and norms.

The Danielson (2007) model is a familiar concept and many schools and districts have explored the integration of this model into preexisting evaluation systems. In essence, the change process happened prior to SB7 and the training/implementation of the new teacher evaluation system. Rogers (2003) noted that the adoption rate of an innovation can be attributed to the relative advantage of the innovation, the compatibility of the innovation to current practice, the complexity for the innovation, the ease of trying the innovation, and the observable benefits of the innovation to others. Since many school districts within

the state have been familiar with the Danielson (20076) framework for the past 10 years, the innovation was viewed as less complex, and this contributed to the positive adoption rate.

Finally, the innovation consisted of defined and clear components. The rubric language helped to define teaching and learning in attainable and concrete terms. The Danielson Framework is based on research eliminating debates regarding teaching and learning practices.

Recommendations for Further Study

Based upon the results, this study does have implications for future research. Future researchers may want to broaden the studied population, analyze the intent of the evaluator versus the evaluator's actions, and review the enactment process of SB7.

The sample for the present study can be characterized as follows: suburban, mid to upper socio-economics status, and elementary or middle school level professionals. High schools administrators did not participate in this study. Research is needed for all levels of schooling. Similarly, urban school districts and/or low-socio-economic school communities were not a part of this study. Additional research is needed to account for other factors and to determine the impact of both the training program and the new teacher evaluation system in diverse schools and systems.

The actions of the administrators need to be examined to further understand the impact of both the training program and the new teacher evaluation system on pedagogical practices at the school level. A principal's intended behavior may not

define his or her behavior when observing and evaluating teachers. The habits of principals can play a dominant role in maintaining behaviors, despite motivation to implement interventions to change existing behaviors. Habits are highly ingrained behaviors, and they are extremely hard to change (Newby-Clark, 2012). Future studies should examine intended action versus the actual action of principals.

Principals overall uses of an evaluation program that implements the Danielson (2007) framework can be compared from state to state. A researcher could examine how the training and its implementation impact teacher evaluative rankings. Examining the number of teachers ranked as distinguished (the highest ranking) from district to district and/or from state to state is possible. Future studies can provide insight about the positive and negative correlation between teacher rankings and school performance.

Professional development for both principals and teachers should be further researched. Does the current teacher evaluation system contribute to professional development that contributes to student growth? How has professional development for principals changed? How has professional learning continued for both new teachers and principals implementing the new teacher evaluation system based on the Danielson (2007) framework?

Finally, the process involved to create and enact SB7 can be examined to understand the positive support and acceptance of a state mandate. Traditionally, state mandates are not well received by educators. This law was accepted as a positive way to change the learning environment. Traditionally, requiring participation in professional development activities is a popular; however,

unsuccessful method of changing a school environment and supporting reform efforts (Evans, 1996). Despite the research of effective professional development, principals described overwhelming support for both the training program and the new teacher evaluation system. Understanding the multi-faceted construction of SB7 and replicating the process may contribute to future support for state mandates.

Reference

- Aikin, W. (1942) *The story of the eight-year study*. New York & London: Harper & Brothers
- Ajzen, I. & Fishbein, M. (1980). *Understanding attitudes and predicting social behavior*. Englewood Cliffs, NJ: Prentice-Hall.
- Allport, G. W., Gillespie, J. M., & Young, J. (1948). The religion of the post-war college student. *The Journal of Psychology*, 25(1), 3-33.
- Anastasi, A. (1988). *Psychological Testing*. New York: MacMillan.
- APA Manual (Publication manual of the American Psychological Association) (6th ed.) (2010). Washington, DC: American Psychological Association
- Arinto, P. (2007). Going the distance: Towards a new professionalism for full-time distance education faculty at the university of the Philippines. *International Review of Research in Open and Distance Learning*, 8(3), 1-13.
- Ashkenas, R., & Jick, T. 1992. From dialogue to action in GE work-out: Developmental learning in a change process. *Research in Organizational Change and Development*, 6, 267–287.
- Ashton, P. & Webb, R. (1986) *Making a difference: Teachers sense of efficacy and student achievement*. New York: Longman.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117-148.
- Bandura, A. (1994). Efficacy. *Behaviour Therapist*, 17, 127-127.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman.
- Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science*, 9(3), 75-78.
- Bandura, A. & Locke, E., (2003) Negative self-efficacy and goal effects revisited. *Journal of Applied Psychology*, 88(1), 87-99.

- Barab, S. A., MaKinster, J. G., & Scheckler, R. (2003). Designing system dualities: Characterizing a web-supported professional development community. *The Information Society*, 19(3), 237-256.
- Bargal, D. & Bar, H. (1992). A Lewinian approach to intergroup workshops for Arab-Palestinian and Jewish Youth. *Journal of Social Issues*, 48(2), 139-54.
- Bergen, A. E., Newby-Clark, I. R., & Brown, A. (2012). Low trait self-control in problem gamblers: Evidence from self-report and behavioral measures. *Journal of Gambling Studies*, 28(4), 637-648.
- Bixler, B. A. (2008). *The effects of scaffolding student's problem-solving process via question prompts on problem solving and intrinsic motivation in an online learning environment*. PhD diss., The Pennsylvania State University.
- Bloom, G., Castagna, C., Moir, E., Warren, B. (2005). *Blended coaching: Skills and strategies to support principal development*. Thousand Oaks, CA: Corwin Press.
- Bolman, L. G., & Deal, T. E., (1991). *Reframing organizations*. San Francisco, CA: Jossey-Bass.
- Bonk, C. J., Hansen, E. J., Grabner-Hagen, M. M., Lazar, S. A., & Mirabelli, C. (1998). Time to "connect": synchronous and asynchronous case-based dialogue among preservice teachers. *Electronic collaborators: Learner-centered technologies for literacy, apprenticeship, and discourse*, 289-314.
- Bonk, C. J., Wisher, R. A., & Lee, J.-Y. (2004). Moderating learner-centered e-learning: Problems and solutions, benefits and implications. In T. S. Roberts (Ed.), *Online collaborative learning: Theory and practice* (pp. 54-85). Hershey, PA: Information Science Publishing.
- Boyle, B., While, D. & Boyle, T. (2004). A longitudinal study of teacher change: What makes professional development effective? *Curriculum Journal*, 15(1), 45-68.
- Brown, K. L. (2003). From teacher-centered to learner-centered curriculum: Improving learning in diverse classrooms. *Education*, 124(1), 49.
- Brown, E. (2003). Conversations in cyberspace: A study of online learning. *Open Learning*, 18(3), 245-259.
- Brunvard, S., Fishman, B., & Marx, R. (2005). *Moving professional development online: Meeting the needs and expectations of all teachers*. Lanham, MD: Association of Teacher Education.

- Buchanan, D.A. Storey, J. (1997). , 'Role-taking and role-switching in organizational change: the four pluralities', in: I. McLoughlin and M. Harris (eds) *Innovation, organizational change and technology*, London: International Thomson.
- Buchanan, E. A. (2004). *Online assessment in higher education: Strategies to systematically evaluate student learning. Distance Learning and University Effectiveness: Changing Educational paradigms for Online Learning*. Hershey, USA: Information Science Publishing, 163-76.
- Buchanan-Oliver, M., & Chan, N. (2004, July). Defining interactivity: Building relationships Online. *In 20th Industrial Marketing and Purchasing Conference. Copenhagen*.
- Bunker, B. B., & Alban, B. T. (1992). Conclusion: What makes large group interventions effective? *Journal of Applied Behavioral Science*, 28(4), 579-591.
- Burnes, B. (2004), Kurt Lewin and the planned approach to change: A re-appraisal. *Journal of Management Studies*, 41, 977–1002.
- Bumes, B. (2004b) *Managing change, 4th edition*. Harlow: IT/Prentice-Hall.
- Butler, D. L., Novak, H. J., Beckingham, B., Jarvis, S., & Elaschuk, C (2001). *Professional development and meaningful change: Towards sustaining an instructional innovation*. Paper presented at the annual meeting of the American Educational Research Association.
- Byrk, A., & Schneider, B. (2002). *Trust in schools*. Thousand Oaks, CA: Sage
- CCSSO. (2014). Retrieved from [http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_\(intasc\).html](http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_(intasc).html)
- Caffarella, R. S. (1993). Self-directed learning. *New Directions for Adult and Continuing Education*, 1993(57), 25-35.
- Campbell, A. T., Eisenman, S. B., Lane, N. D., Miluzzo, E., Peterson, R., Lu, H., ... & Ahn, G. S. (2008). The rise of people-centric sensing. *Internet Computing, IEEE*, 12(4), 12-21.
- Carroll-Barefield, A., Smith, S.P., Prince, L.H., & Campbell, C.A. (2005). Transitioning from brick and mortar to online: A faculty perspective. *Online Journal of Distance Learning Administration*, 8(1). Retrieved April 21, 2014, from <http://www.westga.edu/%7Edistance/ojdl/spring81/spring81.htm>

Cardinal principles of secondary education (1981) Department of the Interior Bureau of Education Bulletin, 1982, United States Printing Office: Washington DC.

Carter, J., (2013). Using skype for qualitative interview research. *Academic.edu*. Retrieved from: https://www.academia.edu/2061796/USING_SKYPE_FOR_QUALITATIVE_IN_Terview_research.

Cartwright, D (1951). Achieving change in people: some applications of group dynamics theory. *Human Relations*, 6(4), 381-92.

Cartwright, D. (1952). *Field theory in social science*. London: Social Science Paperbacks.

Cartwright, M. M. (2012). Realistic resolution. *IDEA Fitness Journal*. 9, (10), 4-7.

Cassidy, S., & Eachus, P. (2002). Developing the computer user self-efficacy (CUSE) scale: Investigating the relationship between computer self-efficacy, gender and experience with computers. *Journal of Educational Computing Research*, 26(2), 133-153.

Castaneda, R. (2008). *The impact of computer-based simulation within an instructional sequence on learner performance in a web-based environment*. PhD diss., Arizona State University, Tempe.

Cates, W. M. (1993). Instructional technology: The design debate. *The Clearing House*, 66(3), 133-134.

Cavanaugh, C. (2001). The effectiveness of interactive distance education technologies in K-12 learning: A meta-analysis. *International Journal of Educational Telecommunications*, 7(1), 73-78.

Cavanaugh, J. (2005). Teaching online-A time comparison. *Online Journal of Distance Learning Administration*, 8(1), 4-18.

Cavus, N., Uzunboylu, H., & Ibrahim, D. (2007). Assessing the success rate of students using a learning management system together with a collaborative tool in web-based teaching of programming languages. *Journal of Educational Computing Research*, 36(3), 301-321.

CEC Partnership Groups. (2014a). Growth through learning: Illinois performance evaluation. Retrieved from <http://growththroughlearningillinois.org/>

CEC Partnership Groups. Consortium for educational change. (2014b). Retrieved from <http://cecillinois.org/>

- Chickering, A. W., & Ehrmann, S. C. (1996). Implementing the seven principles: Technology as lever. *AAHE Bulletin*, 49, 3-6.
- Choi, H. J., & Johnson, S. D. (2005). The effect of context-based video instruction on learning and motivation in online courses. *The American Journal of Distance Education*, 19(4), 215-227.
- Chung, S., M., Chung J., & Severance, C. (1999). *Design of support tools and knowledge building in a virtual university course: Effect of reflection and self-explanation prompts*. Paper presented at the WebNet 99 World Conference on the WWW and Internet Proceedings, Honolulu, Hawaii.
- City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2009). *Instructional rounds in education: A network approach to improving teaching and learning*. Harvard Education Press: Cambridge, MA.
- Clark, L.A. (1993). *Schedule for nonadaptive and adaptive personality (SNAP)*. Minneapolis, MN: University of Minnesota Press.
- Clark, R. E. (1994). Media and method. *Educational technology research and development*, 42(3), 7-10.
- Clark, R. E. (1983). Reconsidering research on learning from media. *Review of Educational Research*, 53(4), 445-459.
- Cook, S. & Germann, C. (2010). The tell-tale data: Virtual whispering and final student grades. Retrieved from:
<http://kmeade.weblog.com/files/2010/03/technology-pdf.pdf>
- Cottrell, R., & McKenzie, J. (2010). *Health promotion & education research methods: Using the five chapter thesis/dissertation model*. Burlington, MA: Jones & Bartlett Learning.
- Council of Chief State School Officers. (2014). *2014 ISLLC Standards*, Washington, DC: Author.
- Crippen, K. J., & Earl, B. L. (2007). The impact of web-based worked examples and self-explanation on performance, problem solving, and self-efficacy. *Computers & Education*, 49, 809-821.
- Cuban, L. (1986). *Teachers and machines: The classroom use of technology since 1920*. New York: Teachers College Press.
- Cuban, L. (1990). Reforming again, again, and again. *Educational Researcher*, 19(1), 3-13.

- Cuban, L., Kirkpatrick, H., & Peck, C. (2001). High access and low use of technologies in high school classrooms: Explaining an apparent paradox. *American Educational Research Journal*, 38(4), 813-834.
- Cummings, T. & Worley, C. (2008) *Organization development and change*. Stamford, CT: Cengage Learning.
- Czarniawska, B., & Sevón, G. (Eds.). (1996). *Translating organizational change* (Vol. 56). Walter de Gruyter.
- Czepiel, J. A., & Rosenberg, L. J. (1976). *The study of consumer satisfaction: addressing the "so what" question*. New York: New York University, Graduate School of Business Administration.
- Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA : ASCD.
- Danielson, C. (2007) *Enhancing professional practice: A framework for teaching*. Alexandria, VA : ASCD.
- Danielson, C. (2011). *Promoting Effective Teaching and Professional Learning*. The Danielson Group. Retrieved from <http://www.danielsongroup.org/>
- Danielson Group. (2013). *Promoting Effective Teaching and Professional Learning*. The Danielson Group. Retrieved from <http://www.danielsongroup.org/>
- Darling-Hammond, L. (2010). Teacher education and the American future. *Journal of Teacher Education*, 61(1-2), 35-47.
- Darling-Hammond, L., & McLaughlin, M.W. (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan*, 76(8), 597-604.
- Darwin, C. (2009). *The origin of species by means of natural selection: or, the preservation of favored races in the struggle for life*. W. F. Bynum (Ed.). AL Burt.
- Dawson, C., & Rakes, G. C. (2003). The influence of principals' technology training on the integration of technology into schools. *Journal of Research on Technology in Education*, 36(1), 29-49.
- Davenport, J., & Davenport, J. A. (1985). A chronology and analysis of the andragogy debate. *Adult Education Quarterly*, 35(3), 152-159.

- Davis, S., Darling-Hammond, L., LaPointe, M. & Meyerson, D. (2005). *School leadership study: Developing successful principals*. Stanford, CA: The Wallace Foundation.
- Davis, D., O'Brien, M. A. T., Freemantle, N., Wolf, F. M., Mazmanian, P., & Taylor-Vaisey, A. (1999). Impact of formal continuing medical education: do conferences, workshops, rounds, and other traditional continuing education activities change physician behavior or health care outcomes?. *JAMA*, 282(9), 867-874.
- Deal, T.E., & Peterson, K., (1991). *The principals' role in shaping school culture*. Washington, DC: US Department of Education.
- Dearing, J. D. (2004). Improving the state of health programming by using diffusion theory. *Journal of Health Communication*, 9, 21-36.
- Dearing, J. D., (2008). Evolution of diffusion and dissemination theory. *Journal of Public Health Management Practice*. 14(2), 99-108.
- Dey, I. (1993). *Qualitative data analysis*. London: Routledge.
- Dillenbourgh, P. (1999). *Collaborative learning: Cognitive and computational approaches: What do you mean by "collaborative learning?"* Amsterdam: Pergamon.
- Dinov, I. D., Sanchez, J., & Christou, N. (2008). Pedagogical utilization and assessment of the statistic online computational resource in introductory probability and statistics courses. *Computers & Education*, 50(1), 284-300.
- Duffy, T. M., & Cunningham, D. J. (1996). Constructivism: Implications for the design and delivery of instruction. In D. Jonassen (Ed.), *Handbook of research for educational communications and technology* (pp. 170-198). New York: Simon and Schuster Macmillan.
- DuFour, R. (2004). Schools as learning communities. *Educational Leadership*, 61(8), 6-11.
- Duhigg, C. (2012). *The power of habit: Why we do what we do in life and business*. New York: Random House.
- Elden, M., & Chisholm, R. F. (1993). Emerging varieties of action research: Introduction to the special issue. *Human Relations*, 46(2), 121-142.
- Eller, J. F. (2010). An evaluation of a development program for new principals. *Qualitative Report*, 15(4), 956-965.

- Elmore, R., (2002). *Bridging the gap between standards and achievement: The imperative for professional development in education*. Retrieved from: www.shankerinstitute.org/Downloads/Bridging_Gap.pdf
- Elmore, R., & Burney, D. (2000). *Building a new structure for school leadership*. New York: Albert Shanker Institute.
- Ertmer, P. A., & Newby, T. J. (1993). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 6(4), 50-72.
- Evans, R. (1996). *The human side of change: Reform, resistance, and the real-life problems of innovation*. San Francisco, CA: Jossey-Bass.
- Eveland, J. D. (1979) Issues in using the concept of "Adoption of Innovations". *Journal of Technology Transfer*, 4(1), 1-13.
- FairTest (2014) Retrieved from website: <http://fairtest.org/>
- Fenstermacher, G. D., & Berliner, D. C. (1985). Determining the value of staff development. *The Elementary School Journal*, 281-314.
- Firestone, W., Blitz, C., Gitomer, D., Kirova, D., Shcherbakov, A., & Nordon, T. (2013). *New Jersey teacher evaluation, RU-GSE external assessment: Year 1 report*. New Brunswick, NJ: Rutgers University-Graduate School of Education.
- Firestone, W., Blitz, C., Gitomer, D., Kirova, D., Shcherbakov, A., & Nordon, T., (2014). *New Jersey teacher evaluation, RU-GSE external assessment: Year 2 report*. New Brunswick, NJ: Rutgers University-Graduate School of Education.
- Fishbein, M. & Ajzen, I. (1975). *Belief, attitude, intention, and behavior: An introduction to theory and research*. Reading, MA: Addison-Wesley
- Ford, J. D., & Ford, L. W. (1994). Logics of identity, contradiction, and attraction in change. *Academy of Management Review*, 19(4), 756-785.
- Frambach, R. T. (1993). An integrated model of organizational adoption and diffusion of innovations. *European Journal of Marketing*, 27(5), 22-41.
- Frambach, R. T., & Schillewaert, N. (1999). Organizational innovation adoption: A multi-level framework of determinants and opportunities for future research. *ISBM report*, 29.
- French, W. L. and Bell, C. H. (1984). *Organization development* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.

- Feuer, D., & Geber, B. (1988). Uh-Oh... Second Thoughts about Adult Learning Theory. *Training*, 25(12).
- Fullan, M. (1995). The school as a learning organization: Distant dreams. *Theory Into Practice*, 34(4), 230-235.
- Fullan, M. (2008). *The six secrets of change*. San Francisco, CA: Jossey-Bass.
- Gabriel, Y. (2004). 10: The voice of experience and the voice of the expert—can they speak to each other? *Narrative Research in Health and Illness*, 168.
- Gabriele, S. F. (2010, August). The hard facts of soft social systems: Boulding's typology and the roundtable for new theory and practice. In *Proceedings of the 54th Annual Meeting of the ISSS-2010*, Waterloo, Canada (Vol. 54, No. 1).
- Gaddis, B., Connelly, S., & Mumford, M. D. (2004). Failure feedback as an affective event: Influences of leader affect on subordinate attitudes and performance. *The Leadership Quarterly*, 15(5), 663-686.
- Gao, T., & Lehman, J. D. (2003). The effects of different levels of interaction on the achievement and motivational perceptions of college students in a web-based learning environment. *Journal of Interactive Learning Research*, 14, 367-386.
- Gardner, D. P. (1983). A nation at risk. *Washington, DC: The National Commission on Excellence in Education, US Department of Education*.
- Gardner, D. P., Larsen, Y. W., Baker, W., Campbell, A., & Crosby, E. A. (1983). *A nation at risk: The imperative for educational reform* (p. 65). United States Department of Education.
- Garet, M., Porter, A., Desimone, L., Birman, B., & Yoon, K., (2001), What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945.
- Gilbert, P. K., & Dabbagh, N. (2005). How to structure online discussions for meaningful discourse: A case study. *British Journal of Educational Technology*, 36(1), 5-18.
- Gilmore T., & Barnett C., (1992). Designing the social architecture of participation in large groups to effect organizational change. *Journal of Applied Behavioral Science*, (28), 534-548.
- Githens, R., (2007). Understanding interpersonal interaction in an online professional development course. *Human Resources Development Quarterly*, (18)2, 253-274.

- Goddard, R.D. (2002). A theoretical and empirical analysis of the measurement of collective efficacy: The development of a short form. *Educational and Psychological Measurement*, 93, 467-476.
- Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2004). Collective efficacy beliefs: Theoretical developments, empirical evidence, and future directions. *Educational Researcher*, 33(3), 3-13.
- Gold, S. (2001). A constructivist approach to online training for online teachers. *Journal of Asynchronous Learning Networks*, 5(1), 35-57.
- Gold, A. H., & Arvind Malhotra, A. H. S. (2001). Knowledge management: An organizational capabilities perspective. *Journal of Management Information Systems*, 18(1), 185-214.
- Gordon, J. (2002). *Contemporary viewpoints on teaching adults effectively*. San Francisco: Jossey-Bass.
- Gorder, L. M. (2008). A study of teacher perceptions of instructional technology integration in the classroom. *Delta Pi Epsilon Journal*, 50(2), 63-76.
- Grabovetter, M., (1973), The strength of collective behaviour. *American Journal of Sociology*, 83(6), 44-59.
- Grant, L. K., & Courtoreille, M. (2007). Comparison of fixed-item and response-sensitive versions of an online tutorial. *Psychological Record*, 57 (2), 265-272.
- Grant, R., (1991). The resource-based theory of competitive advantage: Implications for strategy formulation. *California Management Review*, 53, 114-135.
- Gravetter, F. J., & Forzano, L. B. (2012). *Research methods for the behavioral sciences*. Belmont, CA: Wadsworth.
- Griffin, G. A. (Ed.) (1983). *Staff development. Eighty-second yearbook of the National Society for the Study of Education*. Chicago: University of Chicago Press.
- Gubrium, J.F., & Holstein, J.A., (1997). *The new language of qualitative method*. Oxford, UK: Oxford University Press.
- Guskey, T. (2003). What makes professional development effective? *Phi Delta Kappan*, 84(2), 748.
- Guest, G., Bruce, A., & Johnson, L. (2006), How many interviews are enough? *Field Methods*, 18(1), 59-82).

- Guskey, T. R. (1986). Staff development and the process of teacher change. *Educational Researcher*, 15(5), 5-12.
- Guskey, T. R. (2002). Does it make a difference. *Educational Leadership*, 59(6), 45.
- Hage, J. T. (1999). Organizational innovation and organizational change. *Annual Review of Sociology*, 25, 597-622.
- Hall, G. E., & Hord, S. M. (1987). *Change in schools: Facilitating the process*. New York: Suny Press.
- Hartree, A. (1984): Malcolm Knowles' theory of andragogy: A critique. *International Journal of Lifelong Education*, 3 (3), 203-210.
- Haveman, H. A., Rao, H., & Paruchuri, S. (2007). The winds of change: The progressive movement and the bureaucratization of thrift. *American sociological review*, 72(1), 117-142.
- Hawkins Jr, C. H., Gustafson, K. L., & Nielsen, T. (1998). Return on Investment (ROI) for Electronic Performance Support Systems: A Web-Based System. *Educational Technology*, 38(4), 15-21.
- Hess, F. (2004) The politics of no child left behind. *Journal of education*. Retrieved from <http://www.frederickhess.org/5050/the-politics-of-no-child-left-behind>.
- Hilbelink, A. J. (2007). *The effectiveness and user perception of 3-dimensional digital human anatomy in an online undergraduate anatomy laboratory*. PhD diss. dissertation, University of South Florida, Orlando.
- Hillman, D., Willis, D. & Gunawardena, C., (1994). Learner-interface interaction in distance education: An extension of contemporary models and strategies for practitioners. *The American Journal of Distance Education*, 8(2), 30-42.
- Hoffmann, F. & Johnston, J. (2005). Professional development for principals, by principals. *Leadership*, 34(5), 16-20.
- Holzer, E., (2004), Professional development of teacher educators in asynchronous electronic environments: Challenges, opportunities and preliminary insights from practice. *Educational Media International*, 41(1), 51-58.
- Holzer, E. (2004). Professional development of teacher educators in asynchronous electronic environment: Challenges, opportunities and preliminary insights from practice. *Educational Media International*, 41(1), 81-89.

- Howard, B. B., & McColskey, W. H. (2001). Evaluating Experienced Teachers. *Educational leadership*, 58(5), 48-51.
- Huber, G. P. (1991). Organizational learning: The contributing processes and the literatures. *Organization Science*, 2(1), 88-115.
- Huber, G. P., Sutcliffe, K. M., Miller, C. C., & Glick, W. H. (1993). Understanding and predicting organizational change. *Organizational change and redesign: Ideas and insights for improving performance*, 215, 265.
- Hultman, G., & Klasson, A. (1994, June). Learning from change. *In A note on interactive action research, paper presented to the Conference on Learning and Research in Working Life, Lund, June.*
- Illinois New Teacher Collaborative (n.d.) Retrieved June 1, 2013, from <http://intc.education.illinois.edu/resource/rod/illinois-professional-teaching-standards>
- Iyengar, R., Van, d. B., Eichert, J., West, B., & Valente, T. W. (2011). How social networks and opinion leaders affect the adoption of new products. *GfK Marketing Intelligence Review*, 3(1), 16-25.
- Jetton, T., (2004). Using computer-mediated discussion to facilitate preservice teachers' understanding of literacy assessment and instruction. *Journal of Research on Technology in Education*, 36(2), 171-191.
- Johnson, R. D., Hornik, S., & Salas, E. (2008). An empirical examination of factors contributing to the creation of successful e-learning environments. *International Journal of Human-Computer Studies*, 66(5), 356-369.
- Jacobs, G. M., & Farrell, T. S. C. (2001). Paradigm shift: Understanding and implementing change in second language education. *TESL-EJ*, 5, 1.
- Joyce, B., & Showers, B., (1980) Improving inservice training: The message of research. *Educational Leadership*, 5 (37), 379-385
- Jukes, I., McCain, T., & Crockett, L. (2010). *Understanding the digital generation: Teaching and learning in the new digital landscape*. Thousand Oaks, CA: Corwin Press.
- Kanter, R.M., Stein, B.A. & Jick, T.D. (1992) *The Challenge of organizational Change*. New York: Free Press.
- Katz, E. (1963). *The characteristics of innovation and the concept of compatibility*. Paper presented at the Rehovoth Conference on Comprehensive Planning of Agriculture in Developing Countries. Rehovoth, Isreal.

- Kay, R. H. (2006). Developing a comprehensive metric for assessing discussion board effectiveness. *British Journal of Educational Technology*, 37(5), 761-783.
- Keith, D. L. (2011). Principal desirability for professional development. *Academy of Educational Leadership Journal*, 15(2), 95-128.
- Kersten, T. (2008). Teacher hiring practices: Illinois principal's perspective. *Educational Forum*, 72(4), 355-368.
- King, K. P., & Lawler, P. A. (2003). Trends and issues in the professional development of teachers of adults. *New Directions for Adult and Continuing Education*, 2003(98), 5-14.
- Kinnunen, J. (1996). Gabriel Tarde as a founding father of innovation diffusion research. *Acta Sociologica*, 39(4), 431-442. Retrieved from <http://www.jstor.org/stable/4194846>.
- Kirkwood, A. & Price, L. (2005). Learners and learning in the 21st century: What do we know about students' attitude and experiences of ICT that will help us design courses? *Studies in higher education*, 30(3), 257-274.
- Kivlin, J. E., & Fliegel, F. C. (1967). Differential perceptions of innovations and rate of adoption. *Rural Sociology*, 32, 78-91.
- Knirk, F., & Gustafson, K. (1986) *Instructional technology: A systemic approach to education*. New York: Hold, Rinehart, & Winston.
- Knowles, M. S. (1980). *The modern practice of adult learning: From pedagogy to andragogy* (2nd ed.). New York: Cambridge Books.
- Ko, S. & Rossen S. (2004). *Teaching online: A practical guide* (2nd ed.). Boston, MA: Houghton Mifflin.
- Kowalski, T. J. (1988). *The organization and planning of adult education*. New York: SUNY Press.
- Lally, P., & Gardner, B. (2013). Promoting habit formation. *Health Psychology Review*, 7 (1), 137-158.
- Lally, P., Wardle, J., & Gardner, B. (2011). Experiences of habit formation: A qualitative study. *Psychology, Health & Medicine*, 16(4), 484-489.
- Lashway, L. (2002). *Trends in school leadership*.

- LeCompte, M. D., Tesch, R., & Goetz, J. P. (1993). *Ethnography and Qualitative Design in Educational Research*. Waltham, MA: Academic Press.
- Lederman, D. (2013). Growth for online learning. *Inside Higher Ed*.
- Lemme, B. H. (2006). *Development in adulthood* (4th ed.). Boston, MA: Pearson Education.
- Lewin, G. W. (1948). Preface. In G. W. Lewin (Ed.), *Resolving social conflict* (pp. xx). London: Harper & Row.
- Lewis, B. (2002). The effectiveness of discussion forums in online learning. *Brazilian Review of Open and Distance Learning*, 1 (1), , no.1, viewed 5th August 2010, <<http://www.abed.org.br>>.
- Lipponen, L. (2001). *Supporting collaborative with computer: in perspectives of CSCL in Europe*. Retrieved from http://www.euro-cscl.org/site/itcole/D2_1_review_of_cscl.pdf.
- Locke, E. (1982). The ideas of frederick w. taylor: An evaluation. *Academy of management review*, 7(1), 14-24.
- Lovelock, C. H., & Weinberg, C. B. (1984). *Public and nonprofit marketing--cases and readings*. Ephrata, PA: Scientific Press.
- Lowe, G. S. (2004). *Healthy workplace strategies: Creating change and achieving results* (Vol. 8). Kelowna, BC, Canada: Graham Lowe Group Incorporated.
- Lu, L. L., & Jeng, I. (2006). Knowledge construction in inservice teacher online discourse: Impacts of instructor roles and facilitative strategies. *Journal of Research on Technology in Education*, 39(2), 183-202.
- Maag, M. (2004). The Effectiveness of an Interactive Multimedia Learning Tool on Nursing Students' Math Knowledge and Self-efficacy. *Computers Informatics nursing*, 22(1), 26-33.
- Mahajan, V., Muller, E., & Bass, F. M. (1990). New product diffusion models in marketing: A review and directions for research. *Journal of Marketing*, 54(1), 1-26.
- Mahler, A., & Rogers, E. M. (1999). The diffusion of interactive communication innovations and the critical mass: The adoption of telecommunications services by German banks. *Telecommunications Policy*, 23(10), 719-740.
- Mahon, J. (2003, February). Professional development for K-12 reform. *Principal Leadership*, 3(6), 1-53.

- Maltz, M. (1960). *Psycho-cybernetics*. Englewood Cliffs, NJ: Prentice Hall.
- Marra, R. (2004). An online course to help teachers use technology to enhance learning: Success and limitations. *Journal of Technology and Teacher Education*, 12(3), 112-156.
- Marra, R., Moore, J., & Klimczak, A. (2004). Content analysis of online discussion forums: A comparative analysis of protocols. *Educational Technology Research and Development*, 52(2), 23-40.
- Martera-Gutierrez, F. (2002). Instructor interactions in distance education environments. *Journal of Interactive Learning Research*, 13(3), 191-210.
- Martyn, M. A. (2005). Using interaction in online discussion boards. *Learning*.
- Mayadas, F. (1997). Asynchronous Learning Networks: A Sloan Foundation Perspective. *Journal of Asynchronous Learning Networks*. 1, 1.
http://www.aln.org/alnweb/journal/jaln_issue1.htm#mayadas
- McKeown, M. G., & Beck, I. L. (2004). Direct and rich vocabulary instruction. *Vocabulary instruction: Research to practice*, 13-27.
- McKethan, R. N., Kernodle, M. W., Brantz, D., & Fischer, J. (2003). Qualitative analysis of the overhand throw by undergraduates in education using a distance learning computer program. *Perceptual and Motor Skills*, 97(3), 979-989.
- Melody, T., (2013). Bargaining PERA evaluations: What to expect at the table. *Illinois Association of School Boards 2013 Journals*. p.5. Retrieved December 13, 2014.
http://www.iasb.com/journal/j050613_05.cfm
- Merriam, S. (1988). *Case study research in education: A qualitative approach*. San Francisco, CA: Josey Bass.
- Merriam, S. B. (2001). *Andragogy and self-directed learning: pillars of adult learning theory*. In S. B. Merriam (Ed.), *The new update on adult learning theory* (pp.3-14). San Francisco: Jossey-Bass.
- Merriam, S. (2002). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco, CA: Josey Bass.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Meyer, K. A. (2006). The method (and madness) of evaluating online discussions. *Journal of Asynchronous Learning Networks*, 10(4), 83-97.

- Mezirow, J. (1975). *Education for perspective transformation: Women's reentry programs in community colleges*. New York: Center for Adult Education Teachers College, Columbia University.
- Mezirow, J. (1978). Perspective transformation. *Adult Education*, 28(2), 100–110.
- Mezirow, J. (1981). A critical theory of adult learning and education. *Adult Education*, 32, 3–23.
- Mezirow, J. (1990). How critical reflection triggers transformative learning. *Fostering critical reflection in adulthood*, 1-20.
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass.
- Mezirow, J. (1997). Transformative learning: Theory to practice. *New Directions for Adult and Continuing Education*, 74, 5–12.
- Mezirow, J. (1998). On critical reflection. *Adult Education Quarterly*, 48(3), 185-198.
- Mezirow, J. (2000). *Learning as transformation: Critical perspectives on a theory in progress*. San Francisco, CA: Jossey Bass.
- Mintzberg, H., & Westley, F. (1992). Cycles of organizational change. *Strategic Management Journal*, 13(S2), 39-59.
- Mohr, N. (1998). Creating effective study groups for principals, *Educational Leadership*, 55(7), 41-44.
- Moore, M. G. (1994). Editorial: Autonomy and interdependence.
- Moorman, H., & Kennedy, C. (2012). *Coaching*. Retrieved from <http://www.e-lead.org/resources/resources.asp?ResourceID=10> .
- Mytinger, R. E. (1968). *Innovation in local health services: A study of the adoption of new programs by local health departments with particular reference to newer medical care activities* (No. 1664). US Department of Health, Education, and Welfare, Public Health Service, Division of Medical Care Administration.
- National Education Association of the United States. Commission on the Reorganization of Secondary Education. (1928). *Cardinal principles of secondary education: A report of the Commission on the Reorganization of Secondary Education* (No. 35). Govt. print. off..

- Nelson, B. C. (2007). Exploring the use of individualized, reflective guidance in an educational multi-user virtual environment. *Journal of Science Education and Technology*, 16, 83-97.
- Nelson, R. & Winters, S. (1982), *An evolutionary theory of economic change*. Cambridge, MA: Belknap.
- Nguyen, F. (2007). *The effect of an electronic performance support system and training as performance interventions*. PhD diss., Arizona State University, Tempe.
- Norcross, J.C., Krebs, P.M., & Prochaska, J.O., (2011). Stages of change. *Journal of Clinical Psychology*, 67(2), 143-54.
- Norcross, J.C., Mrykalo, M.S., & Blagys, M.D. (2002). Auld lang syne: Success predictors, change processes and self-reported outcomes of New Year's resolvers and nonresolvers. *Journal of Clinical Psychology*, 58 (4), 397-405.
- Norcross, J.C., Ratzin, A.C., & Payne, D. 1989. Ringing in the New Year: The change processes and reported outcomes of resolutions. *Addictive Behaviors*, 14 (2), 205-12.
- Orlikowski, W. J. (1996). Improvising organizational transformation over time: A situated change perspective. *Information Systems Research*, 7(1), 63-92.
- Ozuah, P. (2005). First there was pedagogy and then came andragogy. *Einstein Journal of Biology & Medicine*, 21, 83-87. Retrieved from <http://www.aecom.yu.edu/ejbm>
- Palloff, R, & Pratt, K. (1999) *Building learning communities in cyberspace: Effective strategies for the online classroom*. San Francisco, CA: Jossey-Bass Higher and Adult Education Series.
- Pasmore, W., & Fagans, M., (1992). Participation, individual development, and organizational change: A review and synthesis. *Journal of Management*, 18, 375-397.
- Patton, M. Q., (1990). *Qualitative research evaluation methods (2nd ed.)*. Beverly Hills, CA: Sage Publications.
- Performance Evaluation Reform Act, PERA, (2010). Senate Bill 315; Public Act 96-0861.
- Peters, T., & Waterman, Jr., R. (1984). *In search of excellence: Lessons from america's best-run companies*. New York: Warner Books.

- Pettigrew, A. M. (1997). What is a processual analysis? *Scandinavian Journal of Management*, 13(4), 337-348.
- Pintrich, P. R. (2000). The role of goal orientation in self-regulated learning. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 451-502). San Diego, CA: Academic Press.
- Poirier, C. R., & Feldman, R. S. (2004). Teaching in cyberspace: Online versus traditional instruction using a waiting-list experimental design. *Teaching of Psychology*, 31(1), 59-62.
- Porras, J.I., & Robertson P.J. (1992). Organizational development: theory, practice, research. *Handbook of Organizational Psychology*, 3, 719-822.
- Postman, L., Bruner, J. S., & McGinnies, E. (1948). Personal values as selective factors in perception. *The journal of abnormal and social psychology*, 43(2), 142.
- Rachal, J. (2002). Andragogy's detectives: A critique of the present and a proposal for the future. *Adult Education Quarterly*, 52(3), 210-227. Retrieved from <http://aeq.sagepub.com>
- Radford, A. W. (2011). Learning at a Distance: Undergraduate Enrollment in Distance Education Courses and Degree Programs. Stats in Brief. NCES 2012-154. *National Center for Education Statistics*.
- Ramos, C., & Yudko, E. (2008). "Hits" (not "discussion posts") predict student success in online courses: A double cross-validation study. *Computers and Education*, 50(4), 1174-1182. doi:10.1016/j.compedu.2006.11.003
- Reigeluth, C. M. (Ed.). (1983). *Instructional Design Theories and Models: an overview of the current status*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Rogers, E.M. (1969). *Modernizing among peasants*. New York, NY: Holt, Rinehart, and Winston.
- Rogers, E.M., (1983), *Diffusion of innovations* (3rd ed.). New York: Free Press.
- Rogers, E.M. (1986). *Communication technology: The new media in society*. New York, NY: Free Press.
- Rogers, E.M., (2003), *Diffusion of innovations* (5th ed.). New York: Free Press.
- Rossmann, G. B., Corbett, H. D., & Firestone, W. A. (Eds.). (1988). *Change and effectiveness in schools: A cultural perspective*. New York: SUNY Press.

- Rooney, J. A., Gottlieb, B. H., & Newby-Clark, I. R. (2009). How support-related managerial behaviors influence employees: An integrated model. *Journal of Managerial Psychology, 24*, 410-427.
- Roulston, K. (2010). *Reflective interviewing: A guide to theory and practice*. Los Angeles, CA: Sage.
- Rovai, A. P. (2003). Strategies for grading online discussions: Effects on discussions and classroom community in Internet-based university courses. *Journal of Computing in Higher Education, 15*(1), 89-107.
- Ryan, G. W., & Bernard, H. R. (2003). Techniques to identify themes. *Field Methods, 15*(1), 85-109.
- S. 0007, Illinois Senate (2011)
- Saito, H., & Miwa, K. (2007). Construction of a learning environment supporting learners' reflection: A case of information seeking on the Web. *Computers & Education, 49*, 214-229.
- Salmon, G. (2002). Approaches to researching teaching and learning online. In *Networked learning: Perspectives and issues* (pp. 195-212). London: Springer London.
- Sandberg, Å. (1992). *Technological change and co-determination in Sweden*. Philadelphia, PA: Temple University Press.
- Schnitman, I. (2007). *The dynamics involved in Web-based learning environment (WLE) interface design and human-computer interactions (HCI): Connections with learning performance*. ProQuest.
- Schmeckle, J. M. (2003). Online training: An evaluation of the effectiveness and efficiency of training law enforcement personnel over the Internet. *Journal of Science Education and Technology, 12*(3), 205-260.
- Schein, E. (1985). *Organizational culture and leadership: A dynamic view*. San Francisco, CA: Jossey-Bass.
- Schön, D. (1971). *Beyond the stable state*. New York: Random House.
- Schulte, R. (2003). Discussions in cyberspace: Promoting interactivity in an asynchronous sociology course. *Innovative Higher Education, 28*(2), 107-118.
- Schwandt, T. A. (2007). The Sage dictionary of qualitative inquiry. Retrieved from http://www.onlinecef.net/file.php/1/CEF_Resources/Research%20%20Method/CRITICAL_ETHNOGRAPHY%5B1%5D.pdf

- Senge, P. (1990), The leader's new work: Building learning organizations. *Sloan Management Review*, 32, 7-23.
- Shalley, C.E., & Perry-Smith, J. E. (2001). Effects of social-psychological factors on creative performance: The role of informational and controlling expected evaluation and modeling experience. *Organizational Behavior and Human Decision Process*, 84, 1-22.
- Shelton, S. (2011). Strong leaders strong schools: 2010 school leadership laws. Retrieved from <http://www.wallacefoundation.org/knowledge-center/school-leadership/state-policy/Pages/Strong-Leaders-Strong-Schools-2010-School-Leadership-Laws.aspx>.
- Shen, P. D., Lee, T. H., & Tsai, C. W. (2007). Applying Web-enabled problem-based learning and self-regulated learning to enhance computing skills of Taiwan's vocational students: A quasi-experimental study of a short-term module. *Electronic Journal of e-Learning*, 5, 147-156.
- Sheth, J. N. (1968). Perceived risk and diffusion of innovations. In J. Arndt (Ed.), *Insights into consumer behavior*. Boston: Allyn and Bacon; pp. 173-188.
- Silverman, D. (1993). *Interpreting qualitative data. Methods for analysing talk, text and interaction*. London: Sage Publications.
- Silverman, S. & Casazza, M. (2000) *Learning and development: Making connections to enhance teaching*. San Francisco: Jossey-Bass.
- Soller, A.L. (2001). Supporting social interaction in an intelligent collaborative learning system. *International Journal of Artificial Intelligence in Education*, 12(1), 40-62.
- Sorensen, E., Takle, E. (2002), Collaborative knowledge building in web-based learning: Assessing the quality of dialogue. *International Journal on E-Learning* (1)1 28-32.
- Sorensen, E. K., & Takle, E. S. (2005). Investigating knowledge building dialogues in networked communities of practice. A collaborative learning endeavor across cultures. *Interactive Educational Multimedia: IEM*, (10), 50-60.
- Sparks, D. (2000). *Make principal development a priority. Results*. Retrieved from <http://www.nsd.org/library/publications/results/res4-00sparks.cfm>
- Sparks, D., & Hirsh, S. (2000). *A National Plan for Improving Professional Development*.

- Sparks, D. (2002). *Designing powerful professional development for teachers and principals*. Oxford, OH: National Staff Development Council.
- Sparks, D., & Loucks-Horsey, S. (1990). *Five models of staff development*. Oxford, OH: National Staff Development Council.
- Stakes, R. E. (2007). *Reconsidering generalization and theory in case study research*. Paper presentation at the Annual Meeting of the American Research Association, Chicago, IL.
- Stanley, O., (2006). A comparison of learning outcomes by 'in-course' evaluation techniques for an online course in a controlled environment, *The Journal of Educators Online*, 3 (2), 1-16.
- Staples, A., Pugach, M. C., & Himes, D. J. (2005). Rethinking the technology integration challenge: Cases from three urban elementary schools. *Journal of Research on Technology in Education*, 37(3), 285-311.
- Stein, M., Smith, M., & Silver, E. (1998). Mathematics reform and teacher development: A community of practice perspective. In J. Greeno and S. Goldman (Eds.) *Thinking practices in mathematics and science learning* (pp. 17-52). Mahwah, NJ: Erlbaum.
- Stigler, J W., & Hiebert, J. (2004). Improving mathematics teaching. *Educational Leadership*, 61 (5), 12-17.
- Strauss, A. L. (1981). *Psychiatric ideologies and institutions* (2nd ed.). New York: Wiley.
- Strauss, A., & Corbin, C. (1998). *Basics of qualitative research. Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: publisher??.
- Strauss, W., & Howe, N. (1991). *Generations: The history of America's future, 1584 to 2069*. New York: Morrow.
- Sutton, Leah A. (2001). The principle of vicarious interaction in computer- mediated communications. *International Journal of Educational Telecommunications*, 7(3), 223-242.
- Szabo, M. (2002, June). Educational reform as innovation diffusion: Development of a theory and test of a model using continuing professional development and instructional technology. *In Informing Science conference, June, Cork, Ireland*. Retrieved May 18, 2005.

- Tschannen-Moran, M., & Woolfolk Hoy, A. (2002, April). The influence of resources and support on teachers' efficacy beliefs. *In annual meeting of the American Educational Research Association, New Orleans, LA.*
- The National Center for Fair & Open Testing. (n.d.). Retrieved June 23, 2015, from <http://www.fairtest.org>
- Taylor, F. (1911). *The principles of scientific management*. Retrieved from <http://www.gutenberg.org/cache/epub/6435/pg6435.html>
- Tennant, M., & Pogson, P. (1995). *Learning and Change in the Adult Years: A Developmental Perspective. Jossey-Bass Higher and Adult Education Series. Jossey-Bass Social and Behavioral Service Series.*an Francisco, CA: Jossey-Bass Inc.
- Tetenbaum, T. J. (1998). Shifting paradigms: From Newton to chaos. *Organizational Dynamics*, 26(4), 21-32.
- Tselios, N., Avouris, N., Dimitracopoulou, A. & Daskalaki, S. (2001). Evaluation of distance-learning environments: impact of usability on student performance. *International Journal of Educational Telecommunications*, 7(4), 355-378.
- Tucker, P. D., & Stronge, J. H. (2005). *Linking teacher evaluation and student learning*. Waltham, MA: ASCD.
- Usdan, M., McCloud, B., & Podmostko, initial?. (2000). *Leadership for student learning: Reinventing the principalship*. Washington, D.C.: Institute for Educational Leadership.
- U.S. Department of Education., Office of Planning, Evaluation, and Policy Development. (2010). *Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies*. Washington, D.C. : author.
- U.S. Department of Education. (2009). *Race to the top*. Retrieved from <http://www2.ed.gov/programs/racetothetop/index.html>.
- U.S. Department of Education. (2001).No child left behind. <http://www2.ed.gov/nclb/landing.jhtml>.
- Valente, T. W. (1995). *Network models of the diffusion of innovations*. Cresskill, NJ: Hampton Press.

- Valente, T. W. (2005). Network models and methods for studying the diffusion of innovations. In: P. J. Carrington, J. Scott, and S. Wasserman (Eds.), *Models and methods in social network analysis* (pp. 98-116). Cambridge: Cambridge University Press.
- Valente, T. W. (2012). Network interventions. *Science*, 337(6090), 49-53.
- Valente, T. W., & Rogers, E. (1995). The origins and development of the diffusion of innovation paradigm as an example of scientific growth. *Science Communication: An Interdisciplinary Social Science Journal*, 16(3), 238-69.
- Van de Ven, A. H., & Poole, M. S. (1995). Explaining development and change in organizations. *Academy of Management Review*, 20(3), 510-540.
- Van de Ven, A. H., & Poole, M. S. (2005). Alternative approaches for studying organizational change. *Organization Studies*, 26(9), 1377.
- Vonderwell, S. (2003). An examination of asynchronous communication experiences and perspectives of students in an online course: A case study. *Internet and Higher Education*, 6(1), 77-90.
- Wang, K. H., Wang, T. H., Wang, W. L., & Huang, S. C. (2006). Learning styles and formative assessment strategy: Enhancing student achievement in web-based learning. *Journal of Computer Assisted Learning*, 22, 207-217.
- Watzlawick, P., Weakland, J. & Fisch, R. (1974). *Change: Principles problem formulation and problem resolution*. New York: Norton.
- Wasson, B. (2007). Design and use of collaborative network learning scenarios: the DoCTA experience. *Educational Technology & Science*, 10(4), 3-16. Retrieved from http://www.ifets.info/download_pdf.php?j_id=37&a790 [4th January 2009]
- Wenger, E. (1998). *Communities of practice: Learning as a social system*. Cambridge, UK: Cambridge University Press.
- Wlodkowski, R. J. (2003). Accelerated learning in colleges and universities. *New Directions for Adult and Continuing Education*, 2003(97), 5-16.
- Wood, W., Quinn, J.M., & Kashy, D.A. (2002). Habits in everyday life: Thought, emotion and action. *Journal of Personality and Social Psychology*, 83 (6), 1281.
- Woolfolk, A. & Hoy, W. (1990). Prospective teachers' sense of efficacy and beliefs about control. *Journal of Educational Psychology*, 82, 81-91.

- Wright, R.E., Palmer, J.C. & Kavanaugh, D.C. (1995). The importance of promoting stakeholder acceptance of education innovations. *Education, 115*(4), 628-632.
- Yang, Y. and Cornelius, L.F. (2004). *Students' perceptions towards the quality of online education: A qualitative approach*. Published proceedings of the Association for Educational Communications and Technology Conference, Chicago, IL.
- Zhang, D. (2005). Interactive multimedia-based e-learning: A study of effectiveness. *The American Journal of Distance Education, 19*(3), 149-162.
- Yang, Y., & Cornelious, L. F. (2005, Spring). *Online Journal of Distance Learning Administration, 8*. 1 Need volume and pages.
- Zaltman, G., Duncan, R., & Holbek, J., (1973). *Innovations in organizations*. New York: name of publisher
- Zaltman, G., Duncan, R., Holbek, J., (1973). *Innovations in Organizations*. New York.
- Zhao, Y. (2009). *Catching up or leading the way: American education in the age of globalization*. Alexandria, VA: ASCD.

APPENDIX A
Eligibility Screening Survey

Alias _____ Date/Time _____

1. Which best describes your years of experience as an administrator
 - θ principal with 1-2 years of experience;
 - θ principal with 3-5 years of experience; and
 - θ principal with 6 or more

2. How would you describe the size of your school?
 - Number of certified staff _____
 - Number of students _____

3. Which type of community best describes the location of your school?
 - θ Urban
 - θ Suburban
 - θ Rural
 - θ Other

4. Does your administrative team consisting of an assistant principal or other administrators who may conduct teacher observations and evaluations? Please describe.

5. Which best describes the level of your school?

Elementary

Middle

High school

Other configuration _____

6. Which generational cycle best describes you?

Baby Boom Generation (1943–1960)

Generation X (1961–1981)

Millennial Generation (1982–2004)

7. What is your experience with online learning?

APPENDIX B

Interview Questions

15. After participating in the 30+ hours of the online training that you were required to successfully complete to evaluate teachers, what were the components of the lessons that were beneficial to your learning? What were components of the lessons that were not beneficial to your learning? Can you name the components and describe the benefits?
16. The online training lessons consisted of informational slides, audio commentary, practice assessments, video samplings, hard copy resources, and final assessments. How did these instructional activities and approaches contribute to your learning? Can you share some examples of how the lessons contributed to your learning?
17. How would you describe your engagement with the lessons and activities of the online training? How did your familiarity with technology and/or online learning complement your experience?
18. The goal of the online modular training was to establish “inter-rater reliability” in teacher evaluations. Tell me how the training taught and assessed your “inter-rater reliability” competency. How were the learning outcomes and objectives useful in your observation and evaluation practice?
19. How would you describe the level of support you received from the online training modules and “downloadable” resources (accompany each module) regarding the implementation of the new teacher evaluation system?
20. After participating in the online modular training, how well did the training prepare you for implementing the new observation system? Do you have the required knowledge and competencies to appraise teachers? Did you receive adequate training to perform the job? Please explain.
21. Overall, how comfortable do you feel observing and providing feedback to teachers? Specifically, coding and analyzing classroom observation; obtaining samples of classroom artifacts; and evaluating teachers in general. How prepared are you to successfully complete teacher observation and evaluation as prescribed by the training?
22. How would you describe the level of support you received from your school or school district regarding the implementation of the new teacher evaluation system?

23. To the best of your knowledge has your school or school district invested new or existing resources (including human resources) into implementation of the new teacher evaluation system? Resources include, but are not limited to, personnel, technology, and services from external contractors.
24. What is being done in your school or district to ensure the optimal implementation of the new teacher evaluation system? Can you share some examples from both year one and year 2?
25. In comparison to your previous teacher observation system, how would you rate the current (new) system? Specifically, the observation system's ease of use; intuitiveness; and usefulness for providing guidance for teacher growth.
26. How accurate is the district's system for assessing teachers? Does your district's system for assessing teachers generate assessments that help provide individual feedback and design professional development?
27. In general, what kind of an effect do you think the new teacher evaluation system has had on your school? Specifically, does your district's system for assessing teachers fit well with other school/district initiatives?
28. Does the district's system for assessing teachers help improve student achievement? How? Please describe.
29. How does the new teacher evaluation system contribute to your understanding of specific pedagogical practices that need to take place within the classroom environment?
30. How does the new teacher evaluation system influence your expectation of teaching and learning instructional practices that should take place in the classroom environment? Can you share some classroom expectations that you acquired as a result of the new teacher evaluation system?
31. How does the new teacher evaluation system influence your discussions with teachers regarding pedagogical practices in their classroom environment? Can you give me some examples of recent discussions?
32. Would you like to add anything else regarding our discussion that will help my understanding in your experience with the online modular training the implementation of the new teacher observation and evaluation initiative, and the impact of the training and/or new teacher observation and evaluation program on pedagogical practices at your school?

APPENDIX C

Consent to Participate in Research

Project Title: A Study of Online Professional Development for Principals as the Course for Statewide Change Efforts

Researcher: Casimer F. Badynee

Faculty Sponsor: Dr. Daniel Gutmore

Introduction:

You are being invited to participate in a research study being conducted by Casimer Badynee for his dissertation, under the supervision of Dr. Daniel Gutmore in the Department of Educational Leadership, Management, and Policy at Seton Hall University, NJ.

You are being asked to participate in this study because you are a practicing administrator in Illinois and you have completed the online teacher evaluator modules *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules* (2011) as required by Illinois law.

Please read this form carefully and feel free to ask questions that you may have before deciding whether to participate in this study.

Purpose:

The purpose of this study is to examine the Illinois Performance Evaluation Reform Act of 2010 requiring public school administrators to successfully complete forty online hours of modular training and pass a series of online assessments in order to participate in the teacher evaluation process. Specifically, to evaluate what degree did the mandated professional development for principals, *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules Teacher Evaluator Modules* (2011) influence evaluative practices and indirectly influence the teaching-learning process.

Please read this form carefully and ask questions of the researcher you wish before agreeing to participate in this study. You may contact the researcher at 847 398-4292.

Procedure:

If you agree to be in this study, you will be asked to:

- Participate in a 45-minute to 60-minute interview about your experience as a participant in the online modular training: *Growth Through Learning: Illinois Performance Evaluation Teacher Evaluator Modules Teacher Evaluator Modules* (2011). A follow-up individual interview of 30 minutes may also be a part of the research process if necessary. At the interview, you will be asked

to sign a “Consent to Participate in Research” letter. The interview will be audio-taped and transcribed. Throughout the interview your responses will be checked for accuracy. You will have the opportunity to suggest revisions to the transcript, if necessary. Once the transcript is in a final stage, all identifiers will be removed.

Risk/Benefits:

There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life.

There are no direct benefits to your participation; however, it is hoped that this student will add to the body of research in leadership, education, and professional development. Additionally, it is hoped that the information learned in this study will benefit current and future professional development for administrators.

Confidentiality:

In order to guarantee that all information subjects provide remains confidential the researcher will guarantee a level of anonymity so that no one will ever be able to link the data with the individual.

The interview will not refer to the interviewee by name or initials at any time within the research. Instead, the interviewee’s name will be assigned an alias that will be used to identify subjects throughout the entire study. The interviewer will also share notes with the interviewee after the notes have been typed. At any time, the interviewee has the right to remove any quotes or comments that they do not recorded or can clarify any statements as needed without consequences.

All responses will remain confidential. All data will be analyzed/coded using the assigned alias. Individual names will not be mentioned in the final writing.

The audio tape recordings of the interview will be kept in a locked file in the researcher’s home. The interviews will be recorded using either a CD or USB memory key.

Recordings, analysis, and coded keys will be destroyed three years after the submission of final review. During the study, only the researcher will have access to research records.

Voluntary Participation

Participation in this study is voluntary. Participants may decide not to participate in this research study. Even if the participant decides to participate in the semi-structured survey, he or she may elect not to answer a specific question and/or withdraw from participation in the study at any time without penalty or loss.

Contacts and Questions:

If you have questions about this research study, please contact:

Caz Badynee (casimer.badynee@student.shu.edu)

Dr. Daniel Gutmore (gutmorda@shu.edu)

Statement of Consent:

Your signature below indicates that you have read the information provided above, have had an opportunity to ask questions, and agree to participate in this research study. You will be given a copy of this form to keep for your records.

Principal's Signature

Date

Researcher's Signature

Date