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Transforming Educator Instructional Practice in Pennsylvania Secondary Schools Through the Addition of Teacher-Specific Student Achievement Data as a Component of Teacher Evaluation

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TRANSFORMING EDUCATOR INSTRUCTIONAL PRACTICE IN PENNSYLVANIA SECONDARY SCHOOLS THROUGH THE ADDITION OF TEACHER-SPECIFIC STUDENT ACHIEVEMENT DATA AS A COMPONENT OF TEACHER EVALUATION

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Title: Transforming Educator Instructional Practice in Pennsylvania Secondary Schools Through the Addition of Teacher-Specific Student Achievement Data as a Component of Teacher Evaluation

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Supervision through evaluation is effective if it has a positive impact on teacher performance and student achievement (Danielson, 2001; Marzano, Frontier, & Livingston, 2011; Tucker & Stronge, 2005; Wright, Horn, & Sanders, 1997). The purpose of this study was to examine teacher and administrator perceptions of how the addition of student achievement data as a component in teacher evaluation in the Pennsylvania Educator Effectiveness System motivated self-reflection and change in teacher practice. The general question framing the study was how teachers and administrators perceive changes in teacher instructional practice and motivation based on the influence of student performance data in teacher evaluation using the Pennsylvania Educator Effectiveness System. Teacher evaluation systems provide an instrument for feedback enabling teachers and administrators to reflect on teaching practices geared to improving instruction; a central reason for teacher evaluation is improving performance (Tucker & Stronge, 2005). The evaluation of a teacher is a transformational process designed to improve a teacher's planning and preparation, instruction, classroom environment, and professional development. Research findings from teacher participant interviews and supported by administrator participant responses suggested that teacher-specific student performance data in evaluation transformed teacher instructional

practice, motivation and self-reflection consistent with Mezirow's (1994) phases of Transformational Learning Theory. All teacher and administrator participants, 100% of respondents, agreed that student achievement should be a component in teacher evaluation. Ninety-five percent disagreed with the method Pennsylvania utilized to provide the student growth data for teachers. That made the fact that all participants supported the idea of student achievement in evaluation, even though they overwhelmingly showed distain for the current method of calculating student achievement, more valuable.

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THE PROBLEM

Teacher evaluation systems provide an instrument for feedback enabling teachers and administrators to reflect on teaching practices geared to improving instruction; a central reason for teacher evaluation is improving performance (Tucker & Stronge, 2005). The evaluation of a teacher is a transformational process designed to improve a teacher's planning and preparation, instruction, classroom environment, and professional development. However, school districts and teachers lack evidence that concludes classroom observations are effective at improving instruction; and, more importantly, lack evidence that student performance data influence teacher practice.

Supervision through evaluation is effective if it has a positive impact on teacher performance and student achievement (Danielson, 2001; Marzano, Frontier, & Livingston, 2011; Tucker & Stronge, 2005; Wright, Horn, & Sanders, 1997). Districts and teachers need to know what students gain from policies aimed at strengthening teaching practice and the effects on teachers and administrators of implementing evaluation that incorporates student achievement data.

To that end, Pennsylvania recently (2013) instituted the Pennsylvania Educator Effectiveness Model combining Charlotte Danielson's Framework for Teaching, building-level student performance data, teacher-specific student performance data, and teacher-created student learning objectives (SLO) to arrive at a teacher rating. This system is designed to encourage professional collaboration and self-reflection to transform teaching practice.

Pennsylvania has supported the Charlotte Danielson Framework, among other models, as a recognized evaluation model since 1996 (Danielson Group, 2013). According to Dr. Carla Claycomb, PSEA Director of Education Services, Danielson's model was the predominant model in use and adopted (C. Claycomb personal communication, June 9, 2014), House Bill 1901, Act 82 of 2012, outlined the Danielson Framework as the primary evaluation tool for Pennsylvania (HB1901, 2012). In the past, Pennsylvania permitted districts to use one of many evaluation tools (Danielson, Marzano, Hunter, Goldhammer, as examples) to evaluate teachers on a district by district basis, but House Bill 1901 changed that in the state's effort to improve the practice of teaching throughout the Commonwealth by standardizing teacher evaluation. Several studies advocated for this change including The Widget Effect Report (2009) a research study that stated over 99% of all teachers were rated satisfactory even though student performance showed much lower success rates; The Measures of Effective Teaching (MET) Report (2012), from the Bill and Melinda Gates Foundation, discussed findings about the components of a high-quality observation system; and the Federal Race to the Top Program (2012) where President Obama signed the American Recovery and Reinvestment Act (ARRA) that provided $4.35 billion for education innovation. The Race to the Top Grant was awarded to states that demonstrated success in raising student achievement and improving teacher and principal evaluation (Pennsylvania, 2012).

The pursuit of federal money initially drew Pennsylvania into the program examining teacher evaluation. Pennsylvania was awarded $41,326, 299.00 through the federally-funded Race to the Top grant program joining 22 other states that received funds, with PA's primary focus being the statewide implementation of a new teacher

evaluation system (PA, 2011). In addition, Pennsylvania and the Pennsylvania State Education Association (PSEA) participated in the Gates Project (MET Research) and stated, "PSEA supports strengthening Pennsylvania's system of teacher evaluation. When assessment is a component of teacher evaluation, multiple measures of student learning must be used" (PSEA, 2014). PSEA also acknowledged that "it is clear that the enthusiasm for value-added analysis [student performance data] among policymakers at all levels of government, and among private foundations…have driven value-added analysis to the forefront of the nation's educational reform agenda" (PSEA, 2012). With the Danielson Model already in use in Pennsylvania, lawmakers adopted it as the primary evaluation tool, and the Educator Effectiveness Model that combined Danielson's Framework with value-added student performance data became law.

The purpose of this study is to examine teacher and administrator perceptions of how the addition of student achievement data in teacher evaluation in the Pennsylvania Educator Effectiveness System motivates self-reflection and change in teacher practice.

Research Behind the Pennsylvania Model

The object of a teacher evaluation process is to improve student achievement and strengthen professional development. "Positive changes in student outcomes are the ultimate measure of professional development. Teacher learning should be driven by identified gaps between goals for student learning and the actual student performance" (Hawley & Valli, 1999, p. 12). Formal teacher evaluation functions as a transformational instrument to support teacher growth. The inclusion of student achievement data in teacher evaluation is occurring across the United States as states endeavor to increase the number of measures of teacher performance. This movement is supported by research

resulting from the Measures of Effective Teaching Project (MET) (2012, 2013) which examined a study in Cincinnati Public Schools (Holtzapple, 2003); a study in Chicago public schools (Sartain, 2009); and a multi-year study investigating the validity of teacher evaluation in Cincinnati, OH; Los Angeles, CA; Reno/Sparks, NV; and Coventry, RI (Heneman, 2006). Through MET research, consistent findings emerged, particularly, combining teacher's evaluations using multiple observations, incorporating student achievement data, and using highly trained observers correlated to increased student achievement (Heneman, 2006; Holtzapple, 2003; MET, 2013). MET findings formed a foundational basis for state departments of education and state legislators to examine multiple measures of teacher performance. The Council of the Great City Schools (2007) reported, "Low expectations for student performance, fractured professional development, poor use of data to inform instructional decision-making, and an accountability system all contributed to ineffective instruction" (p. 8). Consistent with MET findings, the Council of Great City Schools recommended an increase in the use of student achievement data in all staff evaluation processes (Schools, 2007).

In the Thompson School District in Colorado, the Alexandria (VA) City School District, and all Tennessee public school districts, student data were included as components of teacher evaluation (Tucker & Stronge, 2005). Tennessee pioneered the statewide approach in using student performance data in teacher evaluation (Tucker & Stronge, 2005). Based on the those models, the Cleveland Teachers Union implemented a new evaluation system in all schools for the 2012-2013 school year that incorporated professional standards and student performance (Jackson, 2012). New York Public Schools prepared for changes following the passage of a new law that requires "every

public school teacher to be evaluated and given a score at year's end reflecting how she or he performed in the classroom and how the students progressed and scored on standardized tests" (Thompson, 2012). The use of student performance data in teacher evaluation is becoming increasingly widespread, yet little research related to how student performance data improve teacher practice exits; the emphasis here will examine Pennsylvania teacher practice and student achievement.

Problem Statement

The teacher evaluation process in Pennsylvania, the focus of this study, has undergone a comprehensive restructuring that began in 2010. Its foundation is Charlotte Danielson's *Framework for Professional Practice*, an evaluation tool previously supported by Pennsylvania and used in the majority of school districts (C. Claycomb, personal communication, June 9, 2014). According to both the Pennsylvania State Education Association (PSEA) and Pennsylvania Department of Education (PDE), the new process will evenly factor both classroom observation and student performance. The model uses Danielson's observation components including the four Domains: preparation and planning, instruction, classroom environment, and professional development. Along with these observation components, student performance components including scores from standardized tests, graduation rates, student growth data and attendance rates will be a factor in determining teacher practice (Pennsylvania, 2012). This study will address Domains 1 and 4, planning and preparation, and professional development because of the Pennsylvania Educator Effectiveness. While domains 2, classroom environment, and 3, instruction, are important, the focus here is on domains 1 and 4. Planning, preparation and professional development (domains 1 and 4) are the "offstage" components of

teacher practice; they are the behind-the-scenes teacher driven components of teaching (Danielson, 2011). Domains 2 and 3 are the "on-stage" components subject to external factors and are more student driven components of teaching (Danielson, 2011). Changes to the domains happen from efforts in planning, preparation and professional development, those changes results are then seen in the instruction and environment. Research (Mezirow, 1994; Taylor, 2007) supported the notion that significant learning requires reflection of practice and then changing practices to improve based on the reflection, which is central to domains 1 and 4. Therefore, the focus of this examination will concentrate on Domains 1 and 4.

Teacher evaluation is designed to transform teaching performance by providing feedback on teacher practice and ultimately improving teaching practice allowing teachers to self-reflect on the data provided through evaluation. The transformational element of teacher evaluation suggests that a teacher with a sub-standard score can more effectively focus planning, preparation time, and more closely examine professional development opportunities to strengthen teaching practice. Learning is defined as "the societal process of constructing and appropriating a new or revised interpretation of the meaning of one's experience as a guide to action" (Mezirow, 1994, p. 222). Teachers, learners themselves, interpret and reinterpret their teaching experience, and the teacher evaluation process serving to allow teachers to make meaning from their teaching and, therefore, learn. Adult learning is a process different from children's learning in certain ways; research suggests that adult learning is voluntary (choice), self-directed, experimental, and collaborative (Taylor & Cranton, 2012). Research by Heneman, Milanowski, Kimball and Odden (2006) examined whether teachers who were consistent

with the use of Danielson's Framework had students who achieved higher competencies on standardized tests; results indicated weak correlations in both reading and math, despite being inconclusive, Pennsylvania adopted the Danielson Framework statewide because the majority of districts were already using the model. The Pennsylvania Department of Education now uses student performance data to increase evaluation's ability to transform teacher planning, preparation and professional development.

Trust in Evaluation

Many teachers express little trust in teacher evaluation ratings; teachers want to receive the highest rating as they believe rating can affect career but often believe the higher ratings are reserved for friends or protégés of administrators and do not believe they can attain the highest rating regardless of effort (Marzano et al., 2011). The cycle of repeated failure becomes part of the belief systems for both students and teachers which may result in the belief that if low marks were received in the past those are expected in future evaluation (Black & Wiliam, 1998; Marshall, 2009; Marzano et al., 2011). This concept links to "locus of control" which refers to the extent to which individuals believe that they can control events affecting them (Rotter, 1966). Teachers with an "internal locus of control" believe that their success or failure is a result of the effort they invest in perfecting their craft. Teachers with an "external locus of control" believe that their successes or failures result from factors beyond their control, such as luck, fate, chance or other people (Sunbul, 2003). Maslach and Jackson's (1981) "burnout model" suggested a reduced sense of personal accomplishment experienced from decreased competence and achievement and a propensity to self-evaluate work performance negatively based on the input of others. This concept affects teachers and administrators perceptions of

evaluation. Teachers have their own view of good practice, and teachers can only guess at the values and assumptions about good teaching held by administrators or observers (Marzano et al., 2011). It was the intent of both the Pennsylvania legislators and Department of Education to use multiple measures of teacher assessment to addresses these concerns. The Pennsylvania Model for Educator Effectiveness, as delineated in Act 82 of House Bill 1901, outlines the Danielson Framework Domains, Building Level Data, Teacher Specific Data, and Elective Data that comprises the performance data component of the new evaluation program as shown in Figure 1 (Barnaby, 2012). To improve student achievement, teacher practice must transform in selection, preparation, professional learning, and evaluation (NEA, 2011).

Evaluation using student achievement has the capacity to improve the standard of accountability and growth for teachers and administrators by providing a better

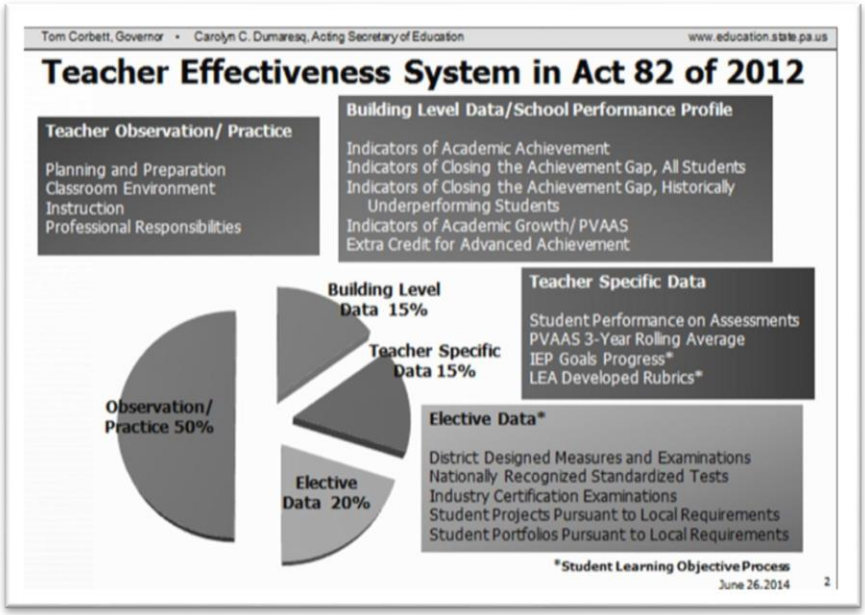


Figure 1. Pennsylvania Educator Effectiveness System components, copyright Pennsylvania Department of Education 2014, used with permission.

educational experience for students and meeting the quantifiable demands of teacher evaluation.

A definitive theory of teacher evaluation still eludes the field of education, but the most common form of teacher evaluation is observation as a means of direct measure of teaching practice; however, the relationship between scores on classroom observation instruments and student achievement is limited (Lane & Horner, 2010). Single-measure forms of evaluation have been criticized with research indicating that narrative evaluation provided insufficient information about the criteria against which teachers were evaluated; standardized evaluation systems (like Danielson's Framework) were deemed more desirable (Marzano et al., 2011). Opposite of those findings, contradictory research indicates teachers generally do not receive meaningful feedback on their instructional practice: there was no narrative; they had little guidance about what was expected of them, and teacher evaluation systems did not differentiate among high- and low-performing teachers (Sartain et al., 2011). Again, evidence that single-measure evaluation does not provide an accurate description of teacher practice exists, however, evidence from research that adding student performance data improves teacher practice is limited.

Little research exists concerning teacher and administrator perceptions on the content and processes of the Pennsylvania Educator Effectiveness System focusing solely on subsequent teacher planning, preparation and professional development when student performance data is included. The initial Pennsylvania Educator Effectiveness pilot study to revise and improve Pennsylvania's teacher evaluation system used a small sample by including only three of the 500 school districts (Pennsylvania, 2012).

Allentown School District (an urban district), Cornell School District (a Pittsburgh suburban district) and Mohawk School District, on the far western boarder of Pennsylvania, served as pilot sites implementing the Educator Effectiveness evaluation. The sample did not represent the vast differences in districts across the Commonwealth, yet became the standardized system of evaluation for every teacher in every district. In short, in the fall of 2014, teachers saw for the first time, teacher evaluation that included student performance data. Limited data from other states preceded Pennsylvania's change, but the perceptions of teachers and administrators are necessary to determine how these measures transform teacher practice. After all, this evaluation change was designed to improve teaching in the state.

Research Questions

The purpose of this study is to examine teacher and administrator perceptions of how the addition of student achievement data in teacher evaluation in the Pennsylvania Educator Effectiveness System motivates self-reflection and change in teacher practice. The general question framing the study is "How do teachers and administrators perceive changes in teacher instructional practice and motivation based on the influence of student performance data in teacher evaluation using the Pennsylvania Educator Effectiveness System?" That general question subsumes several related questions:

1. How do teachers perceive the addition of student performance data used as a measure of their instructional effectiveness?
2. How do teachers perceive the inclusion of student performance data in teacher evaluation in transforming their own motivation, self-reflection and instructional practice to improve student performance?

3. How do administrators perceive teacher motivation in response to the inclusion of teacher-specific student performance data as an indicator of teacher effectiveness?
4. How do administrators perceive the inclusion of student performance data in teacher evaluation in transforming teacher self-reflection and teacher instructional practice to improve student performance?

Research Design

A hybrid interpretive-comparative case study approach utilizing teacher and administrator personal interviews, observation documentation and acrhival records to identify how teachers perceive evaluation's degree of transformation in teacher practices. The case study method allows for retention of the holistic and meaningful characteristics of real-life events, in this case, teacher evaluation (Yin, 2009), while the interpretive approach provides a deep insight into "the complex world of lived experience from the point of view of those who live it" (Schwandt, 1994, p. 118).

This interpretive-comparative case study will draw from multiple sources including direct interviews, and teacher-specific student performance documents to determine if teacher transformation results from evaluation in four Pennsylvania school districts. Themes from teacher instructional practice perceptions, teacher motivation, teacher self-reflection and administrator perceptions will emerge concerning the use of the Pennsylvania Educator Effectiveness System's teacher-specific student achievement data and their influence on teacher practice and student achievement.

To strengthen comparison four districts were selected for participation in the study having similar characteristics with regard to demographics, location, junior-senior high building configuration, and actively desire to improve teacher effectiveness.

The sample for this study will be selected from four participating district's secondary teachers who participated in the Pennsylvania Educator Effectiveness System teaching in disciplines that trigger state standardized Pennsylvania System of School Assessment (PSSA) tests and Pennsylvania Keystone Exams (those include teachers teaching: 7th grade math, 7th grade reading/language arts, 8th grade math, 8th grade reading/language arts, biology, algebra, and high school literature).

The methodology for this study involves triangulating teacher interviews comparing narratives from different teachers and teachers from different districts; examining Pennsylvania Department of Education teacher-specific student performance data; and interviewing administrators to provide a detailed description of the Educator Effectiveness Models influence regarding the use of student achievement data.

Significance of the Study

The study of teacher evaluation influences schools at every grade level and in all locations. Hall and Hord (1987) noted that in order for schools to improve, teachers must change. Through their fourteen years of research at the elementary, secondary and college level, they concluded if students are to have the largest cognitive gains, the teacher instruction is paramount; the most significant way to improve schools is through improving the instructional practices of teachers. (Hall & Hord, 1987.)

While each district may have had individual nuances in teacher evaluation, the newly standardized evaluation system Pennsylvania mandated with the Educator Effectiveness System provides a focus shared by all public school systems across the state: improving teacher performance and student achievement. The amount of money spent instituting a new evaluation tool can seem excessive, but the largest monetary

investment by a school district is human capital in the form of professional staff. It would be self-defeating not to capitalize on this investment by evaluating teachers to maximize the abilities of its educators.

Using Transformational Learning presents a unique theoretical perspective to examine teacher perception about teacher evaluation using the Pennsylvania Educator Effectiveness System. Transformational Learning is defined as learning that induces more extensive change in the learner by incorporating experiences that shape the learner and produce a significant impact, or paradigm shift, which affects the learner's subsequent experiences (Mezirow, 1994; 1997). Using Mezirow's (1994) transformational learning components: (a) refining our meaning structures, (b) learning new perspectives, (c) transforming meaning structures, and (d) transforming meaning perspectives, to code participant responses seeks to uncover teacher and administrator perceptions regarding the practice of teacher evaluation and use of student performance data. The exploration of both the transformational process and degree of transformation that is occurring may help districts to maximize use of the Pennsylvania Educator Effectiveness System's teacher-specific student performance data to improve teacher practice and student achievement.

Unlike teacher evaluation change driven by district need, state legislation in Act 82 required this change to teacher evaluation using student performance data, which has the capacity to affect the learning culture and trust between teachers and administrators. Results of this study may help teachers and administrators collaborate to overcome the challenges that inhibit teacher growth and student achievement, by recognizing the stages of transformational learning.

Additionally, this study may provide insight about how teachers take ownership of student achievement. As research suggests, evaluation is important if it has a positive impact on teacher performance and student achievement (Danielson, 2001; Marzano, Frontier, & Livingston, 2011; Tucker & Stronge, 2005; Wright, Horn, & Sanders, 1997). Scannella and McCarthy (2014) acknowledged of all the school district administrative practices today, none is more scrutinized, or carries more hope, than teacher evaluation.

Theoretical Framework

The purpose of this study is to examine teacher and administrator perceptions of how the addition of student achievement data in teacher evaluation in the Pennsylvania Educator Effectiveness System motivates self-reflection and change in teacher practice. Using Mezirow's Transformational Learning Theory (1994) to define the transformational component in examining how teachers identify, through interviews, that they become more reflective, critical, and accepting of new ideas, and how administrators perceive teacher motivation to improve, will attempt to clarify the intent of the evaluation instrument and its inclusion of student performance data. Transformational Learning Theory's concept frames the procedure of constructing and taking a new or revised understanding of the meaning of one's instructional experiences as a guide to action and uniquely adult, abstract and grounded in a developmental premise (Mezirow, 1994; Taylor, 2007). The factors, including the application of transformational learning in practice as well as factors that shape transformational learning are relevant to this discussion of teacher evaluation because transformational learning theory strictly addresses adult learning, focuses on self-evaluation, and outlines the phases present to allow teachers to enact change. Research in the nature of critical reflection is perhaps

most relevant in examining the relationship between Transformational Learning Theory and teacher evaluation (Cranton & Carusetta, 2004; Taylor, 2007). The transformational expectation is supported by the notion that educational reform

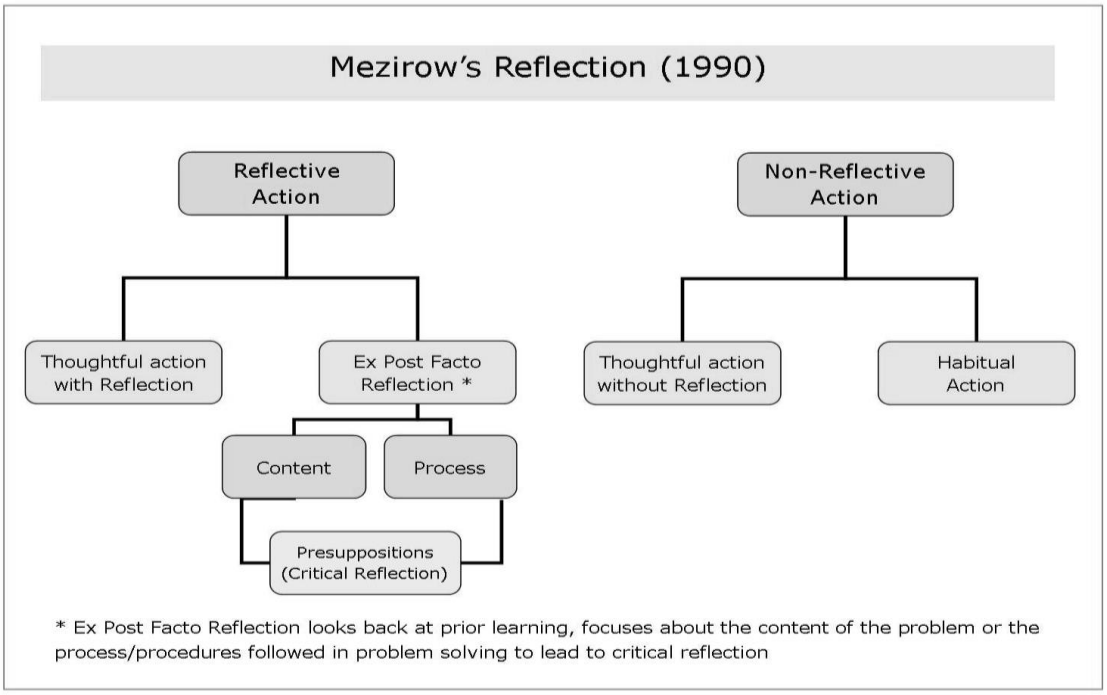


Figure 2. Mezirow's (1990) reflective action vs. no-reflective action (reproduced with permission from Wiley)

requires teachers not only to update their skills and information, but totally transform their role as a teacher from reflecting on their practices (Darling-Hammond, 1990). Mezirow's (1994) empirical research supported the tranformational process of Domains 1 and 4, that the most significant learning involves reflection of practices by planning a course of action and aquiring knowledge and skills to effect positive change in teacher practice from implementing one's plan. The self-reflective component comes from being evaluated based on teacher actions, reflecting on the evidence gathered during the evaluation process and then using that data to subsequently transform planning, preparation and professional development. It is teacher perception of this

transformational process that ultimately shapes teacher behavior and affects student achievement. Mezirow's concept provides a lens to examine teacher transformation as a result of evaluative feedback from multiple sources of data as seen in Figure 2.

Operational Definitions and Terms

To discuss the information in this study effectively, it is necessary to define and clarify several key terms and components of the study.

1. Transformational learning: the process of learning that induces more extensive change in the learner by incorporating experiences that shape the learner and produce a significant impact, or paradigm shift, which affects the learner's subsequent experiences (Mezirow, 1994, 1997).
2. Framework for Professional Practice: developed by Charlotte Danielson as a tool to identify "aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning" (Danielson, 2007). Teaching is divided into 22 components in four domains of responsibility (1) planning and preparation, (2) classroom environment, (3) instruction, and (4) professional responsibilities (Danielson, 2007).
3. Pennsylvania Race to the Top: a component of the American Recovery and Reinvestment Act of 2009 designed to create a competitive grant to "encourage and reward states that are implementing significant reforms in four education areas" (1) standards and assessments, (2) data collection, (3) increasing teacher effectiveness, (4) turning around struggling schools (USA, 2010)
4. Student Performance Data: In the Pennsylvania evaluation model, student performance data includes Pennsylvania Standardized State Assessment (PSSA),

Pennsylvania Value Added Assessment System (PVAAS), Student Graduation Rate, Student Attendance Rate, Student Promotion Rate, AP Course Participation, Individual Education Plan (IEP) Growth, Locally Developed Assessments, Industry Certification Examinations, Student Projects and Student Portfolio.

5. School Performance Profile: The Pennsylvania School Performance Profile (SPP) is designed to provide a building level academic scores for educators as part of the Educator Effectiveness System as require by Act 82; and to inform the public of the academic performance measures of each school in Pennsylvania comparing and analyzing performance indicators as related to achievement, and encourage best practices (School Performance Profile FAQ, 2014).

Limitations

The first limitation is that this study examines only Danielson's Framework Domains 1 and 4, teacher planning and preparation, and professional development not considering Domains 2 or 3, instructional practices or classroom environment respectively. The study only utilizes Pennsylvania teachers limiting the research, and those will be primarily located in central Pennsylvania. The newness of the system will limit the scope of doctoral research focused on Pennsylvania's student performance as part of teacher evaluation.

Another limitation is that participation in this research study will be voluntary and limited to teachers evaluated by the Educator Effectiveness System who teach subjects assessed by PSSA and Keystone Exams. The sample will also consist of secondary teachers' self-reported data only and not address elementary grade-level teachers.

In addition, this study's narrowed focus on Danielson's Domains 1 and 4 provides data that are not readily available despite its significance to teachers and administrators in Pennsylvania. Educators and researchers can look back at past practice, past evaluation models, determine success or failure, and examine why, but more valuable today is employing that information examining perceptions of the relationship between evaluation results and student achievement through action and testing the effectiveness.

Additionally, a limitation is the narrow scope of educators who participated in the Educator Effectiveness pilot, statewide implementation occurred for the first time during the 2013-2014 school year. Another related limitation is that the teachers selected in the Educator Effectiveness pilot in Phases I, II and III were predominantly selected on either a volunteer basis, or an administrator-selected basis, which provided a limited sample.

Finally, the qualitative nature of the study cannot be generalized beyond the participating districts and is a limitation of the study.

Summary

Hall and Horde (1987) concluded from their research, "For schools to improve, teachers must change. For teachers to change there must be appropriate and promising practices and procedures (i.e., innovations) that they develop or adopt and when necessary, adapt. Student achievement and other desired outcomes are enhanced when teachers improve their practices" (p. 5). Teacher practice transformation, as a result of evaluation, lies at the heart of Hall and Horde's findings. "Organizational strengths are built upon individual strengths; and individual strengths grow from personal and professional development" (Cunningham & Gresso, 1993, p. 188). The design of the Pennsylvania Educator Effectiveness System uses these concepts as the basis to

transform teaching practice. Through self-assessment, self-reflection, observer evidence and input, teachers must "develop, adopt, and adapt" their practice to support student achievement. Documenting teacher perceptions of evaluation using student performance data as one indicator has implications on the interpretation of teachers' effectiveness and on student achievement.

School districts, and stakeholders have expectations of a teacher whose practices grow through evaluation, and districts and teachers require evidence growth is occurring. Evaluation can be a transformational tool enabling teachers to interpret and reinterpret their teaching experience to make meaning from reflecting on their evaluation feedback and, taking action to improve. Evaluation's design should ensure that stakeholder expectations are realized; the inclusion of student performance data is being put forth across the country, now in the Commonwealth of Pennsylvania, as the additional component that may increase the transformational process of teacher evaluation. The responsibility for ensuring that teachers meet high performance expectations rests on teacher preparation programs for an adequate foundation, ongoing professional development, and teacher evaluation programs holding teachers responsible for student achievement (ECS, 2012).

Finally, the research findings will be compared with other research on transformational learning theory and teacher evaluation using student performance data in the areas of teacher planning, preparation and professional development. Further details are in the chapters on the research and the conclusions of this study. Teacher perceptions about the transformational nature of using student performance data in teacher evaluation are important because their perceptions ultimately determine how their teaching practices

change, and Tucker and Stronge (2005) noted the central reason for teacher evaluation is improving teacher performance.

CHAPTER TWO

LITERATURE REVIEW

Teacher evaluation systems provide an instrument for feedback enabling teachers and administrators to reflect on teaching practices improving instruction; No Child Left Behind (NCLB) legislation (2002) cast the federal government as an active decision maker in local school districts reaching into every classroom across the nation to determine whether a qualified teacher was improving each student's academic achievement (Cuban, 2004). The evaluation of a teacher is a process designed to improve teaching practice and Pennsylvania instituted a new model in 2013. The Educator Effectiveness System design used administrator observation and student performance data to inform teachers of their practice. School districts and teachers lack evidence that concludes classroom observations are effective at improving instruction; and more importantly, lack evidence that student performance data influences teacher practice. This study examines teacher and administrator perspectives of Pennsylvania's model.

Supervision through evaluation is important if it has a positive impact on teacher performance and student achievement (Danielson, 2001; Marzano, Frontier, & Livingston, 2011; Tucker & Stronge, 2005; Wright, Horn, & Sanders, 1997). Of all the administrative duties today, none is more scrutinized than teacher evaluation (Scannella & McCarthy, 2014). The reason is formal teacher evaluation functions as a transformational instrument designed to support teacher growth. The Pennsylvania Educator Effectiveness model design, the focus of this study, uses professional collaboration and self-reflection as the tools to transform teaching practice. This study

utilizes interviews, and archival documentation to examine teacher and administrator perceptions of student performance data in evaluation of teacher practice

Although variables including class size, per pupil expenditures, curriculum, and student demographics all contribute to student learning, the strength of teacher instruction is the most critical factor (Range, Duncan, Scherz, & Haines, 2012). Both the evaluation process and the supervision process have to be coordinated and administrators need to use multiple data sources to evaluate teacher effectiveness (Range, Duncan, Scherz, & Haines, 2012; Range, Scherz, Holtz, & Young, 2011; Zepeda, 2007, 2012). Studies including MET recommendations on using multiple measures of teacher performance; the Council of the Great City Schools (2007) recommendation to increase in the use of student achievement data in all staff evaluation processes; Thompson School District in Colorado, the Alexandria (VA) City School District, and all Tennessee public school districts where student data became components of teacher evaluation (Tucker & Stronge, 2005) have examined the role of student performance data in evaluation through teacher perceptions, but the application of adult Transformational Learning Theory as the lens to inspect phenomenon associated with the teacher perceptions of the evaluation process examines teacher practice from a different perspective.

The purpose of this study is to examine teacher and administrator perceptions of how the addition of student achievement data in teacher evaluation in the Pennsylvania Educator Effectiveness System motivates self-reflection and change in teacher practice. The general question framing the study is "How do teachers and administrators perceive changes in teacher instructional practice and motivation based on the influence of student

performance data in teacher evaluation using the Pennsylvania Educator Effectiveness System?"

This chapter discusses several elements associated with teacher evaluation, teacher learning, teacher practice, student performance data, and transformational learning, all relevant to this study.

History of Teacher Evaluation

Teacher evaluation systems are designed to provide a tool for feedback, enabling teachers and administrators to reflect on teaching practices to improve instruction through a transformational process; the central reason for teacher evaluation is recognized as improving performance and documenting accountability (Tucker & Stronge, 2005). The general process of evaluating teachers is not new; in fact, in the United States it dates back to a 1709 document from the City of Boston that called for the "Establishment of a committee of inspectors" to visit schools as they deemed necessary to see for themselves the "proficiency, and be present at the performance of some of their exercises" (Marzano et al., 2011, p. 1). In 1932, Charles Knudson, author of *Evaluation and Improvement of Teaching* and *An Introduction to Teaching* (1936) wrote on teacher evaluation, "The final criterion of teaching efficiency should be formulated in terms of the results teachers are able to produce in pupils" (p. 19). Robert Goldhammer (1969) advocated that evaluation is "that dimension of the teaching profession which is concerned with improving instructional effectiveness" (Goldhammer, Anderson, & Krajewski, 1980, p. 13). Teachers use diverse resources to plan learning opportunities, monitor student progress, and adapt the instruction as needed using multiple sources of evidence (Goe, Bell, & Little, 2008). The importance of teacher evaluation is visible in the amount of both

literature and research on the topic, as well as the impact it has on society. It is how student learning is ultimately improved.

The number of evaluation programs designed to examine the link between student performance data and teacher evaluation is growing in popularity, but a paradox, first brought about by Stiggins and Duke (1988) lies at the heart of including student performance data's transformative nature. "We know that norm-referenced standardized student achievement tests provided an inadequate basis upon which to evaluate teachers, yet we also know that one key index of the quality of teaching, in fact, is student learning" (p. 138).

Perhaps the main criticism of teacher evaluation is that it may not transform teaching practice, yet that is the main purpose of the evaluation practice (Danielson, 2011; Marshall, 2009; Marzano et al., 2011; Stiggins & Duke, 1988; Tucker & Stronge, 2005). Schumacher (2004) examined the perceptions of the impact of a standards-based teacher evaluation system, based on Danielson's *Framework for Teaching* model. The findings suggested evidence that evaluation does not necessarily transform teacher practice. Schumacher's study, however, did not include student performance data in the design and he recommended using student data in future studies.

"States and school districts are exploring alternatives to state tests for measuring teachers' contributions to student learning. One approach applies statistical value-added methods to alternative student assessments such as commercially available tests and end of course tests. The evidence suggests that these methods can reliably distinguish among teachers" (Gill, Bruch, Booker, 2013, p.1). The study notes that review examined 44 relevant studies, focused on 14, but large gaps remain in the literature on value added

assessments in teacher evaluation because the statistical models rely on longitudinal data of individual students and rely heavily on prior achievement (Gill, Bruch, & Booker, 2013).

Schumacher's (2004) findings suggested teachers had little motivation to participate actively in evaluation programs; teachers believed the program would not lead to rewarding results, primarily based on past experience. Schumacher's (2004) research concluded that when teachers perceive their goals are beyond their ability to achieve; when they do not believe that the achievement of a performance standard leads to the desired outcome; or when they do not value the outcome of the self-reflective component in the teacher evaluation process, the teacher evaluation has a negative impact on teachers' instructional practice. Findings also indicated teachers believed improved instructional practice and improved student learning would not result from the evaluation program and, therefore, saw little value in the evaluation process (Schumacher, 2004). These findings provide evidence of the main criticism that evaluation may not transform teacher practice. Despite the heightened level of tension and scrutiny of teacher practice, the educational community itself often limits the ability of teachers to take on the primary goals of planning instruction and selecting specific professional development (Cranton, 2006; Glanz & Sullivan, 2005). The possibility that teachers may have entered the field of teaching due to their sense of purpose and passion for the achievement of students promotes an internal motivation for success. No individual has a greater investment in improving teaching practice and student achievement in the classroom than the teacher themselves (Danielson, 2011; 2013). Jordan, Bembry and Mendro's (1998) research on effective schools determined that the quality of a schools' teaching staff accounts

significantly on the difference in school outcomes. To harness that teacher sense of investment and purpose the next step is to examine how evaluation serves as a transformational component in teacher practice gathered through teacher interview. Teacher evaluation is conducted for the purpose of improving teacher performance and student learning; the process needs to be viewed as valuable by teachers and student achievement data is now a component of that process in Pennsylvania. The transformational aspect of teacher evaluation continues this literature review with an examination of transformational learning theory.

Theoretical Framework: Transformative Learning

As stated in Chapter 1, Mezirow (1994) defines learning as "the societal process of constructing and appropriating a new or revised interpretation of the meaning of one's experience as a guide to action" (p. 222). Teachers interpret and reinterpret their teaching experience and the teacher evaluation process is one component that allows teachers to make meaning from their teaching and learn. Adult learning is a process different from children's learning in four key areas; research acknowledges that adult learning is voluntary (teacher choice), self-directed, experimental, and collaborative (Taylor & Cranton, 2012). The process is constructionist in nature (with constructivist defined as how each human being makes sense of the world in a unique way; to enable learning, it is essential for administrators to understand teachers' unique constructions of the world and, at the same time, teachers must be able to recognize students' unique constructions (Oldfather, West, White, & Wilmarth, 1999).

Using transformational learning theory presents a unique theoretical perspective to examine administrator and teacher perception about teacher evaluation using the

Pennsylvania Educator Effectiveness System. Mezirow (1994) outlines four learning components and ten phases in transformational learning. The components include: (1) refining our meaning structures, (2) learning new perspectives, (3) transforming meaning structures, and (4) transforming meaning perspectives. Participate responses in this study are coded using the four components and ten phases in transformational learning to seek to uncover teacher and administrator perceptions regarding the teacher evaluation's transformational nature that includes student performance data. The exploration of both the transformational process and degree of transformation that is occurring may help districts to maximize use of the Pennsylvania Educator Effectiveness System to improve teacher practice and affect student achievement. Mezirow's (2000) transformational model is unique in that its design is for examining adult learners, which describes perfectly the role of teachers in the teacher evaluation process. "Central to this process is helping learners to critically reflect on, appropriately validate and effectively act on their (and others) beliefs, interpretations, values, feelings, and ways of thinking" (Mezirow, 2000, p. 26).

Mezirow suggested that the conditions for making autonomous and informed choices and fostering a sense of self-empowerment are the fundamental goal of adult education. Teacher evaluation attempts to capitalize on these transformational components. Transformational learning theory is founded on the premise that individuals interpret their own experiences in a personal way; how they see the world is a result of their perceptions of the experiences. "Transformative learning is a process of examining, questioning, and revising individual's perceptions," (Taylor & Cranton, 2012, p. 5). The design of the Pennsylvania Educator Effectiveness System encourages teachers to

examine their teaching practices, question their planning and preparation to improve student outcomes, to revise their understanding to learn new perspectives through discussion with the qualified supervising administrator, ultimately leading to transformed teaching practices to affect student learning in a positive manner.

Teacher evaluation has primarily been based on classroom observation, but the observation process is typically so infrequent that it poses several problems in its limited scope, examining a miniscule sample of the teacher's 180 work day schedule and subject to rater bias (Marshall, 2009; Tucker & Stronge, 2005). Research from Towe's (2012) investigation of the role of a teacher evaluation system on teacher practice and professional growth in urban high schools indicated that teachers and administrators held similar perceptions about the teacher evaluation process. They agreed the formative process of evaluation has little affect on improving teacher practice, at the same time acknowledging that the summative evaluation impacts the professional development to a greater degree. While these findings are certainly relevant, the study did not include student performance data as a factor in teacher perception. Because of these limitations, student performance data's introduction plays a key role in the change to educational evaluation in Pennsylvania. The goal is to improve both the reliability and validity of teacher evaluation data because "in an ideal situation, teachers and their supervisors work together to develop an evaluation system that supports continued professional growth and ensures accountability for the school and school system" (Tucker & Stronge, 2005, p. 25). The notion of working together and reflecting on practice relates to the humanistic component of transformational learning theory, and is a key component of several states evaluation design, including the Pennsylvania Educator Effectiveness model.

Taylor and Cranton (2012) recognized that humanism serves as the basis for transformational learning theory. Elias and Merrium (2004) identified several major assumptions about humanism that are relevant when looking at the transformational learning nature of teacher evaluation: (1) human nature is inherently good; (2) individuals are free and autonomous, capable of making personal choices; (3) human potential for growth and development is unlimited; (4) self-concept plays an important part in growth and development; (5) individuals have an urge toward self-actualization; (6) reality is defined by each person; and (7) individuals have responsibilities to both themselves and others. All of these components relate directly to teacher evaluation, and the concept of locus of control all having the ability to transform teacher practice, and all characteristics of the Pennsylvania Teacher Effectiveness System.

This concept of locus of control refers to the extent to which individuals believe they can control events affecting them (Rotter, 1966). Teachers with an internal locus of control believe that their success or failure is a result of the effort they invest in perfecting their craft. Teachers with an external locus of control believe that their successes or failures result from factors beyond their control, such as luck, fate, chance or other people (Sunbul, 2003). Maslach and Jackson's (1981) burnout model suggested a reduced sense of personal accomplishment experienced from decreased competence and achievement and a propensity to self-evaluate work performance negatively based on the input of others. This concept affects teachers and administrators perceptions of evaluation. Teachers have their own view of good practice, and teachers can only guess at the values and assumptions about good teaching held by administrators or observers (Marzano et al., 2011). The use of multiple measures, by design, capitalizes on the

unlimited human potential for growth allowing teachers to self-reflect on their instructional practice to gain from the effort they invest in perfecting their craft.

Pennsylvania Legislators and the Department of Education are looking to replace the subjective evaluation of administrators with tangible data of successful student learning, and utilize the humanistic concepts of transformational learning theory to motivate teachers to improve their practice. The design presents data to teachers so that they can self-reflect on the information and make decisions that are more informed in conjunction with their supervisor to ultimately transform their practice. Teachers should construct meaning through evaluative experiences and their perception of those experiences, and then shape future teaching practice as seen through the perceptions developed from prior evaluation and self-reflection. The transformational process is designed to improve teacher practice and ultimately student achievement. The connection between the two dates back to the early 1700's, as identified in Marzano's work noted earlier.

Charles Knudson (1932), teacher evaluation author, defined teaching as an activity that consists essentially in stimulating and directing pupils in appropriate learning activities. Even 80 years ago, the connection between the act of teaching and the student's performance as a measurement criterion was recognized. Goldhammer (1980) identified the definition of teacher evaluation as "What school personnel do with adults and things to maintain or change school operation in ways that directly influence the teaching processes employed to promote pupil learning" (p. 17). While Danielson and McGreal (2000) acknowledged some difficulties with linking student performance and teacher evaluation, they also acknowledged that student performance is valuable data,

and it is possible to work backwards from data on student achievement and improve instruction.

Mezirow (2000) identified that individuals transform their frame of reference by being critically reflective as a way of problem solving. Teachers' critical reflection is comprised of standardized tests, written work, observation, student growth data, and professional collaborative dialogue between administrator and teacher. Mezirow (2000) posited that transformations follow some variation of the following phases (these will serve as the coding framework for this case study using the interview questions in Appendix D):

- A disorienting dilemma
- Self-examination with feelings of fear, anger, guilt or shame
- A critical assessment of assumptions
- Recognition that one's discontent and the process of transformation are shared
- Exploration of options for new roles, relationships, and actions
- Planning a course of action
- Acquiring knowledge and skills for implementing one's plans
- Provisional trying of new roles
- Building competence and self-confidence in new roles and relationships
- A reintegration into one's life on the basis of conditions dictated by one's new perspective (Mezirow, 2000, p. 22)

Transformation Theory suggests that transformative learning inherently creates understandings for participatory democracy by developing capacities of critical reflection on taken-for-granted assumptions that support contested points of view

> and participation in discourse that reduces fractional threats to rights and pluralism, conflict, and the use of power, and foster autonomy, self-development, and self-governance (Mezirow, 2000 p 28).

Patricia Cranton, Penn State Professor and author of 12 books on adult learning and transformative learning, draws heavily on the work of Mezirow and Taylor who outline eight themes from research published through 2000 (Cranton, 2006; Taylor, 2000,). "(1) transformative learning is uniquely adult, (2) transformative learning appears to be a linear, but not necessarily step-wise process, (3) the nature of a frame of reference and how it transforms is unclear, (4) a disorienting dilemma usually initiates transformative learning, (5) critical reflection is significant to transformative learning, (6) discourse is equally dependent on relational ways of knowing, (7) context plays an important role in shaping transformative learning, but the influence of culture has not been well investigated, and (8) some characteristics of a learning environment that fosters transformative learning have been identified, but more work needs done in this area" (Cranton, 2006, p. 52). Directly relating transformative learning concepts to educational evaluation concepts indicated the connection between the two in the self-reflective nature and shaping future practice. A supervisor who created an environment where the learner was empowered in the learning process fashioned the foundation for transformative learning; but it does not ensure transformative learning (Cranton, 2006). Supervisors cannot make transformative learning take place; learners must decide to undergo the process by themselves. In Pennsylvania teacher evaluation, administrators cannot make teachers undergo transformative learning, but can create the environment where the teachers feel they can contribute to the learning process. Cranton (2006) recognizes that

questions, "can promote critical self-reflection if a learner is willing and ready to consider the questions" (p.137); this readiness is an area this study attempted to recognize. Reflection is not new, Dewey (1933; 1938) talks of experiential learning and reflective thought that are similar to critical reflection and transformational learning. Research more closely linked directly to evaluation builds from these points.

Danielson and McGreal (2000) support the idea that evaluation holds transformative learning concepts noting that teachers are professional and if provided with a safe and respectful environment that support teacher growth, the principles of adult learning show that self-assessment and self-directed inquiry in professional practice are more likely to sustain their learning. Teachers have the opportunity to tailor the design their professional development from their own self-assessment, self-reflection and the evaluator-teacher open discourse that results from critical reflection of instructional practice (Danielson & McGreal, 2000; Mezirow, 2000). Teachers examining their own practice based on "data and results can be a powerful force for generating an intrinsic desire to improve" (Schmoker, 1999; Tucker & Stronge, 2005, p. 12). Teachers can benefit from the data to self-reflect on their practice and positively affect student learning. Referring to notion of locus of control, Evans (2001) noted that job satisfaction is a positive emotional state because of one's performance appraisal associated with the characteristics and demands of one's work. The results of Sambul's (2003) research suggested that locus of control has implications for high school teachers and if an educational system is to strive for excellence factors including evaluation programs, professional development, stress and burnout must be considered by administration because increased dissatisfaction may "lead to an erosion of overall teacher satisfaction,

and therefore it needs to be considered closely by all responsible authorities" (p. 69). "What education professionals evidently want is to be able to practice, unhindered, within a context that is compatible with their needs, expectations, values and ideologies;" self-reflecting on practices impacts teacher practice (Evans, 2001, p. 302). Teachers process information from evaluation and may use it to transform their practice.

Relation of Theory to Practice and Related Theories

Transformational learning is a specific type of learning and differs from informational learning. Piaget (1954) recognized that new experiences assimilate and shape to conform to existing knowledge and through this accommodation process the pre-existing knowledge structures change in response to the new information. Mezirow (2000) first used the term "frame of reference" (p.16) as a meaning perspective composed of two dimensions, a habit of mind and resulting points of view; they are how individuals interpret experience. Transformational change is not a change in behavior, nor an increase in the quantity of knowledge about a subject; it is a change that leads to some action that changes behavior as well as an increased capacity to comprehend the change (Mezirow, 2000). Informational learning adapts the pre-existing frame by adding information; transformational learning reconstructs the frame for learning. In teacher evaluation the self-reflection, observer input and student achievement data should converge in the teacher's mind to reconstruct their view of self-practice following Mezirow's phases. Teachers should recognize their discontent, explore options for new roles, relationships, and actions, plan a course of action and then acquire knowledge and skills to implement the plan of action. Marzano, Frontier and Livingston (2011) recognize the self-reflective nature of adult learning and its role in teacher evaluation,

"Reflecting on teaching addresses teachers' ability and willingness to examine their own teaching in a metacognitive and evaluative manner" (p. 46).

Patricia Cranton, a professor at Penn State University and author of *Professional Development as Transformative Learning* (1996), opens her book with the statement that teachers are adult learners. She questions if teachers self-reflect about the importance of their own learning, especially transformative learning, wondering if teachers question their practice rather than just repeating previous practices (Cranton, 2006). Cranton furthers Mezirow's thoughts and posits that teachers choose to become involved in their learning intrinsically or as a response to a professional need, in this case, teacher evaluation that incorporates student performance data. Researchers who argue against Mezirow's theory (Merriam, 2004) suggest that people need a certain level of education for transformational learning to take place, but Mezirow counters with the notion that only in adulthood would teachers be able to develop the reflective abilities necessary to assess their own practices and experience the transformational learning that leads to changed self-perception (Cranton, 2006; Mezirow 2000). Another major critique of Mezirow's Transformational Learning Theory suggests too great a focus on the individual and not addressing facets of power relation and social transformation (Taylor, 1997; Cranton, 2006; 2012). Since the focus of this study concerns itself with teacher perceptions of their teaching practice after evaluation using the Pennsylvania Educator Effectiveness model components including the Danielson Framework and teacher specific student performance data, the notions of education level, power relation and social transformation, seen as weakness of Mezirow's theory, will not detract from the objectives of the study.

Much transformative learning research does not examine the theory through a teacher-learner lens because the field of education is not the primary focus. Most research in transformative learning looks at how adults learn to change and what transformative properties they employ, but not in education. For example, Taylor and Snyder (Taylor & Cranton, 2012) performed a critical review of all research on transformative learning theory from 2006-2011, and found only forty-nine studies that examined transformational learning theory, most dealt with cross-cultural topics involving transformative learning in other cultures. This suggests that using transformative learning theory, as the framework to examine teacher evaluation, is both timely and unique when examining Pennsylvania's model.

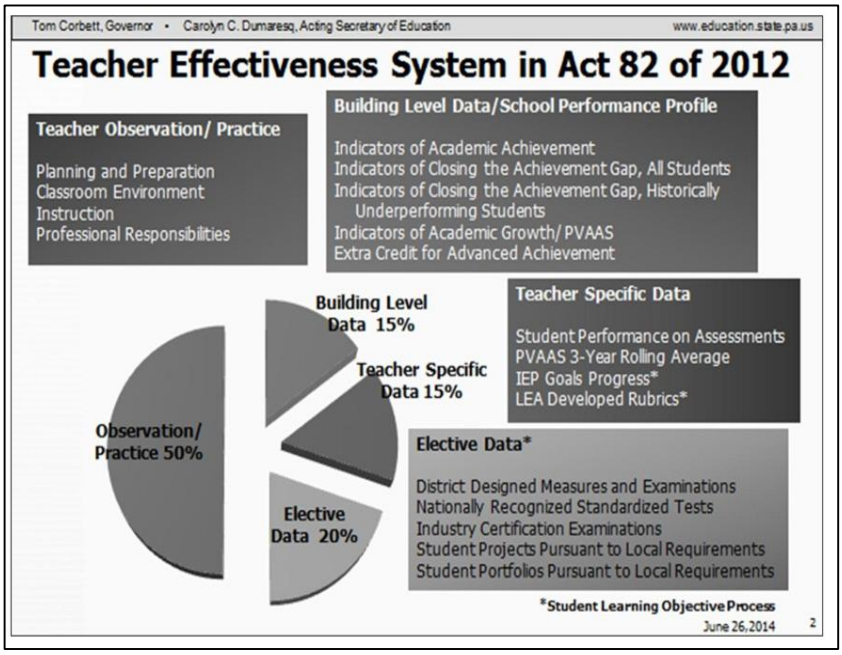


Figure 3. Teacher Effectiveness System in Act 82 of 2012, Copyright Pennsylvania Department of Education 2014, used with permission.

Pennsylvania's Model

The new (2012) Pennsylvania Department of Education (PDE) Educator Effectiveness System is required for all professional employees holding instructional

certifications beginning with the 2013-2014 school year. Charlotte Danielson's Framework for Teacher is the observational instrument, however there is no mandated version; the 2007, 2011, or 2013 editions may be used. According to PDE, the goal of the new model is "to develop educator effectiveness models that will reform the way we evaluate school professionals as well as the critical components of training and professional growth" (PDE, 2012, p. 2). The system incorporates an observation component, building-level student data component, teacher specific student data component, and a teacher elective student data component as seen in Figure 3. Pennsylvania Secretary of Education Ron Tomalis stated that the limitations of previous evaluative instruments have led to the misrepresentation of the effectiveness of educators in the state, indicating 99.4 percent of educators received a satisfactory rating (PDE, 2011). The results of data collected in the state justified the need for a new evaluation process that includes student performance data; "the disparity between the quality of educators and the achievement of the students indicates a serious problem," Tomalis stated (PDE, 2011). That disparity encouraged lawmakers to incorporate the use of student performance data in hopes it would serve as a catalyst to transformational change.

Rationale for Pennsylvania's Teacher Effectiveness Model and Charlotte Danielson's Framework

The State of Pennsylvania amended the Public School code of 1949, with a bill in October 2011, which Centre County Senator Jake Corman reintroduced in 2012. The bill became law by order of House Bill 1901, Act 82, requiring the professional evaluation of teachers (Public School Code, 2012). Pennsylvania policy makers, along with numerous other states, recognized that research suggests the traditional approach to teacher

evaluation did not see improved teacher practice or student achievement (Danielson, 2007; Danielson & McGreal, 2000; Marshall, 2009; Marzano et al., 2011; Tucker & Stronge, 2005). The Danielson model is based on research including: the MET project (2012; 2013); a study in Cincinnati Public Schools (Holtzapple, 2003); a study in Chicago public schools (Sartain, Stoelinga & Brown, 2009); a multi-year study investigating the validity of teacher evaluation in Cincinnati, Ohio; Los Angeles, California; Reno/Sparks, Nevada; and Coventry, Rhode Island (Heneman, 2006); a correlational study between Domains 1 and 3 and student achievement (Borman & Kimball, 2005); and a study on identifying classroom practices using student achievement data (Kane, Taylor, Tyler, & Wooten, (2010) (Danielson, 2011). Through MET research, some consistent findings emerged. Combining teacher's evaluations using multiple observations, incorporating student achievement data, and using highly trained observers correlated to increased student achievement (Danielson, 2011; Heneman, 2006; Holtzapple, 2003; MET, 2013). Additional findings suggested teachers with advanced or proficient ratings generally had students with higher test scores (Heneman, 2006; Holtzapple, 2003; Sartain, 2009; Danielson, 2011). These studies and findings are discussed again in MET research later in this chapter. The Pennsylvania model has equated quantifiable measures of outcomes with success. "More attention has been paid to quantifiable results than to questions of what caused those results and what strategies worked" (Cuban, 2004, loc. 316).

In a study conducted by the Educational Research Service (1998), 99.8 percent of all U.S. public school administrators used direct classroom observation as the fundamental means of assessing teacher practice (Tucker & Stronge, 2005). Prior to the

enactment of the Educator Effectiveness System, Pennsylvania used limited classroom observation to evaluate teachers, following the status quo that seemed nation-wide. Prior to enactment, Pennsylvania also supported the use of the Danielson model. Research only loosely supports the strength of a standards-based teacher evaluation, like the Danielson model, in teacher evaluation (Milanowski, Kimball, & White, 2004), but Pennsylvania incorporated the model in HB 1901 solely based on the fact that the majority of districts already had it in use (C. Claycomb personal communication, June 9, 2014). "Unless teaching according to the standards leads to more student learning, implementing a standards-based evaluation system will not contribute to improved student performance," (Milanowski, et al., 2004, p.2). Doerr (2012) studied Charlotte Danielson's theory of teacher evaluation by examining teacher perceptions of the domains and components. The study took into account teacher's grade level, subject area taught, gender, years of service and familiarity with Danielson's model hoping to identify differences in teacher attitudes. Results indicated that respondents agree that the domains in Danielson's model were effective at assessing teaching and learning as indicated by the component descriptions (Doerr, 2012). The study did not address if the components improved teacher practice or student achievement but indicated the domains examined the components of teaching the design says they examine.

One point worth mentioning, according to Glanz (1994), is that teacher evaluation and supervision as a field of study has had poor documentation over the years. Pennsylvania's documentation of practices seems to be lacking as well; but the general evolution of Pennsylvania's teacher evaluation practices parallels that of other states, dating from the 1800s to the beginning of the 20th century, evaluation began as something

done to teachers, and is now a task completed with teachers. Frederick Taylor's Principles of Scientific Management (1911) introduced the idea of focusing on a manager's duties and responsibilities to improve production, efficiency, and coordination in the industrial revolution period of America (Glanz, 1991). Business embraced this research and the field of education attempted to copy business practices and principles. This ultimately led to a teacher evaluation process (Glanz, 1991). The concept of evaluation in Pennsylvania paralleled that of the nation; by following the premise that studying successful teachers and developing a rating list or checklist could help others to recognize successful traits (Glanz & Sullivan, 2005). As the evaluation process evolved, educational leaders, including John Dewey, recognized that teacher evaluation and supervision must include collaboration with the teachers and not just be a process done to them (Glanz & Sullivan, 2005). As mentioned in other parts of this chapter, the work of Goldhammer (1969) and Cogan (1973) developed the clinical supervision model of teacher evaluation. Teachers and supervisors in Pennsylvania began to work together to improve teaching and learning under section 1123 of the Public School Code of 1949, with the PDE-5501 evaluation form (PDE, 2004). The PDE-DEBE 333 form or "DEBE" form as it was called, was used for nearly 50 years to rate professional employees "for the dismissal on the grounds of incompetency or unsatisfactory teaching performance" by examining (1) personality, (2) preparation, (3) technique, and (4) pupil reaction (PDE, 2004). With legislation in 2001, this process began to change.

The beginning of the 21st century saw the development and passage of the No Child Left Behind (NCLB) Act of 2001 -20 U.S.C. § 6301 et seq (Cornell School of Law, 2013). This legislation aimed to increase the rigor used to hold schools and teachers

accountable for student achievement through standardized testing. States, including Pennsylvania, began to develop or revise rigorous standards to meet the mandates of NCLB. Modifications to district curriculums in Pennsylvania forced a rethinking of the teacher evaluation systems to ensure that quality teachers were educating students. This process led to House Bill 1901, Act 82, requiring the professional evaluation of teachers (Public School Code, 2012).

Conditions for Successful Teacher Evaluation

For the purpose of the study, a brief discussion of supervision theory as it relates to teacher evaluation follows. The definition of supervision is the interactions, behaviors, processes and goals of educational supervisors that influence teacher practice and encourage professional growth (Goldhammer, Anderson & Krajewski, 1980; Knudson, 1932; Marzano et al., 2011; Tucker & Stronge, 2005).

Supervision at its earliest stages centered on holding teachers accountable. In the 1970s, researchers like Charles Goldhammer (1969) and Morris Cogan (1973) introduced clinical supervision and the notion of a collaborative model where administrators and teachers worked together to improve teaching practice. The notion of trust (Cogan, 1973) brought teachers and supervisors together in a - collaborate for the greater good - mentality.

Goldhammer's followers, Robert Anderson and Robert Krajewski (1980) termed supervision and observation as "the link between the promise made (in pre-observation conference) and the promise kept (in post-observation conference)" (p. 71). They built on Flanders's (1970) notion that supervision of teachers incorporated a system, but recognized that emphasis on one skill (measuring teacher-pupil interaction) came at the

expense of other equally important elements of teaching practice (Goldhammer et al., 1980).

Today, supervision theories are often seen as either accountability-based or clinical-based (improvement), and this dichotomy in supervisory models exists even though administrators use the terms accountability and improvement interchangeably (Sullivan & Glanz, 2000). Supervisory theories that find grounding in business can be equally relevant in the education field. Briefly, two theories discussed in education circles, Management by Objectives and Developmental Supervision follow.

Peter Drucker's (2001) Management by Objectives Theory, established in 1954, holds that employees are more motivated to achieve company objectives when they participate in constructing the objectives. The management by objectives framework incorporates employee-supervisor discourse in decisions that affect jobs as opposed to dictating change in a top-down manner (Drucker, 2001). Teachers self-reflecting and sharing in the evaluation process has trace elements in Drucker's theory. Drucker (2007) states what motivates knowledge workers is getting more satisfaction from work than a paycheck; they need challenge, to believe the mission, need continuous training and to see results.

In Pennsylvania, however, there was disagreement over the amount of input that teachers had in the design process of the Educator Effectiveness System. Dr. Carla Claycomb, Director of Education Services for the Pennsylvania State Education Association indicated that teachers' unions supported more of a Developmental Supervision position, because of the teacher's ability to assume responsibility for their own improvement. Supervision requires persuasion and partnerships, increasingly,

"employees have to be managed as partners" – and for this discussion the definition of a partnership is where all partners share an equal portion of the outcome (Drucker, 2007, p. 18). Dr. Darrell Parks (1971), former director of the Ohio Department of Education's Division of Planning and Evaluation, said that management by objectives is a form of educational accountability; providing a basis for establishing priorities based on data (Tennessee, 1971). Teacher evaluation under the Educator Effectiveness Model is educational accountability based on data, data from multiple sources. The teacher accountability aspect of teacher evaluation along with the self-reflection and a shared responsibility aspect of the Pennsylvania model support the Management by Objective premise.

This connects to another current theory, Developmental Supervision Theory, which presumes that the teachers must assume responsibility for their own classroom instruction improvement plan and the administrators must create an environment that encourages reflective and self-directed teachers (Glickman, Gordon, & Ross-Gordon, 2001). Susan Johnson (2012), Professor at Harvard Graduate School of Education, stated that teachers in only a small number of districts have been partners in creating new approaches to evaluation to serve better the needs of students and teachers. Johnson (2012) questioned what role teachers should play in the development and use of an enhanced evaluation system, and posited that only through active engagement in the process can it be ensured that evaluations will be meaningful to both teachers and schools. "Teaching will not become a true profession until teachers themselves take a key role in deciding who deserves to teach", (Johnson, 2012, p. 3). Teachers must contribute to the process to build the best teaching. Teachers with troubled teaching

experiences often cite lack of feedback from the supervisor and confusion about expectations as contributory to their problems. Teachers with positive experiences reported that the supervisor communicated the expectations and worked with the teacher in an open, collaborative and collegial manner to arrive at a growth plan (Cohn & Geliman, 1988; Drafall, 1991; Jerich, 1989). Similar research suggested teachers who are provided integrated information including supervisor input, effective teaching practices, and teacher reflection in as approach known as developmental clinical supervision perceived positive growth (Drafall, 1991; Glickman, 1985).

Developmental Supervision emerged on the same basic principle; teachers must take responsibility for their own instructional growth. Developmental Supervision Theory and Management by Objective Theory parallel the connection to Transformational Learning Theory and set the stage to talk about Charlotte Danielson's Framework for Teaching, the model Pennsylvania embraced for its Educator Effectiveness System.

Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* (2007, 2013) is a supervision model with an educational focus that examines measuring teacher competence as the premiere reference point for discussing teacher supervision in 21st century teacher evaluation. In the past 50 years, various supervision experts have outlined the teacher evaluation model of the time period. Madeline Hunter described steps in the teaching process in the 1980's, and Goldhammer and Cogan defined the supervisory process in the 1970's. Danielson's supervision model examines the dynamic practices of classroom teaching in the 2010's (Danielson, 2013). Danielson told Kim Marshall, "98 percent of teachers are good enough – they don't need to be fired. But how

can we make them better" (Marshall, 2009, p 30). Examining the transformational phase a teacher is in and how to move them on through the transformational learning process could provide teachers and administrators with valuable information to improve teacher practice.

The key from the information above concerns connecting successful teacher evaluation and supervision theory to lead to conditions for successful teaching and student achievement. Research from numerous fields and numerous individuals has found the primary obstacle, a lack of consensus on valid measures for recognizing effective teaching (Tucker & Stronge, 2005; Kane, Taylor, Tyler & Wooten, 2010; Danielson, 2013; MET, 2013). Results for Kane, Taylor, Tyler and Wooten (2010) provided some of the strongest evidence that classroom observation can capture elements of effective teaching and improve student performance. Kane, Taylor, Tyler and Wooten's study has great relevance to this study because while it focused on Cincinnati's Teacher Evaluation System (TES), it used Danielson's Framework and attempted to locate correlations between teacher practice and student achievement. Kane, Taylor, Tyler and Wooten used the theory of standards-based evaluation to frame their work on teacher evaluation. Their study examined teacher observation by trained professionals to see if it was possible to identify teaching practices most likely to raise achievement. Their results provide some of the strongest evidence to date that classroom observations can capture elements of teaching that are related to student achievement stating that moving a teacher from "Basic" to "Proficient" was associated with student achievement gains of one-sixth to one-fifth of a standard deviation (Kane et al., 2010). Conclusions indicated that a teacher's overall score is important and predict that policies and programs

that help a teacher get better on all skills measured by TES will lead to student achievement gains. Teachers working to improve their practice should reflect on their current performance. Kane, Taylor, Tyler and Wooten (2010) also indicated the results provided support for the notion that multiple alternative measures of teacher effectiveness may be more predictive of future student-achievement effects than any single measure. Kane, Taylor, Tyler and Wooten's TES study conclusions provide reason to look at how teachers move from "Basic" to "Proficient" or examining the process teachers undertake to improve practice.

Role of Student Performance in Teacher Evaluation

The discussion of evaluation's role in teacher performance and student achievement began with research conducted by Bill Sanders, formerly with the University of Tennessee's Value Added Research and Assessment Center. The group worked toward assessing the importance of an individual teacher on student achievement (Tucker & Stronge, 2005). Wright, Horn, and Sanders (1997) documented that the most important factor affecting student achievement is the teacher; but more relevant, is that improving the effectiveness of individual teachers improves student achievement more than any other single factor and effective teachers are effective with students of all achievement levels. Therefore, through evaluation, transforming a teacher's ability to self-reflect critically, recognize areas for improvement, plan a course of action for improvement through planning, preparation and professional development, and then carrying out that course of action is the single best way to improve student achievement. Additional research supports the fact the quality of instruction is the single biggest factor

in student achievement including, Clotfelter, Ladd and Vigdor (2007), Fergusson and Ladd (1996), Hattie (2002), and Marshall (2009).

Fergusson and Ladd (1996) noted efforts to reform elementary and secondary education in the United States needs a more explicit focus on the outcomes of the educational system and holding schools and teachers accountable for the academic performance of their students. Clotfelter, Ladd and Vigdor (2007) used data from North Carolina to explore questions related to the relationship between teacher characteristics and credentials and student achievement. They concluded that a teacher's experience, test scores and regular licensure all have positive effects on student achievement, with larger effects for math than for reading. Marshall (2009) noted the biggest limitation of conventional supervision is they are focused on teacher inputs, not student results, teachers are the single largest factor in student achievement, but it is "possible to teach well and work hard and not have their [teacher] efforts show up in improved student scores" (p. 11).

President Barack Obama announced his Race to the Top Initiative in February of 2009, for the purpose of "recruiting, developing, rewarding, and retraining effective teachers" (U.S. Department of Education, p. 2; Pennsylvania, 2012; USA, 2012;) thus creating conditions for innovation in teacher evaluation. What made this initiative proliferate is the $4.38 billion that the President allocated to the program. The initiative also provided for schools to adopt standards to prepare students for college, build data systems that would encourage student growth and turn around low-achieving schools (Department of Education, 2009). This potential revenue source quickly drew increased interest to both school districts and researchers. Tucker and Stronge (2005) turned their

research attention to two questions: (1) Are teachers responsible for student learning? (2) What are the options for assessing student learning? (p. 15). The reason is that student learning contains a portion of responsibility and choice on the part of the individual student that a teacher may never be able to teach past. Supporting this notion some researchers have noted that teachers should be responsible for what teachers do and students must be responsible for their own learning (Eisner, 1999; Frymier, 1998). While this controversy stays active in the field of education as well as the controversy over whether or not standardized tests accurately assess student learning, while important and need to be mentioned, they do not directly affect this study. This research will focus on the use of student achievement as a transformational component of teacher evaluation.

Tucker and Stronge (2005) examined four different school systems and look at the use of student achievement in teacher evaluation. Those four studies being the (1) Oregon Teacher Work Sample Methodology Study, (2) Assessment in a Standards-Based Approach: The Thompson, Colorado, School District, (3) Assessment through Goal-Setting: The Alexandria, Virginia, School District, and (4) Assessment Based on Student Gains: Value-Added Assessment in Tennessee. In addition to Tucker and Stronge, the Bill and Melinda Gates Foundation's Measures of Effective Teaching (MET) research findings concerning the link between teaching and student achievement warrant further discussion.

The Oregon Teacher Work Sample Methodology Study (TWSM) had a focus to examine better ways to assess the connection between teaching practice and student learning. The researchers looked for the teacher self-reflective component and the self-evaluation component (de la Cruz, Dyer, & Galloway, 2008; Tucker & Strong, 2005).

This directly correlates to key criteria of Mezirow's Transformative Learning Theory; the process of helping learners to critically reflect on, appropriately validate and effectively act on their beliefs, interpretations, values, feelings, and ways of thinking (Mezirow, 2000). The TSWM model is structured, complex and comprises multiple performance measures including direct observation, teacher self-evaluation, and student achievement. Ultimately, Tucker and Stronge acknowledge that findings in the study are encouraging; most notable is that the connection between teacher practice and student achievement was an outgrowth of teacher work (2005). Even with promising connections, the study acknowledged that it seemed stronger with beginning teachers than veteran teachers because of the focus of the study and the researchers acknowledge that further research is needed with tenured faculty. Even with that shortcoming, the connection between teaching practice and student achievement, and the direct link between teacher practice and the self-assessment component make the research relevant to this study. The additional research discussed here strengthens that connection.

The study from Colorado, the Assessment in a Standards-Based Approach: The Thompson, Colorado, School District, examines the link between teacher practice and student achievement and is evident in the district's statement "the supervision process should focus on the enhancement of student achievement and well-being" (Tucker & Stronge, 2005, p. 41). Thompson's model simply employed a pay-for-performance model, and connected teacher salary and compensation to student performance. The process began in 1993 with a two-year implementation process that had considerable revisions during that time period to refine the system. A key finding from this study noted that it is nearly impossible to directly and precisely attribute student achievement to

teacher practice (Tucker & Stronge, 2005). Even with that acknowledgement, Thompson's evaluation process appeared to have some correlation to student performance, and more importantly for this study, linked teacher self-assessment to improved teaching practice. Teachers recognized a heighted sense of awareness in the importance of student performance and researchers documented several participants in the study acknowledging that they became more aware of both individual teacher practice and student skill level through the evaluation process in the pay-for-performance model (Tucker & Stronge, 2005). Again, for this study the link to the transformative learning theoretical framework is evident because the self-reflective component plays an integral part in teachers improving their practice.

The Alexandria, Virginia study examined the district's Performance Evaluation Program (PEP). The program involves four components (1) formal observation, (2) informal observation, (3) teacher portfolio, and (4) academic goal setting; with the academic goal setting the component, that links teacher practice to student achievement (Tucker & Stronge, 2005). The research study, Assessment through Goal-Setting: The Alexandria, Virginia, School District focused on the district's emphasis on tangible evidence of student learning looking for a positive correlation between teaching quality and student learning. The goal of the evaluation practice is to use student data for decision-making, and increase effective instruction through continuous professional growth to improve teacher practice (Tucker & Stronge, 2005). Through the evaluation process steps using performance domains, standards and indicators, teachers identify patterns and then self-select how they would like to improve both themselves and their students. This connects to multiple facets of education research discussed, it follows

Goldhammer's (1969) clinical supervision model that included five stages (1) pre-observation conference, (2) observation, (3) analysis of strategy, (4) supervision conference, and (5) post-conference analysis (p. 32). Marzano's (2011) supervision model included four categories (1) classroom strategies and behaviors, (2) planning and preparation, (3) reflecting on teaching, and (4) collegiality and professionalism (p. 29). Marshall's (2009) evaluation model utilized multiple "walk-through" short observations to assess teacher practice. The notion of "reflection" or "analysis" by teachers played a significant role in all of these models. Danielson's Framework (2013) and Mezirow's Transformative Learning (1991) are similar in their self-reflective nature. In teacher perception surveys at the conclusion of the Virginia study, teachers noted that the goal-setting process helped them to identify their students' instructional needs adjust their teaching practices, as well as self-assess teacher professional development needs (Tucker & Stronge, 2005). All of those findings build support for this study on Pennsylvania's practice, but the unique theoretical focus of transformational learning will add to the findings, in a way not addressed in other research.

The Tennessee study, Assessment Based on Student Gains: Value-Added Assessment in Tennessee examined the Tennessee Value-Added Assessment System (TVAAS). Tennessee used this evaluation system for more than a decade prior to the study. The evaluation model uses student achievement data from annual standardized testing in five subject areas – mathematics, language, science, reading and social studies – and uses the data to derive a statistical growth model (Tucker & Stronge, 2005). The evaluation model uses longitudinal data for every student in the state to monitor performance growth over time, similar to the Pennsylvania model. To improve the

reliability of the data, a three-year average is used as a minimum and a five-year average as a maximum in calculating the teachers' scores, Pennsylvania opted for a straight three-year average. In addition, multiple measures comprise the teachers' composite score so that the growth measure becomes one factor in teacher evaluation. The impact of the TVAAS system on student achievement is dramatic, Tennessee documented student achievement scores for groups from 1991-1997, and showed increased student performance in math, science and language (Tucker & Stronge, 2005). Teachers surveyed concerning the evaluation practice noted that the process added stress, but provided an opportunity for self-reflection on teacher practice. The researchers noted that the practices provided teachers the opportunity to use data for improving student achievement and to inform teacher practice. Mezirow's transformative learning components as reflected in Tucker and Stronge's (2005) research, though never mentioned as a theoretical basis for linking teacher evaluation and student achievement. The connections between teacher practice, student achievement and transformational learning theory continue in an examination of the Bill and Melinda Gates Foundation's three-year Measures of Effective Teaching (MET) study.

The Measures of Effective Teaching study not only forms one of the backbones of research behind Charlotte Danielson's Framework for Teaching that Pennsylvania embraced. The MET project set out to investigate how certain measures could identify effective teaching in a fair and reliable manner (MET, 2013). The study examined classroom observation instruments, student perceptions and student achievement, and reported findings periodically from 2010-2013. The MET study used three research questions to guide the study (1) Can measures of effective teaching identify teachers who

better help students learn? (2) How much weight should be placed on each measure of effective teaching? (3) How can teachers be assured trustworthy results from classroom observation? (MET, 2013, p. 4).

The key findings from data analysis showed that effective teaching practices are measurable, that balancing the weighting of multiple measures in a composite score using 33-50 percent demonstrated the best mix, and that adding a second observer to classroom observation increased the reliability significantly more than just having one observer (MET, 2013). The Pennsylvania model counts three measures in a 15%-15%-20% combination, coupled with the Danielson observation's 50% score. Delving further into the significance of MET findings three things emerge that support the transformative learning facet of teacher evaluation: feedback, trust in results, and video.

First, the study acknowledged in student perception surveys, teacher surveys and administrator surveys that feedback provided the opportunity for teachers to self-assess, self-reflect, and utilize professional development to strengthen teaching practice. The concept of self-reflection is the backbone of transformative learning theory.

The second major concept from the MET study that connects directly with transformative learning's phase that recognizes one's discontent and the process of transformation are shared with others in a trusting environment. Teachers need accurate and timely data to improve teaching practice and MET (2013) results confirmed this idea.

Finally, the MET (2013) project noted there is great potential in the use of video to improve teacher practice. This concept provides teachers with unbiased feedback used to self-assess teaching practice. Again, the theme of self-reflection appears in teacher evaluation research though no mention of Transformative Learning arises. As this

research study continues, the examination of the theme of self-reflection and teachers' ability to alter instruction and improve student achievement because of self-reflection will play a major role. Moreover, identification of all ten phases of Mezirow's Transformational Learning Theory and recognition of teachers' progression through the phases to transform teacher practice makes the case for the significance of teacher evaluation in teacher practice transformation.

Significance for Teacher Evaluation in Education

Effective teacher practice is recognized as one of, if not the, biggest factor in student achievement (Darling-Hammond, 1990; 2012; Marshall, 2009; Tucker & Strong, 2005; Wright, Horn & Sanders, 1997). Teacher evaluation systems provide an instrument for feedback enabling teachers and administrators to reflect on teaching practices improving instruction; a central reason for teacher evaluation is improving performance (Tucker & Stronge, 2005). Marshall (2009) recognized that good classroom teaching can overcome disadvantages that students may have entering school and that good teaching helps all students. A contrast-comparison study by Mielke (2012) suggested several implications (1) use of a comprehensive framework, such as the Danielson Framework, had benefits, (2) teachers improved their ability for self-analysis, (3) a framework positively impacted the ability of teachers to monitor and modify their teaching, (4) a limited focus on improving specific behaviors positively impacted teachers, and (5) a structured process for feedback, reflection and peer sharing positively impacted teachers. Similarly, Hall and Hord (2000) found that focused one-on-one feedback is the most powerful staff development method to have an impact on teacher practice. Analysis of 30 years of research on principal instructional leadership (Miller,

2014) the researcher recognizes the skills needed to implement change in the classroom and in student achievement is realized through effective evaluation. These findings hint at the potential of the teacher evaluation instrument, but again do not include the use of student achievement data as a component of the research.

Formal teacher evaluation functions as a transformational instrument designed to support teacher growth. Supervision through evaluation is important if it has a positive impact on teacher performance and student achievement (Danielson, 2001; Marzano, Frontier, & Livingston, 2011; Tucker & Stronge, 2005; Wright, Horn, & Sanders, 1997). Large differences in student achievement gains in different teachers classrooms emerged from research more than 30 years ago (Hanushek, 1971). During the last four decades, the notion that different teachers have differing effects on student learning has not changed. What has changed is the examination of why. Examining Transformational Learning Theory and its potential in the significance of teacher evaluation using Danielson's Framework and the impact of student performance data holds promise for Pennsylvania teachers and administrators. It holds promise because the final phases in Mezirow's (2000) theory involve building competence and self-confidence in new roles and relationships, and reintegration into teaching practices based on conditions dictated by one's new perspective.

"State and district leaders know that effective teachers can have a transformative impact on student success," (McClellan, Atkinson, & Danielson, 201, p. 1). While not using Transformative Learning Theory in conjunction with teacher evaluation, experts in the field acknowledge the transformative nature associated with effective teaching practice. The Whole Child Newsletter (December 2012) from the Association for

Supervision and Curriculum Development (ASCD) highlights that between 2009 and 2012, 36 states and the District of Columbia have changed their teacher evaluation practices. The newsletter acknowledges that changing professional practice is rarely easy, and that dialogue and a need to improve teacher self-awareness of practice are keys to success (ASCD, 2012). Those very concepts point to the transformative nature of teacher evaluation and the basis for this study.

Summary

In the review of transformative learning, the themes and relationships between evaluation models and theory seem to emerge continually and are a significant component of transformation of teacher practice. Taylor (2007) wrote that trusting relationships allow individuals to debate differences, share information openly, and strive for consensual understanding. Those themes and concepts correlate directly to the objectives of the Pennsylvania Educator Effectiveness System and its goal of improving teacher practice. Pennsylvania teachers have to reflect on their practice using the state-mandated policy and make it work to improve every student in their classroom. Student achievement stands to improve from policies aimed at altering teaching practice.

The research on transformative learning has expanded, particularly as a means to frame pedagogy and focus on fostering critical reflection, self-efficacy, and constructivist approaches to teaching (Taylor & Cranton, 2012). This study uses transformational learning theory to examine teacher and administrator perceptions of teacher evaluation that incorporates student achievement data to improve teaching practice.

The need for teacher evaluation to serve as a successful change agent for teacher practice, and, ultimately, student achievement, demands that the system of evaluation

operate as a transformational learning experience for teachers. Previous model's evaluation scores did not parallel student achievement results and lead to a call for change. Pennsylvania legislators answered that call through HB 1901 Act 82, by adding student achievement to Pennsylvania teacher evaluation. The increasing ability and demand to incorporate student performance data and attribute it directly to individual teachers also carries the responsibility of that data supporting teacher self-reflection and growth in teaching practice.

The disorienting dilemma of holding teachers accountable for every student's individual test scores and that information directly being reflected on their evaluative tool sets the stage for Mezirow's Transformational Learning Theory to provide the framework for affecting teacher perceptions. The new Pennsylvania Educator Effectiveness System attempts to incorporate current learning theory, current supervision theory, and research on the connection between teacher practice and student achievement to increase the transformational nature of teacher practice. The educational policy in Pennsylvania charges administrators and supervisors with the responsibility of using Charlotte Danielson's *Framework for Teaching* and combining it with student performance data, building level performance data, and teacher-selected student learning objectives to foster teacher self-reflection and professional dialogue to motivate teachers to plan a course of action, acquire the skills to implement the plan, try the transformed role, and build competence and self-confidence in the transformed role.

All that said, there is a paradox that continues. The research highlights the importance of a teacher's role in student achievement; the notion that teacher evaluation is an accepted method to assess teacher practice exists, but the link that connects

evaluation to improved teacher practice, and the link that connects teacher evaluation with student achievement is missing. In 2013, *Education Week* reported that despite all the changes in teacher evaluation systems since the release of the Widget Effect (Weisburg, Sexton, Mulhern, & Keeling, 2009); which stated teachers had a statistically improbable high rate of satisfactory practice, teachers' evaluation ratings are still high (Sawchuk, 2013). Reports from Michigan (98% effective teacher rate), Tennessee (98% at expectation or above), Florida (97% deemed effective or better) and Georgia (94% receive good reviews), all states, for example, with student achievement not showing improvement at the same rate (Sawchuk, 2013). This supports the idea that teachers demonstrate varying stages in their readiness to accept change, to self-reflect on their teaching practice, and to transform their practice to improve student achievement. By addressing teacher concerns with regard to the Educator Effectiveness System and understanding the perceptions of both teachers and administrators regarding the transformational learning aspect of teacher evaluation, school entities may move forward in reaching a shared vision of improving teacher practice and its effect on student learning.

This chapter provided a review of relevant literature as it relates to the study of teacher evaluation and Pennsylvania's Teacher Effectiveness System. In addition, information regarding the theoretical framework, Mezirow's Transformational Learning Theory, provided the instrument to examine teacher and administrator perceptions. In chapter three, the methodology and case study protocol will be developed and explained in detail.

CHAPTER THREE

METHODOLOGY

Act 82 of House Bill 1901, mandated that Pennsylvania implement Charlotte Danielson's Teacher Observation Framework, school-specific building level data, teacher-specific student performance data, and teacher-selected elective data to evaluate the performance of teachers. Teacher evaluation systems provide an instrument for feedback enabling teachers and administrators to reflect on teaching practices improving instruction (Danielson, 2011). The evaluation of a teacher is a transformational process to improve a teacher's planning and preparation, instruction, classroom environment, and professional development. School districts and teachers, however, lack evidence that concludes classroom observations are effective at improving instruction; and more importantly, lack evidence that student performance data influences teacher practice. This interpretive-comparative case study utilizes teacher interviews, administrator interviews and teacher-specific student achievement documents to examine perceptions of teacher motivation resulting from Pennsylvania Educator Effectiveness System's use of student achievement data as a component in evaluation. The interpretive-comparative selection was used because the case study is interpretive in nature, but the study includes more than one district and a comparison between districts was also used in the analysis of data.

Statement of the Problem and Research Questions

The purpose of this study is to examine teacher and administrator perceptions of how the addition of student achievement data in teacher evaluation in the Pennsylvania

Educator Effectiveness System motivates self-reflection and change in teacher practice. The general question framing the study is "How do teachers and administrators perceive changes in teacher instructional practice and motivation based on the influence of student performance data in teacher evaluation using the Pennsylvania Educator Effectiveness System?" That general question subsumes several related questions:

1. How do teachers perceive the addition of student performance data used as a measure of their instructional effectiveness?
2. How do teachers perceive the inclusion of student performance data in teacher evaluation in transforming their own motivation, self-reflection and instructional practice to improve student performance?
3. How do administrators perceive teacher motivation in response to the inclusion of teacher-specific student performance data as an indicator of teacher effectiveness?
4. How do administrators perceive the inclusion of student performance data in teacher evaluation in transforming teacher self-reflection and teacher instructional practice to improve student performance?

Research Design

Researchers investigate topics through both quantitative and qualitative methods; the main criterion to making the decision to use a case study approach is the intent of the research inquiry (Creswell, 2012). This researcher's purpose in studying teacher and administrator perceptions of teacher evaluation that incorporates student performance data is to gain insight into the effect of student performance data on teacher motivation, self-reflection and instructional practice. Investigating this contemporary phenomenon in-depth and within its real-life context of teacher practice (Yin, 2009). The interpretive-

comparative case study methodology provides the interpretive analysis of a case study and the comparative component that stems from using multiple cases.

Creswell (2012) recommends the selection of the case study methodology when the purpose is to develop an in-depth analysis, when the data collection examines multiple sources of data, and when the data analysis will involve describing a phenomenon. Stake (1995) acknowledges that case study may include multiple cases to gain insight on an event described and compared to provide further insight. The analysis incorporates interviews, and multiple sources of document evidence resulting in deeper analysis triangulated and delivered to the reader via rich description, identification of patterns and themes, and the development of substantiated acknowledgments. Detailed interview notes, verbatim transcripts, similar demographic participants, and member checking increase the reliability of the study (Creswell, 2012).

As a result of reflecting on teacher-specific student performance data as a component in their evaluation, teacher interviews will be used to determine if self-reflection and motivation after their lesson planning, preparation and professional development goals. Administrator interviews will be used to support or counter the teacher motivation and self-assessment themes that emerge; and documentation from the teacher-specific student performance data will support or counter the themes that emerge from the interviews.

Setting

Four school districts were selected for the present study. The four Pennsylvania districts are rural and operate a junior-senior high building configuration with similar teaching staff arrangements. They share similar Pennsylvania School Performance Profile (SPP) scores, the SPP is designed to provide a building level academic scores for educators as part of the Educator Effectiveness System as require by Act 82; the rating

All Student Groups[1]	Participation		Performance				
	Students Assessed #	%	Percentage of students in each Performance Level				Percentage of students Proficient and above
			Below Basic	Basic	Proficient	Advanced	0 20 40 60 80 100
All Student[2]	**310**	**100%**	**11%**	**22%**	**33%**	**34%**	67%
Male	156	100%	11%	24%	30%	35%	65%
Female	154	100%	11%	21%	37%	32%	69%
White	304	100%	10%	22%	34%	34%	68%
Black	—	—	—	—	—	—	
Latino/Hispanic	—	—	—	—	—	—	
Asian	—	—	—	—	—	—	
Native American	—	—	—	—	—	—	
Multiracial	—	—	—	—	—	—	
IEP	42	100%	29%	41%	24%	5%	29%
English Language Learners	—	—	—	—	—	—	
Migrant	—	—	—	—	—	—	
Economically Disadvantaged	116	100%	14%	28%	32%	26%	58%

Table 1.
Baker School District [pseudonym] PSSA Performance (PDE, 2012)

All Student Groups[1]	Participation		Performance				
	Students Assessed #	%	Percentage of students in each Performance Level				Percentage of students Proficient and above
			Below Basic	Basic	Proficient	Advanced	0 20 40 60 80 100
All Student[2]	**26**	**100%**	**27%**	**4%**	**42%**	**27%**	69%
Male	14	100%	36%	0%	43%	21%	64%
Female	12	100%	17%	8%	42%	33%	75%
White	25	100%	28%	4%	40%	28%	68%
Black	—	—	—	—	—	—	
Latino/Hispanic	—	—	—	—	—	—	
Asian	—	—	—	—	—	—	
Native American	—	—	—	—	—	—	
Multiracial	—	—	—	—	—	—	
IEP	—	—	—	—	—	—	
English Language Learners	—	—	—	—	—	—	
Migrant	—	—	—	—	—	—	
Economically Disadvantaged	15	100%	33%	7%	53%	7%	60%

Table 2.
Adams School District [pseudonym] PSSA Performance (PDE 2012)

system scores PA has incorporated examine school performance on a standardized scale from 0-100, all research site districts scored between 59.4 and 75.3 (2013) and similar PSSA results (2012) as seen in tables 1, 2, 3 and 4.

All Student Groups[1]	Participation		Performance				
	Students Assessed #	%	Percentage of students in each Performance Level				Percentage of students Proficient and above
			Below Basic	Basic	Proficient	Advanced	0 20 40 60 80 100
All Student[2]	**117**	**99%**	**26%**	**18%**	**25%**	**32%**	56%
Male	58	98%	24%	21%	22%	33%	55%
Female	59	100%	29%	14%	27%	30%	57%
White	109	99%	26%	16%	25%	33%	58%
Black	—	—	—	—	—	—	
Latino/Hispanic	—	—	—	—	—	—	
Asian	—	—	—	—	—	—	
Native American	—	—	—	—	—	—	
Multiracial	—	—	—	—	—	—	
IEP	27	96%	77%	15%	4%	4%	8%
English Language Learners	—	—	—	—	—	—	
Migrant	—	—	—	—	—	—	
Economically Disadvantaged	54	98%	37%	21%	21%	21%	42%

Table 3.
Clark School District [pseudonym] PSSA Performance (PDE 2012)

All Student Groups[1]	Participation		Performance				
	Students Assessed #	%	Percentage of students in each Performance Level				Percentage of students Proficient and above
			Below Basic	Basic	Proficient	Advanced	0 20 40 60 80 100
All Student[2]	**1,264**	**100%**	**8%**	**14%**	**29%**	**49%**	78%
Male	661	100%	9%	13%	28%	51%	79%
Female	603	100%	8%	15%	31%	47%	78%
White	1,239	100%	8%	14%	29%	49%	78%
Black	—	—	—	—	—	—	
Latino/Hispanic	—	—	—	—	—	—	
Asian	—	—	—	—	—	—	
Native American	—	—	—	—	—	—	
Multiracial	—	—	—	—	—	—	
IEP	232	99%	29%	24%	27%	20%	47%
English Language Learners	—	—	—	—	—	—	
Migrant	—	—	—	—	—	—	
Economically Disadvantaged	581	100%	11%	16%	31%	41%	73%

Table 4.
Davis School District [pseudonym] PSSA Performance (PDE 2012)

Rural districts experience different challenges because significantly smaller teaching staffs limit flexibility in teaching assignments, smaller talent pools limit district selection of teaching candidates, and teacher retention is different from larger districts or urban districts (Mersch, 2012).

Identification & Selection of Sites

Because of an Intermediate Unit's (IU) central location and familiarity with serving multiple school districts, the researcher contacted three IU's to identify districts that matched the criteria including the junior-senior high grade configuration, SPP scores, PSSA scores, and economic disposition. "Intermediate Units in Pennsylvania are part of the governance structure of public education and are located in the middle between the state education agency and the local school districts. They provide specialized services to local school districts that can be operated more effectively and efficiently on a regional basis. The majority of the programs offered by Intermediate Units are supported by federal, state or district contributions" (Alleghany Intermediate Unit Website, 2014). The selection criteria were important to get four districts to strengthen the study by comparing teacher perceptions from four similar districts. From the list of districts that matched, the researcher selected four districts according to the building configuration, teaching staff arrangement, teaching staff size, and implementation of the Educator Effectiveness evaluation model.

Four districts contained schools meeting junior-senior high grade-level configurations, similar size teaching staffs, student achievement scores, and building enrollment of 900 or fewer students. The four districts, as is true in all Pennsylvania

districts, were new to the Pennsylvania Teacher Effectiveness System, and following state law, incorporated all facets of the model beginning with the 2013-2014 school year.

Participants

The study of teacher's and administrator's perceptions of the Educator Effectiveness System's ability to improve or transform teaching practice in planning, preparation and professional development, as well as increase student achievement limits participants to teachers in state-mandated tested subject areas. For the purpose of this study, that will include teachers holding valid Pennsylvania teacher certification and currently teaching a course tested by the Pennsylvania System of School Assessment (PSSA), Keystone Exams or both; the two assessments being required Pennsylvania standardized tests. Pennsylvania assesses student in 7th grade math and reading, 8th grade math, reading and writing, and end of course assessments required for graduation in Algebra I, Literature and Biology. The study focuses in rural districts in Pennsylvania because the researcher was interested in junior-senior high grade-level building configuration to increase teacher participation because of the number of assessments given while minimizing the variable of having different buildings under different administration. Four cadres of professional educators in a similar testing environment are also aided by using junior-senior high configured buildings and that building configuration is more prominent in rural settings. Teachers possessed certifications in math, science, English or reading to be eligible as participants.

The School Performance Profile teacher-specific reporting of the PA Educator Effectiveness Model only affects teachers who teach a course tested by a Pennsylvania standardized test: the Keystone Exams or the PSSA. Selection criteria for participation in

this case study included the stipulation that participants be secondary teachers instructing a course that requires a Pennsylvania standardized assessment. Only these teachers are subject to the Teacher-specific Data component of the Educator Effectiveness System and receive teacher specific reporting data using the Pennsylvania Value Added Assessment System (PVAAS) Growth Data. The local Intermediate Units provided lists of possible research sites. Approval was received from the four selected districts and the Indiana University of Pennsylvania IRB.

Administrative participants need only to have served in an administrative capacity and observed a teacher(s) in the content areas outlined above to have been considered for the study. Administrators for this purpose could be principals, assistant principals or directors of curriculum. Administrators, who volunteered to participate answered demographic questions as seen in Table 1. Roughly, ten administrators qualified as potential participants and upon IRB approval were invited to participate.

According to Polkinghorne (1989), samples of 5 to 25 individuals who have experienced a phenomenon are recommended as an appropriate number to take part in the interview process. The sample from the four Pennsylvania districts contained 52 teachers and 7 administrators that met the study criteria; Adams School District had six teachers in secondary categories that met the requirements for the study; Baker School District had eleven teachers in secondary categories that met requirements; Clark School District had fifteen teachers in secondary categories that met requirements; and Davis School District had twenty teachers in secondary categories that met requirements. All teachers and administrators meeting the criteria were invited to volunteer to participate. A minimum number of four teachers and one administrator from each school district totaling 20

participants was the target from the sample population and represented more than 30% of the target population. Demographic information was collected including years' professional experience, gender, and certification level, examining for connections in the transformative learning process. A table listing the participants from each district using a pseudonym assigned for the study to assure confidentiality, along with the standardized test to which their student achievement data is aligned to, their years' experience and certification level is provided in Table 5.

Table 5.

Teacher and Principal Interview Participants

Teacher	**District**	**Standardized Test**	**Years' Experience**	**Certification Level**
Teacher K	Adams SD	PSSA	29	2
Teacher N	Adams SD	PSSA/Keystone	7	2
Teacher O	Adams SD	PSSA/Keystone	3	1
Teacher Q	Baker SD	PSSA/Keystone	11	2
Teacher R	Baker SD	PSSA/Keystone	7	2
Teacher S	Baker SD	PSSA/Keystone	8	2
Teacher T	Baker SD	PSSA/Keystone	18	2
Teacher U	Baker SD	PSSA/Keystone	12	2
Teacher V	Baker SD	PSSA/Keystone	15	2
Teacher F	Clark SD	Keystone	19	2
Teacher G	Clark SD	PSSA	16	2
Teacher H	Clark SD	Keystone	1	1
Teacher I	Clark SD	PSSA/Keystone	6	2
Teacher A	Davis SD	PSSA/Keystone	19	2
Teacher B	Davis SD	PSSA/Keystone	12	2
Teacher C	Davis SD	Keystone	27	2
Teacher D	Davis SD	Keystone	19	2
Administrator	**District**	**Position**	**Admin Years' Experience**	**Certification Level**
Administrator B	Adams SD	Principal	11	2
Administrator C	Baker SD	Principal	10	2
Administrator D	Baker SD	Principal	2	1
Administrator A	Clark SD	Principal	12	2

Description of Participants

The Erikson School District (pseudonym) provided the expert panel of teachers from a site similar to the proposed participant sites and had a staff familiar with the New Pennsylvania Teacher Effectiveness Model having used the model since 2012. The panel reviewed the interview questions to improve validity.

For the purpose of the study, pseudonyms, Adams School District, Baker School District, Clark School District, and Davis School District, replaced the actual name of the study sites. All districts are located a significant distance from a metropolitan area and meet the criteria of a junior-senior high grade-level building configuration district. A brief description of each district helps provide a clearer picture of the study sites.

The Adams School District is located in a rural Pennsylvania setting approximately 130 miles from the Pittsburgh metropolitan area and approximately 130 miles from the Harrisburg metropolitan area. A demographic description of the student population in the Adams School District indicates that 99.7% are Caucasian, .3% are African American, Asian, and/or Hispanic. Adams Area Junior-Senior High School consists of grades 7-12; enrollment is roughly 200 and employs approximately 15 certificated staff members. Adams serves a population of roughly 4,000 and the estimated median household income is $36,236 (City-Data, 2011) significantly below the Pennsylvania median household income of $52,762 (US Census, 2011). One elementary building feeds the only secondary building. No institutions of higher education exist in the community; it is predominantly agricultural, coal mining, and a growing natural gas fracking industry. The gas drilling mainly employs transient workers who do not

establish permanent residence in the community. Most of these workers do not bring families to the area and few children attend as a result.

The Baker School District is located approximately 110 miles from the Pittsburgh metropolitan area and 150 miles from the Harrisburg metropolitan area. A demographic description of the student population in the Baker School District indicates that 98.1% are Caucasian, .9% are African American, .3% are Asian, and .3% are Hispanic. Baker serves a population of roughly 6,000 and the estimated median household income is $37,054 (City-Data, 2011), also significantly below Pennsylvania's median household income. The Baker Area Junior-Senior High School consists of grades 7-12; enrollment is approximately 500 and employs roughly 30 certificated staff. There are no institutions of higher education in the community. Two elementary schools feed the one junior/senior high school.

The Clark School District is located approximately 130 miles from the Pittsburgh metropolitan area and 100 miles from the Harrisburg metropolitan area. A demographic description of the student population in the Clark School District indicates that 83.4% are Caucasian, 10.3% are African American, .2% are Asian, and 1.7% are Hispanic. Clark serves a population of roughly 9,600 and the estimated median household income is $31,747 (City-Data, 2011), also significantly below Pennsylvania's median household income. The Clark Area Junior-Senior High School consists of grades 7-12; enrollment is approximately 600 and employs roughly 35 certificated staff. There are no institutions of higher education in the community. Three elementary schools feed the one junior/senior high school.

The Davis School District is located approximately 90 miles from the Pittsburgh metropolitan area and 160 miles from the Harrisburg metropolitan area. A demographic description of the student population in the Davis School District indicates that 96.0% are Caucasian, 1.3% are African American, .3% are Asian, and .8% are Hispanic. Clark serves a population of roughly 6,000 and the estimated median household income is $32,903 (City-Data, 2011), also significantly below Pennsylvania's median household income. The Davis Area Junior-Senior High School consists of grades 8-12; enrollment is approximately 800 and employs roughly 50 certificated staff. There are no institutions of higher education in the community. Six elementary schools feed the one junior/senior high school.

All districts are associated with small towns, from economically depressed communities and recognized as districts who receive Title I services.

Procedures

Qualitative research is used to provide an understanding of a concept from the perspective of the participants of the study (Gay, Mills & Airasian, 2009). In order to increase the comfort and convenience of those who participate in the study, the interview visits were made to their home buildings, or to other mutually agreed upon locations, conducted via Skype or conducted by telephone, to enable them to deliver their own ideas (Creswell, 2012).

In qualitative case study research, the primary concern of the researcher is to collect in-depth data from multiple sources and interpret the data (Creswell, 2012). Teacher interviews, administrator interviews, and the Pennsylvania Teacher-Specific Growth Index Chart (student data) from PDE comprise the multiple data sources.

Planning and recording information accurately, and organizing the data during the collection phase are vital to the reliability and validity of case study research.

Once final IRB approval was granted, the researcher contacted building principals to invite them to participate and to request permission to attend a faculty meeting to invite teacher participants. All potential participants were provided a brief summary of the study, informed their confidentiality would be assured, provided informed consent information for those immediately interested and provided the interview questions for their review. A non-supervisory school district employee collected the informed consent documents for those who volunteered to participate upon the first request for participation once the researcher exited the room. Teachers and administrators who did not initially participate were sent a follow email within 24 hours to request participation and provide informed consent forms. Finally, the researcher invited participants to suggest a site for a semi-structured interview such as a conference room or other public setting, and asked them to bring their teacher-specific student performance documents without any identifiable information including name, school, subject or student information.

The interview process involved asking teachers and administrators to reflect on their beliefs about teacher evaluation, teacher observation, and the role of using student performance data to evaluate teachers, the research questions and correlational interview questions for teachers and administrators are seen in Tables 6 and 7.

Table 6.
Research Questions and Corresponding Teacher Interview Questions

Research Question(s)	**Corresponding Interview Questions**
1. How do teachers perceive the addition of student	*1a) Describe the implementation process your district instituted to incorporate the Educator Effectiveness Model.*

performance data used as a measure of their instructional effectiveness?	*1b) Describe how administrators addressed teacher questions and concerns about the new evaluation process.* *1c) After you initially reviewed your student performance scores, describe the impact it has had on your instructional goals. Explain how it will affect your planning and teaching practice.* *1d) Can you identify other sources of data that contribute to your self-reflection and influence your planning, preparation and professional development and describe how they influence your decision-making.* *1e) Describe an exceptional teacher's evaluation according to your training in the Danielson model.* *1f) Considering Danielson's self-reflective nature of evaluation, describe how administrators encourage you to share your thoughts, ideas and questions. Why is this dialogue important?*
2. How do teachers perceive the inclusion of student performance data in teacher evaluation in transforming their own motivation, self-reflection and instructional practice to improve student performance?	*2a) Describe your understanding of the PVAAS growth model, its components, calculations and teacher's influence on student growth.* *2b) What factors affect how you adjust your instructional practice? What types of changes have taken place in your teaching?* *2c) Describe the process you use to adapt your teaching and learning practices.* *2d) Does the way you teach have a direct impact on your students desire to learn? How does teaching influence student testing performance?* *2e) Describe ways that evaluation should motivate teacher practice and student learning.* *2f) Describe ways in which evaluation might not motivate teacher practice and student learning.* *2g) Describe how professional evaluation motivates you.* *2h) To what extent does the teacher consider the sources of performance information an integral part of the Educator Effectiveness Model?*

	2i) Describe how the Charlotte Danielson Domains 1 [Planning and Preparation] and 4 [Professional Growth] impact your teaching practice. *2j) Describe how the following components and artifacts impact your teaching practice:* • *Educator Effectiveness overall score…* • *Student Achievement score of students' performance…* • *Self-evaluation and reflection of teacher practice through post-conference…* • *Completion of a professional development or growth plan…* *2k) Describe the components responsible for success in teaching practice* *2l) How does student achievement connect to teacher evaluation from your point of view?*

Table 7.

Research Questions and Corresponding Administrator Interview Questions

Research Question(s)	**Corresponding Interview Questions**
3. How do administrators' perceive teacher motivation in response to the inclusion of teacher-specific student performance data as an indicator of teacher effectiveness?	*3a) Describe the major differences between teachers' self-reflection scoring and your observation scoring as the evaluator; are teachers motivated positively or negatively?* *3b) Describe your discussions with teachers concerning the effect of the PVAAS student performance component of the Educator Effectiveness process.*
4. How do administrators perceive the inclusion of student performance data in teacher evaluation in transforming teacher self-reflection and teacher instructional practice to improve student performance?	*4a) What factors affect how teachers adjust their instructional practice? What types of changes have taken place in their teaching? What role does evaluation play in this process?* *4b) Describe your understanding of the PVAAS growth model, its components, calculations and teacher's influence on student growth. What is the administrator's role in relating this model to teachers?*

	4c) Describe the processes teachers use to adapt their teaching and learning practices. *4d) How does the way in which a teacher teaches have a direct impact on their students desire to learn? How does instruction influence student testing performance?* *4e) Describe steps that administrators should take during teacher evaluation to motivate teacher practice and student learning.* *4f) Describe how professional evaluation motivates you.* *4g) Describe the components responsible for success in teaching practice* *4h) How does student achievement connect to teacher evaluation from your point of view?*
2. How do teachers perceive the inclusion of student performance data in teacher evaluation in transforming their own motivation, self-reflection and instructional practice to improve student performance?	*2a) Describe how the Charlotte Danielson Domains 1 [Planning and Preparation] and 4 [Professional Growth] assess teaching practice.* *2b) Describe how the following components and artifacts assess teaching practice:* • *Educator Effectiveness overall score…* • *Student Achievement score of students' performance…* • *Self-evaluation and reflection of teacher practice through post-conference…* • *Completion of professional development or growth plan…*

Discussing motivations and actions they expect to take in the future as a result of the evaluation process was addressed. Semi-structured interviews accomplished two purposes (1) examined the teacher insights into the practices and processes in teacher planning, preparation and professional development resulting from teacher-specific student performance data and (2) identified evidence of transformational learning phases.

Interview

Teacher interviews were conducted on a one-on-one basis and lasted between 30 and 60 minutes in length. Interviews were recorded and then transcribed immediately following the interview. Participants were provided the opportunity to review and verify the transcript to support the validity and reliability of the data collected. Researchers use member-checking to have participants in the study to determine if their findings are accurate (Creswell, 2012).

Data collected from the teacher-specific student performance data and interviews were analyzed looking for teacher perceptions, motivations, self-reflection, relationships, and themes relating to the phases of transformative learning. The various Danielson Framework evaluation category scores of: (1) Distinguished, (2) Proficient, (3) Needs Improvement and (4) Failing, information gathered from the interview questions, along with the evidence and administrator interview responses were compared. These data were compared to responses to interview questions looking for emergent themes or support for identified themes. Searching for the extent teachers and administrators consider the sources of performance information as an integral part of the Educator Effectiveness Model.

Analysis of Data

Most of the data came from interviews; with a portion from teacher provided student performance data documents specific to the individual teacher. Interviews and teacher documentation helped to understand the complex phenomenon of teacher evaluation, researchers must account for the multiple realities experienced by participants themselves to have a better understanding (Suter, 2011).

After transcription of recorded interviews, the next phase of analysis involved data input into NVivo Qualitative Research Software examining the narrative themes and analyzing content using Mezirow's (2000) ten phases of transformational learning as a framework for interpreting the descriptive stories of specific evaluation experiences. Evaluation ratings can distract teachers from using administrative feedback to grow (Marshall, 2013). Using Danielson's model, the student performance profiles, and the teachers' stories, themes relating to transformational learning, captured in the teacher and administrative interviews, were used to assess the teacher's willingness to adapt their classroom practices.

The third step was coding in NVivo to identify and record the most common themes that emerged from the interviews. When a theme repeats, a comparison to Mezirow's (2000) transformational phases and the research questions was made. Ultimately, a matrix design offered a visual representation of the main themes that emerged from the study and their connection to the transformational phases. Since teacher evaluation is designed to change teacher practice, it seemed logical that teachers must move through the transformational phases to ultimately change their practice. Mezirow posits that transformations follow some variation of the following phases; these served as the coding framework:

1) A disorienting dilemma
2) Self-examination with feelings of fear, anger, guilt or shame
3) A critical assessment of assumptions
4) Recognition that one's discontent and the process of transformation are shared

5) Exploration of options for new roles, relationships, and actions
6) Planning a course of action
7) Acquiring knowledge and skills for implementing one's plans (professional development)
8) Provisional trying of new roles (experimentation)
9) Building competence and self-confidence in new roles and relationships
10) A reintegration into one's life on the basis of conditions dictated by one's new perspective (Mezirow, 2000, p. 22)

The final step included cross-checking the findings and writing a summary of the findings. Included in the summary, an analysis of findings supported by the literature and those not supported. Member checking validated the rich description to ensure accuracy in statements recorded. The member checking for accuracy further validated emerging themes.

This descriptive content analysis identified what participants said about the Pennsylvania Educator Effectiveness evaluation model, and in particular, teacher-specific student performance data's impact on evaluation. Narratives were analyzed individually and as a set of stories from each district for commonalities across all teachers and administrators, regardless of age, certification, or years' experience. Finally, the four separate district sets of stories were analyzed as a collective whole to present the consistent emergent themes. Quotes from participant stories were interwoven throughout the researcher's interpretation, the use of contextualized quotes, participant details, and vivid descriptions from participant narratives and significant experiences in professional

evaluation supported the interpretation to strengthen authenticity. The purpose being, to develop a broad interpretive account of participants' evaluation experiences grounded in transformational learning theory to minimize researcher bias.

The methodology for this study involved triangulating teacher interviews, teacher-specific Pennsylvania Department of Education teacher-specific student performance data, and administrator interviews using the lens of Jack Mezirow's Transformational Learning Theory. Triangulation established cohesion between the participant responses and the evaluation practice as is it occurring in the district. The comparison across teachers and across districts provided separate points to look for similar themes from different teachers and teachers from different districts. Within this study, interview data regarding perceptions of teacher evaluation and student performance were solicited from teachers in four different school districts, providing four participant group points of view. Adding to that, different administrator groups are represented in the data from the four districts. Further, interview question responses from teachers and administrators discussing documents such as Educator Effectiveness forms (Appendix A), PVAAS student growth data (Appendix C), standardized testing results, and observation data (Appendix B) among others were used to gauge the level at which teacher evaluation was used to transform and motivate teacher practice and student achievement. Finally, comparisons to previous studies in the area of teacher evaluation were used to determine if the findings of the study are consistent with research in this area, providing the necessary components for triangulation. Connections between the Educator Effectiveness Model were explored through the ten phases of transformational learning, examining the relationship of actions and indicators in teacher practice.

Qualitative research benefits from multiple sources of information and rich descriptions (Creswell, 1998, 2012; Stake, 1995; Yin, 2010). In this study, the multiple data sources emerged from the participants' voices and performance evaluation data. The participants' own words and perspectives about their lived experiences in evaluation were elicited through: 1) individual teacher interviews; 2) individual administrator interviews; and 3) Pennsylvania Educator Effectiveness documentation. Triangulating the teachers' interview evidence, administrators' interview evidence, and written documentation sought to examine each source of information to find individual support for transformational learning themes and then examine the same information as a set of stories to find support for transformational learning through converging data points.

Additionally, the study examined multiple cases independently and then compares all four cases to further validate findings.

Summary

School district administrators and teachers alike expect their practice to grow through evaluation; this study looks at perceptions concerning teacher evaluation in four Pennsylvania districts. Evaluation can be an instrument for teacher reflection on their evaluation and support them to take action to improve. Teacher interviews, teacher evaluation documentation, student performance documentation and administrator interviews were used to collect data to answer the question "How do teachers and administrators perceive changes in teacher instructional practice and motivation based on the influence of student performance data in teacher evaluation using the Pennsylvania Educator Effectiveness System?"

An interpretive-comparative case study methodology was used; interpretive case study was used in four separate Pennsylvania school districts, and a comparison between districts was used to strengthen the reliability of the data. Participants were teacher volunteers who teach 7th grade math, reading or English; 8th grade math or English; Algebra I, Keystone literature, or biology, subjects that are assessed by Pennsylvania State Standardized Tests including the PSSA and Keystone Exams. Administrator volunteer participants observe teachers who teach at least one of the above courses. Teacher evaluation documentation and school administrator perceptions were gathered and the three components provided data to triangulate to strengthen validity and reliability. The research findings were compared with other research on transformational learning and teacher evaluation using student performance data. Further details are in the chapters on the research and the conclusions of this study. Teacher perceptions about the transformational nature of using student performance data in teacher evaluation are important because their perceptions ultimately determine how teachers self-reflect and are motivated on their practice, and improve.

CHAPTER FOUR

DATA COLLECTION AND ANALYSIS

The desired outcome of teacher evaluation is improved instructional practice and student achievement. This interpretive-comparative case study utilized teacher and administrator experiences to examine perceptions of teacher motivation resulting from Pennsylvania Educator Effectiveness System's use of student achievement data as a component in teacher evaluation. The interpretive-comparative selection was used because the case study is interpretive in nature, but the study includes more than one district and a comparison between districts was also used in the analysis of data. The purpose of this study was to examine teacher and administrator perceptions of how the addition of student achievement data in teacher evaluation in the Pennsylvania Educator Effectiveness System motivates self-reflection and change in teacher practice. The general question framing the study was "How do teachers and administrators perceive changes in teacher instructional practice and motivation based on the influence of student performance data in teacher evaluation using the Pennsylvania Educator Effectiveness System?" That general question subsumed several related questions:

1. How do teachers perceive the addition of student performance data used as a measure of their instructional effectiveness?
2. How do teachers perceive the inclusion of student performance data in teacher evaluation in transforming their own motivation, self-reflection and instructional practice to improve student performance?
3. How do administrators perceive teacher motivation in response to the inclusion of teacher-specific student performance data as an indicator of teacher effectiveness?

4. How do administrators perceive the inclusion of student performance data in teacher evaluation in transforming teacher self-reflection and teacher instructional practice to improve student performance?

Description of the Sample & Methodology Applied

Fifty-nine participants met the study criteria, 52 teachers taught subjects tested by the Keystone Algebra, Biology or Literature exam, or PSSA math or reading exams, and seven administrators met the criteria of observing teachers who taught tested subjects (see Tables 8, 9, and 10). Pennsylvania implemented this new evaluation model in 2014 and teachers participating in this study received a teacher-specific student performance report for the first time in Pennsylvania in October 2014. The October release drove the timing of this study because the researcher wanted to seek teacher and administrator perceptions as soon as this information became available. The researcher felt the biggest impact of this study relied on being first into participant teacher and administrators' minds representing a clearer perception.

Table 8.
Teacher Participants

TEACHERS	District A	District B	District C	District D	Totals
Eligible Teacher Total	6	11	15	20	52
Interviewed	3	6	4	4	17
%	50%	55%	27%	20%	33%

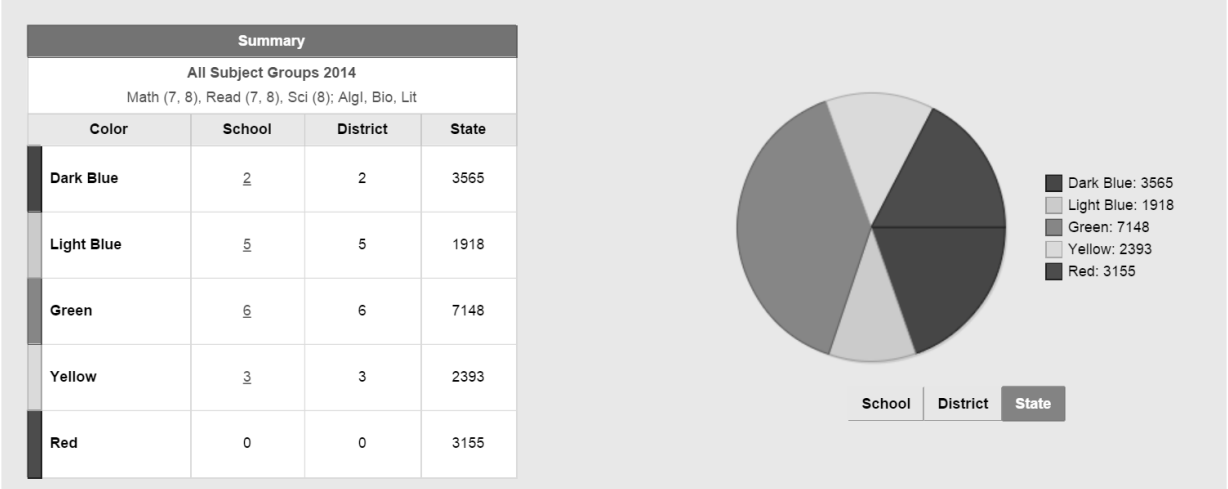
Table 9.
Administrative Participants

ADMINISTRATORS	District A	District B	District C	District D	Totals
Eligible Admin Total	1	2	2	2	7
Interviewed	1	2	1	0	4
%	100%	100%	50%	0%	57%

Table 10.
Total Study Participation

TOTAL STUDY	District A	District B	District C	District D	Totals
Eligible Total	7	13	17	22	59
Interviewed	4	8	5	4	21
%	57 %	62 %	29%	18 %	36 %

The sample included teachers that ranged from first year teachers through 29-year educators; level one and level two certifications were represented and all five categories of student performance ratings were represented. The five categories included Red or significant evidence of less than a year's worth of student growth; Yellow or moderate evidence of less than a year's worth of student growth; Green or evidence of a year's worth of student growth; Light Blue or slight evidence of more than a year's worth of student growth, and Dark Blue or significant evidence of more than a year's worth of student growth, as seen in Appendix C and Figure 4. The sample percentages closely resembled the dispersion of teachers across the state adding validity to the sample as seen in Table 11.



Summary

All Subject Groups 2014

Math (7, 8), Read (7, 8), Sci (8); Algl, Bio, Lit

Color	School	District	State
Dark Blue	2	2	3565
Light Blue	5	5	1918
Green	6	6	7148
Yellow	3	3	2393
Red	0	0	3155

Figure 4. Pennsylvania teacher specific summary report, Copyright Pennsylvania Department of Education 2014, used with permission.

Table 11.
Participant Teacher-Specific Summary 2014

Color	**PA State Percentage (2014)**	**Sample Percentage**
Red: significant evidence of less than a year's worth of student growth	17.3%	06.2%
Yellow: moderate evidence of less than a year's worth of student growth	13.2%	25.0%
Green: evidence of a year's worth of student growth	39.3%	31.2%
Light Blue: slight evidence of more than a year's worth of student growth	10.5%	12.5%
Dark Blue: significant evidence of more than a year's worth of student growth	19.6%	18.7%

All content areas eligible for participation were represented in the participant population, 24% held mathematics certifications and taught PSSA math or Keystone Algebra courses, 41% taught English/Language Arts, and 35% of participants taught PSSA science or biology.

Each participant was interviewed utilizing an interview protocol (Appendix D) administered in a semi-structured format. All participant interviews were conducted, audiotaped, and transcribed by the researcher. Given the semi-structured nature of each interview, the researcher looked for content clues in the text to determine the starting and ending points of different topics, designated by the interview questions, sub-questions, and probes (Guest, MacQueen, & Namey, 2012). Guest et al. suggested that when semi-

structured interviews are used, data sets can be coded and separated by topic. Coding using Mezirow's (1994) ten phases of transformational learning and thematic analysis was completed using an approach by Braun and Clark (2006). Thematic analyses were used to inform the research questions, because it is a widely-used, adaptable method that identifies, analyzes and reports patterns within the data (Stake, 1995); and is a foundational method for qualitative analysis that consists of several specific phases, which will be utilized for each source of data for each of the four individual case studies and aggregate case study (Braun & Clark, 2006).

In addition to direct interpretation of data, case study research depends on the "aggregation of instances until something can be said about them as a class" (Stake, 1995, p. 74). Coding according to Mezirow's (1994) ten phases took place after the interview transcriptions were completed and member-checked, then the data were analyzed for thematic patterns represented in the categorical aggregation for each case looking for evidence of the ten phases. In analyzing the data and depending on the situation and the teacher involved, some phases were more emphasized, others marginalized. However, the process began distinctly with the "disorienting dilemma" – a selection of alternatives – which must be resolved. The dilemma is whether to reinforce the existing knowledge of the teacher evaluation process, or to begin the process of revising the experience of teacher evaluation. In subsequent paragraphs and cases, codes that represent the phases will be presented and ultimately lead to descriptions of each pattern that emerged from the aggregate data for all participants.

Presentation of Data and Results of Analysis

Case A: Adams School District

The analysis begins with three teachers representing Adams School District, which accounted for 50% of the teachers eligible for participation in the study from the district, and 100% of the eligible administrators from the district participated to support and validate teacher comments.

A disorienting dilemma

Through the interview process, teacher responses provided support for phase one. When asked about their reactions to the idea of student achievement data included in teacher evaluation the responses demonstrated a universal frustration with the process. Teacher K noted,

> One of the things that really bothers me is when they [the Pennsylvania Department of Education] are throwing these test scores in there [into evaluation], and there's test scores even in subjects that I don't teach and the scores affect my evaluation…umm…that, that I think is wrong, you know some of these tests, they don't consider poverty, they don't consider where these kids come from and, you know what I mean, I feel a lot of that is affecting our teaching ability and it shouldn't be, on our observations.

The teacher added, "a lot hinges on our test scores, so a lot of our instruction time is now being geared towards… the state test…I find myself looking more towards that than I do maybe teaching the curriculum, the student, or whatever."

The disorienting phase according to Mezirow's model for Teacher N, was both scary and confusing. "Well one thing that it [evaluation with student scores] actually did

for me, to be honest, scared me a little bit… Oh my goodness, I will tell you honestly that umm…I…it [how they arrive at the performance scores] still is a bit confusing to me."

Teacher O related information about the disorienting nature of the new evaluation process.

> Umm…well, I struggled with this as a first-year teacher, when I first saw this because I was looking at all the distinguished things and especially in Domain 1 and Domain 4, I was like, I can't hit these, I can hopefully hit proficient, but there is so much where…as being in Domain 4…having relationships with colleagues and I was new and I was trying to reach out to teachers that are older and they didn't really want to open their arms up and open their classrooms up to me at first… I think there [are] 20, 21 categories, I think it would be very difficult to stay distinguished in every category.

Mezirow (1994) suggested that teachers should create opportunities to experience disorienting dilemmas, critically reflect on their assumptions, and facilitate how to learn, not just what to learn. In this case, the State of Pennsylvania has created the disorienting experience by requiring student performance scores to be included in teacher evaluation. The next phase of Mezirow's sequence involved taking the disorienting dilemma of a new evaluation model and self-examining the negative feelings associated with the dilemma.

Self-examination with feelings of fear, anger, guilt or shame

"As radically distinguished from Mezirow's occasional reference to an individual's feelings of discomfort and disorientation, transformative education identifies grieving as a critical condition for the possibility of a personal transformation" (Boyd &

Myers 1988, p. 280). Scott (1997) suggested that grieving is a "significant loss of a way of making meaning that worked in the past," and is the most integral component to transformative learning (p. 45). The self-examination of those fears, or anger or guilt comprised the second phase of transformational learning and several teacher comments hinted at the presence of this stage.

"Well, one thing that it [the new evaluation model] did for me, to be honest, it scared me a little bit…I fear that they're [the students] not going to get that years' worth of growth," Teacher N admitted. The teacher added,

> A lot of teachers are just kind of defeated before the test even happens. It's like, you know what, all of our evaluations are going to stink next year because our kids aren't going to pass anyways, so you know, I'm just going to show up and teach and it actually maybe be a good thing in the end if we all fail because then they'll have to change it.

Teacher O recalled similar reactions

> I didn't like the fact that some of my students were struggling and it's put in front of me and I think it's a shock. I thought…they kind of slipped through the cracks in my mind, where these kids, they do well in class, they do well in homework, they do decently well on the tests, and then when they get to the State Test, they bomb it or they didn't do as well as I thought they were going to, so it did open my eyes.

Teacher K recognized that paying attention to the student performance data does not play as big a role and admitted to being confused more than angry or scared. "I will be honest with you, I don't pay that much attention to it, umm…I do look at, you know, I

do look at data but I'm not sold on just that one form of data, and how they arrive at it is a bit confusing." The notion that factors outside the teacher's control plays a part in evaluation angered Teacher K. He noted that one of the things that really bothered him was including test scores in subjects that he did not teach and those scores unjustly affected his evaluation. The self-examination of teacher concerns reflected in the comments suggested that phase two of transformation learning was present for all participants in the district. According to Mezirow's next sequential phase, the critical assessment of assumptions, evidence for participant comments that supported the existence of this next phase of transformational learning theory follows.

A critical assessment of assumptions

Teachers took assessment of their assumptions about teacher evaluation and the importance of student achievement as part of evaluation. The general notion pointed to feelings that teachers were in a no-win, situation but needed to reflect on their efforts based on student scores. Teacher N suggested,

> I feel like we're between a rock and a hard place these days… However, I also don't believe that we should call it quits because we are a tiny school and have a lot of things going against us. If our kids aren't passing and they don't have a years' worth of growth, I do believe that we should be looking at that and saying what we are…what can we do… you kind of have to consider, you know, all of the ways it can skew the scores that we're are getting.

Teacher O admitted that, "if my students are struggling then obviously I am not doing something correctly." Teacher K supported Teacher O with regard to critical reflecting from the information provided through student achievement and evaluation

> I think evaluation should be both positive and negative and I think a teacher should take that and then use that information to become a better teacher, a more effective teacher and find new ways of bringing the learning through the entire classroom to the students.

All teachers expressed discontent with their understanding of the Pennsylvania Value Added Assessment Score (PVAAS) or the calculation that determined student growth. Comments included Teacher O and Teacher N respectively:

> I'm a numbers guy and a logical thinker, I've loved math since I was 5 years old and when they start throwing numbers out that I don't understand, I don't know how many people truly understand, do understand, how PVAAS actually works.

and

> I do get a little…to dig deeper into it [the PVAAS growth score] is a little confusing to me…my one question I've asked and nobody can seem to answer it for me is how do they determine what a years' worth of growth is.

Teacher K agreed, "How they arrive at it [the PVAAS growth score] is a bit confusing." The next phase transitions the teachers' critical assessments and recognizes that teachers are all in the same situation.

Recognition that one's discontent and the process of transformation are shared

Teachers in the Adams School District acknowledged that the discontent and the changes that should result are common among all teachers. Besides the fact that all teachers answered several questions with a collective "we" that was either stated or implied. Teacher N commented

> Well, umm…one of the other things too is…you…and you hear it again with the

way education…and I've only been in education several years, but all of the older teachers, not all, but many who have been teaching for years say – well this is going to change, I've been through so many different evaluation models and so many different programs and, they're here for four years and they change and…and…and I think a lot of times teacher get like, I'm not going to do this just because I have to be evaluated on it, because in three years it's not going to matter anymore, because they're going to change it anyways and this is going to be old news.

Teacher O's comments hinted at the same notion

Well, again, I like the evaluation and I have no basis to compare it to, but being in the lunchroom and talking to other teachers that have been teaching for 25-30 years, they always talk about cheating, and being…we get evaluated one time and all I have to do is, you know, pull out my best lesson for the year, and….this shows my classroom environment is good, it shows my instruction is good, but then I go and I counteract with but your planning and prep is part of the your now evaluation, your professionalism is part of the evaluation now so it's not just this one lesson, it also takes into the count everything you're doing outside the classroom, your relationship with the students, your relationships with the parents, the relationship with the students between the students in the class, so it's a whole lot more that…than just teaching a lesson and getting evaluated on it, and you know, pulling out your best lesson for the year. That was the hardest question for me to answer because I truly like the system, I think it will benefit the teachers that care, long-term, and it will weed out some of the teachers that might not, you

know, truly be very good for the school district and the kids.

For teachers to progress to the next phase of transformational learning, it was necessary to move from recognizing the shared process to discovering new roles and actions that benefit teacher instruction and student achievement.

Exploration of options for new roles, relationships, and actions

All participants highlighted the fact that they have explored new roles or actions or have been motivated to re-examine their teaching practice as a result of the new model. Teacher O acknowledged

> The evaluation system…I like it because it has given me insight into the areas that I'm lacking in and it also gives me areas that I have strength in and then I can adjust my teaching by saying okay, in one of the categories I'm weak but I'm going to focus on that try to improve that from a…a proficient to hopefully a distinguished over time and if I can keep my strengths were they're at. Umm…the breakdown is excellent, I like how they break down the four domains, all the domains aren't generic, they're in-depth, there's multiple categories, so I can compare my score that I got last year to the score that I got this year and if I don't get a distinguished it does motivate me because I want to be the top teacher in the school…that's my goal I want to be the best. So, if I'm not distinguished in all categories it gives me motivation to become distinguished in all categories.

Teacher N suggested several things that indicated exploring new roles and actions, including

> I go through the Danielson model several times a year and look at what's a distinguished or a proficient teacher and what can I do that I'm not doing in my

> classroom so that when I'm evaluated you can see that not only am I doing that today, but the kids aren't saying why are we doing this today, we never do this, that it's something that I'm used to doing to get that good evaluation.

and

> I think it [evaluation] definitely gives me umm…somewhere to go something to think about when I…when I'm done. I mean, I try not to just forget about my evaluations after my conference is over with my administrator, okay what can I do better the next time

Teacher K recognized

> I like to look at all areas, I basically, I'll be honest with you, when all this testing and all this has come down, I found one thing out…that if you stick to your curriculum, you make sure that your curriculum aligns towards the Common Core Standards, and you actually teach it, a lot of this gets hit, and…and yes there are some students that need some remediation, yes there's some students, you know, who were borderline, you may be able to get to the next level, but I think if you just stick to your guns and stick to your…your teaching ability, a lot of it comes out.

The jump from exploration and discussion of new roles to planning a course of action to acquire the necessary skills was a hurdle that began to separate participants.

Planning a course of action

The recognition that a teacher had to make some plan or take some action on the continuum to transformational learning seemed to be a defining moment in the teacher evaluation process. Teacher K was unable to provide answers that showed evidence or

any of the remaining stages in Mezirow's Transformational Learning Theory model. Teacher K's own words indicated he knew evidenced by comments that included

> Honestly, I find [my day to day instructional data more important than the teacher-specific evaluation data], being a thirty year teacher, I've learned to analyze my students, I've learned to watch my students, basically when I'm teaching a class, I can tell if they're getting it or they're not getting and what they need to…to work on, and usually, a lot of it is the same thing as the data that's coming through PVAAS or whatever.

The teacher stressed how evaluation did not affect his instructional practice,

> Well, [teacher laughs]…to me, like I said, at my point in my career, it [evaluation] doesn't really affect me, I know what I'm doing and I know what I do…I know what I do well and I know what I do wrong.

The remaining participants demonstrated a course of action to address the exploration they suggested in the previous phase. Teacher N repeated several times throughout the interview a plan to continuously review the evaluation, student data and Danielson domains. The teacher commented on how she goes through the Danielson model several times a year and assessed what the teacher did that she was not doing in the classroom in preparation for the next evaluation. The goal being that administration can see that not only did the teacher do that today, but the kids were familiar with the teacher's instructional practices and it was not something done to only "get that good evaluation." Teacher N furthered the plan to take action and stated

> Well I think it definitely gives me umm…somewhere to go something to think about when I'm done. I mean, I try not to just forget about my evaluations after

> my conference is over with my administrator, okay what can I do better the next time, so I do think that the reflection, especially once you talk to the administrator because, you know, when you go out there and teach your lesson and you think ahh, I killed it, I'm getting distinguished every area and then the administrator comes in and sees things differently than you do not that that's a bad thing, but it does give you something to think about. Okay, the principal's outside of my shoes and here as somebody stepping in from the outside, here's what they saw, and how can I use what they saw and do better.

Teacher O also recognized several times different actions the teacher planned to address concerns, the teacher in one instance stated

> I could go to my mentor that I have at the school, or I could contact one of the other content teachers in the surrounding school district and talk to them and see what they were doing that was successful to help my class…because obviously, our goal in school should be for all students to be successful.

In addition to looking to others for guidance, Teacher O acknowledged that the plan of action would also require examination of the curriculum. "My instruction will be better because I'm prepared…doing all the little things, making sure the instruction is aligned to curriculum, completing lesson plans, appropriate assessments using assessments appropriately."

The next phase in Mezirow's continuum involved participants moving from creating a plan of action, to actually acquiring the knowledge or skills through some means to be able to realize the plan they had created. Participant comments from the Adams School District, provided evidence for this next phase.

Acquiring knowledge and skills for implementing ones plans

Both participants discussed methods for acquiring skills to improve both instructional practice and student achievement. They recognized that while the data presented in the PVAAS teacher-specific report was valuable, it was not timely for learning where student weakness remained. Because they received the state data at the end of October for the prior year, they no longer had the same students in class and could not affect those learners. They commented that to acquire knowledge for current students, other forms of assessment were important. Teacher N recognized

> I would say that my daily assessments are probably, maybe a little more valuable [than evaluation student performance scores] because they are happening at that moment, you know, not…the evaluation data we get back later and not only that but I think like when we take our Study Island, it's the benchmarks that we use…there's a lot…they're supposedly, you know, supposed to be closely aligned to the Core and what's going to be on the test so at least I can understand before they take the test what concepts they might have the most trouble with if those kinds of questions come up on the PSSA or Keystone.

Teacher O's comments agreed, "We do the Study Island benchmark three times per year so that I can see where the students are at different points of the year, and I do use that data [more than evaluation data]."

Besides acquiring information from regular assessment, the teachers recognized that learning from, and sharing with, colleagues are important for improvement. "We created professional learning communities within our content areas…to share the kinds of things that are coming up in our class." Both teachers recognized the importance and

value in sharing professionally, Teacher N added about working together and being able to ask, "Do you guys have any ideas about this, here's what I did, it was really good, and I want to share it with you, or it totally bombed can you guys help me out." The teacher added that prior to the increased accountability of the new teacher evaluation model, these types of dialogues and professional collaboration to acquire knowledge and skills did not exist in the district. Teacher O highlighted the same use of professional communities to share and acquire knowledge

> We're teachers to help the students achieve and to be successful, if they are struggling, then I need to change something, if they are doing well, then I need to do what I'm doing, plus maybe go into the other classrooms and talk to some of my colleagues and tell them what I'm doing well and tell them what the students are responding to, so that maybe they can be successful in those other classrooms as well.

The teachers suggested that most of their skill acquisition came from two main sources, professional development and collaboration or networking with other educators. Teachers obtained professional development primarily in training through the district, the intermediate unit, or outside professional vendors and a combination of district mandated and teacher selected training. The key here was that both teachers selected to attend training based on their perception of what they needed to improve. The professional development choices were selected to help the teachers achieve their own plan. Directly related to the evaluation model, Teacher O admitted that when the district participated in the Teacher Effectiveness pilot the teacher participated just to better understand the process and to grow professionally.

> We had a pilot program, and all the teachers that were untenured were part of the pilot program and then the district also opened up to any other teachers that wanted to go through the pilot process and so I went through it twice my first year teaching.

To move along the continuum of transformational learning required the teachers had to take the learning and experiment with it in their own classrooms and practice.

Provisional trying of new roles (experimentation)

Participant teachers advocated that learning from colleagues and trying what was successful in another classroom in their classroom happened regularly. The information pooled from their professional development, from their routine formative assessment of students, and most importantly, information suggested in their professional evaluation. Teacher N stated

> I had to look at what can I do to get them [students] to want to grow even if they were proficient and advanced… I know that one of the things that were really stressed [in my evaluation] and that I did try to practice a lot last year was that the questions are higher level thinking, you know, if you are looking at Webb's Depth of Knowledge…I'm thinking to be on the level three or the level four. Umm…and ideally the kids should be able to create their own level three and level four questions on their own, and I know one of the other things that I'm trying to practice more and what they were look at in evaluation was are the kids more or less in charge of the learning, rather than me leading them, are they leading each other as far as the discussion and the learning goes.

Teacher O stated that as a result of the evaluation and professional development, "Now I'm trying to pair the top kids with some of the struggling kids so that the top kids are reinforcing by teaching it to the struggling kids and hopefully, this year, I see improvement in those scores." Teacher O added

> I like it [the new evaluation model] because it has given me insight into the areas that I'm lacking in and it also gives me areas that I have strength in and then I can adjust my teaching by saying okay, in one of the categories I'm weak but I'm going to focus on that, try to improve that from a proficient to hopefully a distinguished over time and if I can keep my strengths were they're at. Umm…the breakdown is excellent, I like how they break down the four domains, all the domains aren't generic, they're in-depth, there's multiple categories, so I can compare my [student] scores that I got last year to the score that I got this year and if I don't get a distinguished it does motivate me because I want to be the top teacher in the school…that's my goal I want to be the best. So, if I'm not distinguished in all categories it gives me motivation to become distinguished in all categories.

The transition to, and representation of, Mezirow's ninth phase, building competence and confidence in the new roles, was somewhat limited due to the newness of the model. However, teachers referenced actions and comments that suggested they reached these phases.

Building competence and self-confidence in new roles and relationships

With teachers receiving their teacher specific student performance data information at the end of October 2014, and the interviews for this study transpiring

between February and May 2015, it was difficult to extract extensive direct quotable information because the participants referred to in this district, at this stage of the study, were in the midst of phases nine and ten. The final phase being a reintegration into one's life on the basis of conditions dictated by ones new perspective. For that reason, the two phases are combined here and supported through several comments. Teacher O stated, "I do think there is a link or relationship between how students score versus the relationship they have within my classroom." Teacher O added

> I truly like the evaluation system, I think it [evaluation with student performance as a component] will benefit the teachers that care, long-term, and it will weed out some of the teachers that might not, you know, truly be very good for the school district and the kids.

Teacher O supported the final phase when the teacher stated, "Just that I want to be the best in the district, my goal is to be the best teacher for my students every day of the year…and…seeing my weaknesses just gives me an opportunity to improve upon them." Teacher N recognized that through the new evaluation model there was more to effective teacher practice than just content, "I believe it's not just what…like the way you teach as far as what method you use, but I think it also affects your attitude, and the emphasis you put on learning and what they're doing." Teacher N noted evaluation was important

> Well, I know that for me personally, I like to get good evaluations and I don't want to have a bad one, so that motivates me to you know, do what I should be doing, and what's going to get me that good score.

Table 12 highlights the matrix of the teacher responses according to Mezirow's phases of transformational learning. To support the information teachers stated in the interviews

and the connections to transformational learning, the administrator comments comprised the final discussion for the district's analysis.

Table 12.
Matrix of Identified Teacher Stages for the Adams School District

Transformational Learning Stages (Mezirow 1994)	Teacher K	Teacher N	Teacher: O
1. A disorienting dilemma	X	X	X
2. Self-examination with feelings of fear, anger, guilt or shame	X	X	X
3. A critical assessment of assumptions	X	X	X
4. Recognition that one's discontent and the process of transformation are shared	X	X	X
5. Exploration of options for new roles, relationships, and actions	X	X	X
6. Planning a course of action		X	X
7. Acquiring knowledge and skills for implementing one's plans		X	X
8. Provisional trying of new roles		X	X
9. Building competence and self-confidence in new roles		X	X
10. A reintegration into one's life on the basis of conditions dictated by one's new perspective		X	X

Administrator support for teacher transformational learning

The administrator participant from the Adams School District supported both teacher responses, and results from the information gathered. Administrator B highlighted some of the training and results in the district.

> This is actually my third year for doing the observations with the Educator Effectiveness because the very first year we piloted and I asked the teachers if they wanted to do that and they said yes. So [to prepare] we actually watched

> some of the training videos together and evaluated teachers together and they're very familiar with looking at the evidence that's collected and then using the rubric to score a teacher, but most of the teachers have scored themselves a little bit rougher than what I have scored them…I would say 70%-80% of my teachers feel that this new teacher effectiveness evaluation has been really positive.

Sixty-seven percent of the participants had responses that indicated their teaching practice had transformed as part of the new evaluation model, and suggested the new evaluation model had been a positive change. This data supports the administrator's perception about teacher receptiveness to the new model.

Another area consistent with the administrator's perception that parallels both the teacher perceptions and supports the idea that transformational learning occurred in the district, was the notion of professional development. Administrator B recognized

> Domain 4 and professional development is one of the areas that I've seen the biggest improvement in. Umm…especially a lot of my older teachers, they've been, you know, operating under the model of, you come in you do your job, you shut your door, you teach and…and pretty much that's it and Domain 4 looks at, you know, no, that's not the way it is. It's about collaboration, it's about sharing instructional practices with your, colleagues. So, you know I've got some…some teachers that scored distinguished in Domains 2 and 3 and you look at Domain 4 and they're in 'Needs Improvement' and they're like…what? So, I've seen the biggest change in Domain 4 among my teachers because I point out…you can't score proficient or advanced in this Domain unless you're willing to change and, you know, go beyond what you're asked to do in your given day [to benefit

student achievement].

The administrator indicated that the willingness to participate in professional development and to seek out professional development are improving, but most noted was that teachers implemented the professional development in their instructional practice.

The administrator supported the disorienting component and the self-examination of fear, anger and guilt.

> It's [evaluation that includes student achievement] had a huge effect with the teachers that teach test related subjects, I mean, I've seen big changes among those teachers but not just positive ones, I mean, I've actually seen teachers who are just really stressing themselves out. I'm sure you have this to because of our size, it usually comes down to one or two teachers, so they really feel the stress of it, where the teachers who don't have those tested subjects, I mean, they were sort of floating along like this is really not my problem until they started to look at, you know, how the school performance profile affects them and then it…it did become their problem, but umm…I have seen a big change in the teachers, they're here longer, they're here earlier, they're putting more time in their planning, they're, you know, they're just doing more.

Teacher perceptions and administrative perceptions showed evidence for transformational learning resulting from teacher evaluation with the inclusion of student achievement data. One district, however, provides only a quarter of the information for this study. After reviewing all four districts in the manner outlined above, aggregated data provided a larger picture of self-reflection and motivation to change in teacher

practice.

Case B: Baker School District

The analysis of the Baker School District began with six teachers representing the district, which accounted for 55% of the teachers eligible for participation in the study from the district, and like the Adams School District, 100% of the eligible administrators from the district participated in the study to contribute administrator perspective to teacher comments.

A disorienting dilemma

Teacher interview responses supported the initial phase for Mezirow's (1994) Transformational Learning. Participant responses to interview questions pointed to the first phase, a disorienting dilemma created in teacher perceptions of evaluation that included student performance data.

Teacher Q stated, "Based on [the new evaluation model's use of student data]…uh…personally, I don't agree with any of that…I look at these very rarely, I'm not a big fan of any kind of evaluation."

Teacher R added, "I don't know if anybody could have prepared me for the change in the observation."

Teacher U recognized the initial confusion, but really only cared that it indicated proficient, "for one, I had to try to figure out how to decipher it all first when they gave it to me…I really didn't think too much of it…It said proficient and I was like okay, good."

All teachers recognized some level of discomfort or dilemma concerning understanding how the PVAAS score was calculated. Teacher V stressed, "There's so

much ambiguity. It's evident that there's like a lot of room for error."

Teacher U comments follow the similarity

> The growth part [of teacher evaluation student scores] baffles me, especially when they…how they seem to score it, it's my understanding…like one grade is compared to another group in the same grade, you don't even keep the same students and how much they grew throughout umm…if I'm understanding it correctly. I don't understand that at all, how they calculate and get their calculations, I don't understand too well…umm…the teacher's influence on growth…I don't know, I think…the whole growth part I guess is just obviously stumping me.

Teacher T said, "PVAAS is sort of a hard question because in terms of actual numbers, I don't exactly understand all of the ways that they calculate student [growth]."

Teacher S's comments paralleled those of the others

> As far as the calculations, I have yet to see or have anybody explain to me how the calculations are done, and I am excellent in math, so I think that kind of…that's one thing I always question about it, how the calculation is actually followed.

Teacher R added

> I don't understand exactly how it's calculated, that's one big question that lingers in my mind, okay, how is this calculated, like my students last year, umm…you know I question where the beginning number is coming from, is it just a previous grade, you know, I am unclear as far as where that beginning number comes from.

Based on the comments about PVAAS and the student performance calculation alone, the

disorienting and confusing nature of teacher-specific student performance data in evaluation was a concern. From those concerns, teachers expressed the feelings of guilt, anger, frustration that showed the transition to phase two.

Self-examination with feelings of fear, anger, guilt or shame

Teachers expressed numerous comments that supported the second stage of Transformational Learning where they examined their personal feelings of fear, anger, guilt or shame. Teacher Q commented that because of seeing the student performance scores the teacher felt shame for starting to teach to the test.

> Right now I'm just kind of focused on basically the cardinal sin of everything and that is…a, teaching to the test [chuckling]…I haven't even really looked at that stuff lately, I just kind of sit down and put my nose to the ground and work to teaching to the test… and it's horrible to say that.

Teacher Q passionately added

> I'm just not a real big fan of the evaluation process. What makes a good pitcher on the baseball field? Is it a 95 mile per hour fast ball, is it a 12-6 curve ball, or a good change-up, or a slider. There's so many different forms of evaluation, you know, I might relate greatly with a child and save him from committing suicide, but the fact that he still has a 72 in my class, which is more important the fact the kids alive or the fact that he has a 70 in my class?

Competence is the ability to do something successfully, and all educators strive to be viewed as a competent teacher. Research on teacher competence indicated that the school effect on achievement developed mainly from variations in teacher quality (Darling-Hammond, 1999; Hanushek, Kain & Rivkin, 1998). Teacher R addressed the

fear of not being seen as competent.

> Because you're given a score, like a raw score and your…umm…it's competitive and it makes it competitive and it makes you feel sometimes like you're not competent when you're trying your hardest, I think it can do that…so it just takes scores and just raw numbers and it's like a one dimensional picture of a…a very complex three dimensional situation. I'm just being honest, I mean I went down there [to receive my student performance report] and I was shaking, I mean, what's my number going to be.

Teacher S took the competence idea, and stressed a fear of being in a small school and letting others down. Research on teacher teamwork, collaboration and school climate has been shown to correlate with student achievement (Rutter, 1979; Mortimore, Sammons, Stoll, Lewis & Ecob, 1988). In this type of research, the importance of school climate and respecting others abilities for students' results has been stressed, and ties directly to Teacher S's concerns on disappointing colleagues and school climate.

> You don't want them to say, well jeez, what was this guy doing in class, why are those numbers so bad? You know, and that's not necessarily maybe the best way to go about it, but that is part of it, you don't want to look bad in front of your peers, you don't want to look bad in front of your colleagues.

Teacher T simply stated, "It drives me crazy that I can't fix it, and I feel that it [your student's scores] does affect the way you're viewed and the way you feel about yourself as a teacher."

Teacher U's comments were similar to Teacher T's

> After I got the results, it was really the first time I kind of had a heart to heart with

> the assistant principal…because I'm obviously concerned that no matter what I've been trying and adapting it hasn't really made an impact.

And significant from Teacher U was, "I hate it…I won't lie to you, I think it's [the new evaluation model] the most ridiculous thing in the world to judge a teacher based on student performance in the sense that they're doing it."

Teacher V was the only one to address the fact that the new evaluation model only affects certain teachers. If a teacher is not in a testable subject, they do not have the same pressure, "Overload is the key, burnt out, exhausted. This model is a bit too much, but it seems as though ultimately, it still only affects a certain amount of people."

Comments throughout the interviews focused on teacher's self-examinations and the feelings of anger, guilt and frustration and set in motion the comments that formed the basis of a critical assessment of their assumptions.

A critical assessment of assumptions

> Let me tell a story that I was told the other day by a teacher…has a friend and there's another teacher in the same grade level that is very military based…they are just hard driven…and a student was asked, how [are] you going to do on these tests? Straight out of his mouth he said 'what's going to happen to me if I do poorly on this test? Nothing, well then why do I want to help, or make that teacher look good, she's been a bitch to me for a 130 days. The only person that looks bad if I screw up on this test is her.'

Teacher Q recounted that story as a way to open the discussion of the critical assessment of assumptions.

Teacher S raised several concerns about how this new observation model could be

a positive if utilized as a growth tool. The dialogue created through observation if presented positively could be an asset, "just kind of improve yourself, and make constant improvements and make constant adjustments…what can I do differently here, or with this group of students what worked well or didn't work well." But the teacher kept coming back to how the teacher scores were arrived at, "I am not comfortable with how they arrive at the numbers, if I was more comfortable with how everything was calculated I might be more comfortable with the model."

Teacher U made critical comments and stated

> It's hard for me sometimes to stay positive about it, because I've been in the situation and in this grade level where it doesn't seem to make a difference what I do sometimes and how much I've tried to adapt and, who they bring in to help or… so it's hard to pull myself up from that I guess. It is very overwhelming…umm…and I try not to use that as an excuse.

Teacher V commented several times how teachers are at the point where they must teach to the test and nothing more, about how creativity and recognizing that teachers are professionals has somehow been lost on this model. "I wish that I could have the freedom to teach according to my students' needs." Adding, "I feel that as the professional, I should be able to make that judgment call to adapt my curriculum when needed…not based on the PSSA and what must be covered."

Teacher T made a few poignant comments that supported both the critical assessment and transitioned well into the fourth phase and recognizing that the discontent and process of transformation are shared among other teachers.

> You have the situation where if the principals are evaluating your ability, and

> even if you are really good, but you're not performing essentially there's sort of that conflict of interest, how can we say she's amazing and can do all these things, but these [student achievement] scores don't show it.

The notion that not only did teacher self-perception suffer, but the teachers' standing in the community's perception suffered was noteworthy from Teacher T.

> Well, in the year's past, before the PVAAS, our school was considered the elite and the staff still feels like the school is a great place to go, umm…and teachers who had good results in state testing were considered really good, even looked up to, and everything was considered to be working. So when you considered our school district that meant everybody was good. The growth scores came in, and they did open up some new perspectives on things, the areas where we were stagnating and not moving…I feel like we did just get our eyes opened to places where maybe there was a problem. So with that, I feel like as much as you felt like you were really good at what you did because your students were scoring so well, that whenever the PVAAS model came through it made certain people look and feel like they weren't good teachers anymore, even though before, no one ever even thought a thing of it.

Teacher T went on to add a crucial statement about how this student performance scores and the teacher-specific reporting had an adverse effect on more than just the teachers receiving the scores.

> After the SPP came out and you saw the [poor] growth and you thought oh my, every year we aren't seeing growth, we have a trend here and there is no growth in this content area. I think that [negative] perception [of not being successful or

elite]…self-perception and community perception [has grown].

Recognition that one's discontent and the process of transformation are shared

Teacher T's recognition that community, school and teacher self-perceptions suffered from the release of the student performance data provided support for phase four. All teachers addressed the collective "we" throughout several portions of the interviews.

Teacher S discussed the notion of the group being blamed

> Teachers feel like you're always chasing that number, that PVAAS number, that SPP number, that number they put on the screen the first couple of in-service days about where my kids are at and they put that up there for the whole school, that, you know, that's a motivating factor too because we don't want to get shamed.

Teacher T's feeling about collective shame were similar

> The way that it's [accountability for the school performance] spread out throughout the school and a lot of the responsibility is just on certain subject areas. Even though, teachers get portions of it on their evaluation, you really wish you taught social studies instead, that would be the dream life, if we could use all the strategies and teach we could be the best social studies teacher in the world and not have stress, or at least the stress caused by the test, I wouldn't have this feeling like I'm letting the school down.

Taking the collective group feeling of not being successful, Teacher U stated, "This is my fourth year in a row that we've actually redone the curriculum in its entirety to try to show growth; and we haven't had success yet." The teacher added, "We've had meetings with previous grades all together, talking about things, trying to figure out why

there is such a slump from one grade to the next." The teacher indicated that all those efforts felt unsuccessful to this point, but only materialized on a few teacher's evaluations.

Teacher V made a comment that summarized the responses from the Baker School District participant's perceptions in a few affecting statements

> This model is a bit too much, but it seems as though ultimately, it still only affects a certain amount of people. Granted, it's for all teachers, but there are some hands in the pot that put forth more of the effort, and that's not saying that your staff doesn't recognize it, but the fairness of that is…it's…it's not there. You have one or two teachers that the percentage of your school's scores have been based off of their instruction, and every component of reading and writing is pushed forth in all of your other classes, but sometimes it gets to a point where we have to be careful how we're telling our other disciplines to do things… I just feel a heavy burden because I feel that it may go unrecognized the amount of work that people do put into it [improving student achievement]. People aren't realizing when you talk amongst your staff, a certain group will say, 'I don't even know what PVAAS is' and 'I thought PSSA's were gone'… 'I thought it was just the Keystone' and it's like…where…where's that dialogue that we can all get together and collaborate. We all have expertise in our area, but once again, I just feel like we [teachers responsible for state tests] get bombarded.

The notion that transformation, especially the stages that are cause for discontent in teacher evaluation, are shared, reared in all the interviews in the district. Some were better at articulating those shared concerns, but all expressed them. The discussions

flowed as if by design from teacher and staff discontent, to how teachers examined new actions to address the concerns raised by student achievement scores.

Exploration of options for new roles, relationships, and actions

"Education is all about rigor, so we just have to learn to adjust to change; change can be a good thing," Teacher V, almost on cue, revealed the idea that as a result of the change in evaluation, change in practice must follow. A common response throughout the interviews was the notion that teachers were looking to more formative assessment to guide instruction. Plans to utilize CDT [Classroom Diagnostic Tools] testing, Study Island, benchmarking, Grade Tests, and teacher designed assessments appeared in all teacher comments. But more important, teachers acknowledged that they needed to do more with that data than they had in the past.

Teacher U stated,

> I don't like failure, I don't like subpar performance and scores, I want to show growth consistently and know that what I'm doing is actually making a difference…umm…I guess on paper, I know that I can make a difference when I see students every day, but getting it to where everyone else sees it in that format [teacher specific reports and school performance profile] would probably be something that I strive to do…so, I…I continuously try to do that, try to think new ways to approach my kids to teach them what they need to know.

Teacher S directly addressed the testing change, what that looks like in the day-to-day classroom, thinking about, "the assessments more than anything, that's been the biggest change. Both CDT testing and teacher generated testing have changed." The teacher also addressed how that data will be used has changed.

> I am constantly looking to improve and I know for sure that I don't do everything right so I know for sure that I need improvement. You can always improve your lessons, you can always get a little bit better, you can always adjust [to improve student achievement].

"I use my own personal assessment, both formal and informal, umm…to assess growth and if the instruction I'm using is effective," confirmed Teacher R. "We use the CDT test…we give the Grade Test, and that helps me tremendously…to see student growth and students who are staying stagnant, or achieving low levels." Teachers were examining options for taking action, but as in other districts, the transition to planning a course of action and acquiring the training and skills to implement the plan saw several teachers end their transformational learning. Teacher Q ceased to provide any answers that supported a plan for action or to acquire in more expertise as a result of teacher evaluation or student performance data and ended in phase five.

Planning a course of action

The discussion for planning a course of action involved teachers reflecting on their current practice to assess how they could improve. Teacher V commented, "Right now I'm doing a lot of reflecting, I'm doing a lot of back-pedaling, because I feel that I overanalyze," and while the teacher acknowledged graduate level courses that were currently being taken, other than analyzing and taking classes, there was no real evidence from interview responses that supported utilizing professional development information back in the classroom. Teacher V ended for the purpose of the remaining discussion of the district and the stages of transformational learning.

Teacher U hit stride as the interview coding addressed the second half of the

transformational learning phases. "I like to look back and I like constructive criticism, if they [observers] see something that I'm doing or I can improve on, " and added, "I continuously try to think new ways to approach my kids to teach them what they need to know."

The areas of professional growth and instructional change, Teacher S addressed in this manner

> There have been changes as a result of seeing my student's scores, as far as my planning, yeah, for sure. Just trying to make things more engaging, trying to get 100% student participation, trying to give more rigorous tasks, more open ended types of problems, where there is not just one solution. I think that's definitely changed how I've delivered some of my material. So that definitely changed planning…with the professional development… it has changed what's chosen for us, but not so much what I choose to do.

However, Teacher S noted that while his professional development choices did not change per say, what he has done with the information he has learned had changed, "We are encouraged to do things on our own, we've been sent to a few trainings on different things." All helped his instruction, by his comments.

Teacher R really addressed the professional responsibility to learn and improve teacher practice in the face of student achievement attributed to the teacher's practice.

> I think the first thing is just caring enough about your profession and taking pride in it and….and…I know caring is such a vague word…umm…wanting to make a difference and truly evaluating yourself whether you are or are not and wanting to make the changes that you need to make that happen.

The teacher followed with this about caring, and doing what it takes to learn to improve because according to the National Education Association, teachers care about imparting knowledge to students and about the relational aspect of teaching (2015). The best educators take time to establish a trusting and caring connection with their students, but also care about their professional craft, which helps teachers prepare lessons and feel the partnership of the teaching and learning experience (NEA, 2015).

> I think you have to be well-educated and model, model, model and let your kids know…I'm going to show you it, this is how you do it, now let's do it together and then I will ask you to go out on your own and…umm…I think it needs to be fair, differentiated absolutely, but I think you have to let kids know what you expect of them, your objectives have to be clear, because if they don't know what you expect of them how would they do anything.

Teacher T viewed determining a plan of action as a segregated process, "I just try to pick and choose the pieces I know can help me instructionally with students that aren't achieving growth." The teacher stated, "I would say my approach is more focused on my students…looking at the ones that are declining or not showing growth and you know, watching those trends along the way." Then the teacher indicated that she used that information to determine how to help the struggling students improve achievement. Teacher T's comments transitioned well from planning to seeking out methods to achieve the plan.

Acquiring knowledge and skills for implementing one's plans

Teacher T discussed exactly how the teacher sought to acquire more knowledge, and stated

> Getting an advanced certification made me much more strategic and more thoughtful about my instruction, more purposeful, more umm…more able to individualize and differentiate, so that training was valuable in that way [to support student achievement].

Teacher S took the plan, the professional training, and commented on a notion similar to the comments on caring mentioned above. Stating that for a teacher to improve their instructional practice they should start by learning something new about their students and even getting feedback from students to guide instruction.

> To be a successful teacher to me, again, with the School Performance Profile and things like that, you know, you base a lot of things on those numbers, you base a lot of things on how your students do on that state administered testing, Keystone exams, PSSA, things like that, for me though, I am just trying to focus on having a good relationship with my students, and I think if I do that I think a lot of other things fall into line. To me being a good teacher is having a good rapport with your students, you know, whether, what background they come from, what they have going on at home, you know, what type of clothes they wear, anything like that, you know, if you have a good relationship or rapport with your students I think everything else will take care of itself. That's just what I try to do, that's my opinion, I think that…I have a better relationship with my students I think everyone's year goes a lot better. That's the biggest thing for me, have a good rapport, getting to know them, whether it's in school or out of school, and to me that's a big thing.

Teacher R depended heavily on graduate level classes to improve the skill set

required to alter teaching practice, but admitted to taking advantage of every training possible to improve both teaching practice and student achievement.

> Professional growth has impacted my teaching process the most. Umm…just taking graduate level classes, doing any training, just going out on my own and, you know, getting different…looking at research and educational research, published books and whatever…I understand how important that is, I understand how important it is to be driven by data in your instruction. So, I more than ever, am looking at professional development and continually thinking what do I need to learn more about next to improve my instruction… I felt like professional development was a really good thing because when you have to look at your planning and okay, why am I doing this and provide the rationale behind it, I think that's extremely important and the Danielson model [and student scores] emphasizes that.

The various professional learning opportunities, whether district training, teacher-selected training, or graduate instruction provided the skills to return to the classroom with new strategies that assisted student achievement.

Provisional trying of new roles (experimentation)

"Professional development is the strategy schools and school districts use to ensure that educators continue to strengthen their practice throughout their career," (Mizell, 2010, p. 1). From the teacher participant responses, suggestions indicated the best professional development engaged teachers by having them focus on student needs. Teacher T tried using the knowledge acquired through advanced certification to benefit student achievement.

> I had to sort of change everything because of not teaching the class any more, and the students were different, and once I got my feet under me, I felt like I could combine the best of both [engagement and differentiation to address individual needs] so even though I was teaching these topics, I tried to find the most engaging way to try to have students learn the strategies…

Teacher R's comments paralleled those of Teacher T and focused on student need

> The changes are mostly to make sure that I am…I am addressing all the areas that the students need to know prior to taking the exam. So I guess, I have changed some to make sure I cover what's tested more so than I have in the past.

Teacher R connected all the effort to make changes directly to evaluation and the teacher-specific student performance score.

> I am competitive so I want to do the best that I can. If I…I get a low number, I'm going to go crazy to make sure that I improve that number because I do take a lot of pride in what I do…umm…as far as a teacher, it's a passion, you know, it's something that I've always wanted to do so I want to do a good job at it and I want to feel good at the end of the day that I'm truly helping kids. So if I get a…a bad number it's going to drive me and motivate me to improve. If I get a good number, it's going to continue to motivate me because I want to be the best that I can be for these kids.

Professional development produces three levels of results: (1) educators learn new knowledge and skills; (2) educators use what they learn to improve teaching and leadership; and (3) student learning and achievement increase because educators use what they learned in professional development (Mizell, 2010, p. 16). The results of

professional development can be assessed through observation and evaluation, and Teacher R followed his previous comment with this statement about the effect of evaluation and professional development,

> I want to make change, I want to make a difference, so the whole evaluation model, I don't think it's bad, I think there's definitely some things [that could improve], like I said, with a number type of rating, but I think it opens up conversation between you and your administrators…about how they feel about your instruction in a personal way, but not necessarily in a critical way, and I think that's extremely motivating. And it gives them a chance to really highlight your positives where I think a lot of times in education there is so much negative, whether it's in the environment, in the public, or whatever, that when you, as a teacher, get a chance to hear someone, who's critiquing you positively complimenting you, I guess, that's just powerful in itself, it makes you feel validated.

Experimentation with new strategies led to improved teacher confidence, and was expressed in the teacher's comments in the transition to Mezirow's next phase, which is where teachers built confidence and competence in the new roles. "Socially and emotionally competent teachers exhibit prosocial values and make responsible decisions based on an assessment of factors including how their decisions may affect themselves and others," (Jennings & Greenburg, 2009, p. 495). Commentaries from participant teachers supported this next phase.

Building competence and self-confidence in new roles and relationships

"I taught my content as more of an art than only analysis… the shift to a testable

subject became a strategy to perform better," Teacher T recognized.

Teacher R reiterated, "It [evaluation] was a true collaborative [effort]…it was just powerful, it felt like we were all on the same playing field, like we all had the same objectives… to help students."

While the comments were short, they provided the basis for confirming existence of evidence that Mezirow's ninth phase of building confidence in a teacher's new role was present and transitioned the teachers to the final phase where they reintegrate their new skills into regular practice, thus showing learning has transpired.

A reintegration into one's life on the basis of conditions dictated by one's new perspective

Teacher T's comment that supported this reintegration from teacher evaluation stated

> The administrators, I feel, as much work as it is, I feel…I felt like now in their conversations, that they were really excited to be discussing the instruction, and I felt like the reflective nature of it made everyone really have to focus on each part of the instruction. So, I feel like that [new evaluation] model, as much work as it is, I mean teachers are spending hours preparing and working on these plans, I mean it takes a long time to…to do the process, but I feel like in the end, it is definitely a more effective process and that the administrators are completely encouraging and it opens the dialogue because you have what the teacher felt they did well… it's a really good sharing process and it kind of forced both sides to dig deeper into instruction than all of those other [evaluations] ones the past 18 years that I've gone through and you didn't get as much into those [student

achievement] aspects. This is pretty extensive and intense, I think, as far as an evaluation process goes…it's pretty…pretty deep.

Teacher S hinted at reintegrating skills and practices back into regular practice and the notion of permanent change to instructional practice, but did not provide any direct link that could be quoted. Therefore, he fell just short of reaching the final phase of transformational learning.

Teacher R summarized why all the evaluation changes, changes in the teacher's practice and integrating the professional development back into instruction were vital.

> I think kids can see…umm…your true intentions, they know…they know if you care about what you do, they know if you like what you do, they know if you want to be here or not and if you're here for them or not. They can sense that right away, kids are smart…umm…and I think if they know that you really want to help them it matters…I think you need to motivate them and make it student directed, make it what they feel like and what they're interested in, you know, hook them with their interests instead of just your own...I think it just provides clarity for them in a world where some many things are unclear for them. So, if you can provide that structure and that clarity….I think it just makes things easier for them… I use my own growth and personal assessment, both formal and informal, umm…to assess [student] growth and if the instruction I'm using is effective.

Table 13 summarizes the data from the Baker School District in a matrix of the teacher responses according to Mezirow's phases of transformational learning. To support the information teachers stated in the interviews and the connections to transformational

learning, the administrators' comments comprised the final discussion for the district's analysis.

Table 13.
Matrix of Identified Teacher Stages for the Baker School District

Transformational Learning Stages (Mezirow, 1994)	Teacher Q	Teacher R	Teacher: S	Teacher: T	Teacher: U	Teacher: V
1. A disorienting dilemma	X	X	X	X	X	X
2. Self-examination with feelings of fear, anger, guilt or shame	X	X	X	X	X	X
3. A critical assessment of assumptions	X	X	X	X	X	X
4. Recognition that one's discontent and the process of transformation are shared	X	X	X	X	X	X
5. Exploration of options for new roles, relationships, and actions	X	X	X	X	X	X
6. Planning a course of action		X	X	X	X	X
7. Acquiring knowledge and skills for implementing one's plans		X	X	X	X	X
8. Provisional trying of new roles		X	X	X	X	
9. Building competence and self-confidence in new roles		X	X	X		
10. A reintegration into one's life on the basis of conditions dictated by one's new perspective		X		X		

Administrator support for teacher transformational learning

The administrator participants from the district supported the disorienting nature of the new teacher evaluation model and verbalized the discontent, specifically with how

PVAAS calculates teacher scores. Administrator C stated, "I don't have a real good understanding of it [PVAAS] because nobody's given me a satisfactory definition of how they're calculating that."

Administrator D's thought the teacher confusion on PVAAS was justified, because the administrator could not understand it either.

> Okay, well, my understanding of [PVAAS] growth is at the basic level, that students must show improvement from their beginning point at the start of the year…now how that's calculated I don't know, how teachers influence growth seems to be abstract at best…umm…you know, it seems to me that it would make sense that kids would grow if they would enter a new year, with all new material, and they comprehend and excel at that material…but that has not been totally true with the growth, so I find it ambiguous and frustrating, and I think the teachers feel the same way.

The principals expressed frustration similar to the teachers about the pressure the new system exerts on staff. Administrator C addressed that with this statement

> I think they're harder on themselves than we typically are in our observation of them and I think they're a little more critical of themselves…uh…I think there's always frustration because they always feel pressure because they have to get some…a certain…at least the tested areas because they have to get a certain amount of things done.

Administrator D commented, "It [PVAAS] just causes craziness and unnecessary worry because really we're asking people who do the teaching to be analyst of numbers." Both administrator participants expressed concern over the fact that the performance

score encouraged teachers to "chase a number" rather than focus on good instruction. Administrator C was passionate about his response concerning PVAAS teacher-specific data and its use in evaluation.

> Well, my boss and I don't agree on this, so I tell my teachers…now hear me out…listen to everything that I'm saying…don't worry about the test, teach your class with fidelity, follow your curriculum, follow the standards, the test will take care of itself if you're doing those things. You can't focus on that [student achievement score] because you're going to drive yourself crazy…because if you take a lot of pride in what you do, you're going to drive yourself crazy with stress. I don't believe our teachers should spend all their waking hours when they're not here having to prepare and getting kids from point A to point B, I don' t believe in that…this is a job, now I realize it's a career…its' a…it's a life calling, I get all that, but it's not the be-all-end-all in their lives, I don't buy that, I don't expect it, and I have a real problem with people that do expect that of our people. So, having said all that, I always come back and tell them this stuff is important because it's the game we have to play, our SPP matters, our score matters, but if you're going to…if you're going to chase a number, you are going to drive yourself nuts, you're going to drive yourself out of this profession. Remember why you got into this profession, you got into it to teach kids and help kids become better young men and women in life, that's why we did this. So I…I think that has to be our end goal, and try to do the best we can on these tests within that framework

Administrator D commented through several answers that the administration does not

want teachers to be solely focused on a number, the administrator said, "We tell teachers don't try to chase numbers, because I just don't see that as an effective approach."

While the administrators agreed with the worry and fear the model and student achievement scores attributed to teachers created, they overwhelmingly expressed support for the changes they witnessed as a result of the new model, and again, it paralleled teacher responses concerning self-reflection and professional dialogue.

> I mean, as far as the self-reflective piece of the Educator Effectiveness I think that's been a good thing. I think with regard to positive or negative motivation, that component of it has been a positive, I think there's been a lot of good dialogue and a lot of discussions that we have now that we wouldn't have had before.

Stated Administrator C. That comment was supported by Administrator D

> I think they're positively motivated by the discussions we've had, and you know we have discussions about the model…umm…and…and they cite things that they want to improve, and when we generally walk by their rooms or stop in, they are generally doing that stuff…so I would think that would be a positive motivation.

Administrator D expressed some concern with individual teacher's abilities to self-reflect and that it affected the ability for them to transform their practice.

> It [transformational change] depends on how self-evaluative and reflective the teacher is…you know, umm…some teachers come in here, and it's not just necessarily the quote "good teachers" you know, some teachers are like that and they have that in their persona, where they evaluate and reflect and it helps them, you know, umm…come to an understanding of what they need to do better if they

> can do that. Now, we have some teachers who aren't good at that skill and they think everything is good enough and you know if we stick to our original training we're not supposed to tell them anything, then my question is how do they ever…how do they ever become aware if they're not self-evaluative. So, if they can evaluate themselves effectively and if they do that on a regular basis it can be a very valuable tool for them because then…it's something they realize, they go back and they address and it is better than me telling [them], I do agree with that. The problem is, when they're not good at that and you know, you kind of try to drag them to realizing or to self-evaluating and they're not good at it; you really don't get much out of it.

Similar to teacher responses, all participant administrators recognized that there is some connection between student achievement and teacher evaluation. Administrator C best summarized administrative responses, "I don't want to say it [teacher evaluation and student achievement] doesn't connect at all, I don't necessarily believe that… I struggle with that [not supporting student achievement in evaluation] because I do think there is some validity to academic performance on those tests."

The administrator felt negatively about one specific test however and felt that it should not figure in to teacher evaluation, principal evaluation or school performance

> Nobody will ever convince me that every kid in the state of Pennsylvania or in the country needs biology in their life. I think it's unethical, I don't think it's needed, now if you want to talk to me about the Lit [literature] exam, I'm on board with that, I think every kid does need to be able to read and write…algebra, I'm in the middle on, but the bio I just absolutely think is absolutely unethical.

Again, in the Baker School District, teacher perceptions and administrative perceptions showed evidence for transformational learning resulting from teacher evaluation with the inclusion of student achievement data. After reviewing the final two case districts in the same manner aggregated data will be discussed.

Case C: Clark School District

The analysis of the Clark School District contained data from four teachers representing the district, which accounted for 27% of the teachers eligible for participation in the study, and only 50% of the eligible administrators in the district participated in the study to support and validate teacher comments.

As stated in Chapters 1 and 2, Mezirow (1994) defined learning as the "process of constructing and appropriating a new or revised interpretation of the meaning of one's experience as a guide to action" (p. 222). Teachers in the district interpreted and reinterpreted their teaching experience and the teacher evaluation process to make meaning from their teaching, create a plan of action to make changes, and then make changes and learn. That process began by recognizing the disorienting nature of the new evaluation process that included student performance as a component.

A disorienting dilemma

Teacher F addressed the disorienting nature of state testing and having student achievement represented in teacher evaluation

> I still am not a big fan of the one PSSA test or what have you, I do teach one of the core curriculums, and I have friends who are not in the core, like phys ed or what have you, and being judged on obviously what we're supposed to be teaching or what other [core content] teachers are teaching it just doesn't seem

fair by the numbers from the students.

Teacher G made comments similar to Teacher F and noted that there are more components to student performance and teacher evaluation that are not within the teacher's control. Research suggested that even though teacher motivation is essential to the teaching and learning process, many teachers are not highly motivated by their evaluation (Jesus & Lens, 2005).

> With the new system, I feel there are more variables factored into our evaluation that which, realistically, we cannot control. Evals didn't motivate me in the past, and, now that I have little or no influence over some of the variables factored into my score, they motivate me even less. If anything, they just indicate how well an individual or school plays the standardized test shell game.

The teacher added the following, expressing the dilemma in evaluation using student achievement

> The "sources of performance information" are tests that we, as teachers, are not permitted to view. I even had to be certified on how to "not view" the PSSA test while administering it. Things might have changed, but I vaguely recall professors telling me to know what exactly is being tested before attempting to teach the content AND to teach the content the way it will be tested. This is the polar opposite of what occurs with our standardized tests. The test data can tell me areas of weakness ASSUMING that the test is the same each year. How can I learn if I improved (or what I need to change) if the students are given different tests each year? Next, if the test is not changed, would it be a measure of how well I teach…the narrow content being assessed by the test. High scores are

better than low ones, but because there are too many variables I cannot control, I feel performance info should not be part of one's evaluation.

The nature of the students taking the test caused the initial disorienting nature for Teacher H, since the teacher taught remediation class she questioned student motivation, and in turn, perhaps questioned her motivation in being successful.

> My situation is fairly unique I would say within the school…I teach primarily remediation students that have already failed the Keystone exam once. So, they are fairly unmotivated when they are walking into my room because they are seeing this course again, for the second year in a row, they have already failed the test once, so I think a lot of what I do is aimed at trying to keep them motivated and keep them trying. So, I think I try and uh…incorporate that into my daily lesson plans, I mean how can I keep them motivated and engaged and I think that that has a lot to do what they're giving back to me, because a lot of the kids at the beginning of the year were like we've already done this, and I was like yeah…that's kind of the point, you've done it, but not very well so we're going to have to find new ways to re-do it… Adding unmotivated kids that have already failed the Keystones once, I don't think that should necessarily mean that by me taking that job I am automatically going to be rated lower, but I think it probably will.

Teacher I was much less vocal with comments that paralleled phase one's disorienting dilemma requirement, but did recognize that, "I think it always helps as a teacher, and I am really surprised we haven't done something like this [evaluation model with student achievement] sooner umm...you know I am not necessarily sure it is 100%

the best approach."

Those comments set the stage for the discussion of the self-examinations of fear, anger, guilt or shame, and all four participants provided answers that showed evidence of Mezirow's second sequential phase.

Self-examination with feelings of fear, anger, guilt or shame

Teacher I continued to address concerns and the feeling that the process was overwhelming.

> I am definitely not a perfect teacher but I am one of the teachers that give it my all from the time I walk in the building to the time I leave, I take work home with me every evening, that I spend a lot of time on my teaching and my effort, and I feel like sometimes, you know, that something that's meant to help sometimes it gets to be overwhelming that, you know, it's just one more thing for teachers to have to deal with an so sometimes, yes it can be motivating, but because it just becomes one more thing, you know, we all as educators are struggling with having enough time in our day and do to everything that we need to do, sometimes it's not as, it's not as…easy to sit down and take the time to go through the data and all of that like, you know, you would like to.

Teacher H expressed how both the new model and the teacher's assignment set the teacher up to continually fail. Passing scores on the test were identified as the only way to be viewed as successful and that angered the teacher.

> I think from my point of view the more likely I am to get students to pass the test, the more likely I will be viewed as…umm… a successful teacher. I think they [teacher success and student achievement] are connected hand-in-hand and least

> in the state's mind and we need to be able to prove that students can meet these goals, and it's a lofty goal for a lot of the students so I…I worry that regardless of what I'm going to be able to do in the classroom and that whatever I try…I just always kind of have this idea that if stay in this position I'm going to continually fall short of where that goal is.

That continued fear of failure weighted on Teacher H's mind because she did not feel as though she was a failure, it was other's perceptions that cast that identifier on her. The limited amount of information that comprised the teacher's student achievement score appeared in all the participant responses in one manner or another, Teacher F captured the collective fear when the teacher stated

> I don't think we should use one single test by [any] means, a kid has a bad day, I mean are you kidding me, and they do bad on that test and then they're held to that test and I'm held to that test. I think it needs to be more of a…a wider variety of student data.

That idea of one test, sometimes one day in a student's academic year, providing all the data for the teacher's evaluation concerned teachers in the other districts, and the Clark District teachers comments agreed with that sentiment. Teacher G angrily addressed the same concern

> In the most simplistic of terms, I feel it is total bullshit contrived by politicians who hate unions, public service employees, and, here's the big one,…pensions. They can't go after the prison guards, police, WIC, or the post office, so they pick on the one group of individuals who really can't defend themselves - the public school teachers. Each year we are expected to do more with less. Each year the

> parents are held less accountable for their child's behavior and progress, and each year the public school is expected to pick up more of the slack. Each year, public schools are held more accountable for variables over which they have less and less influence, and what the classroom teacher has personal control over decreases with grade level. How can I be rewarded or punished for something I can't control?

Teacher G recognized that inflated scores, or rewards, were just as unfair when so many contributing factors are out of teacher control. Teacher G finished comments referring to his discontent with a joke that referenced the frustration with student achievement a component of evaluation

> A mathematician, a statistician, and an accountant were interviewing for the same position. All were equally, exceptionally qualified for the job. The last question of each interview was, "What is 2 + 2?" The mathematician said, "4." The statistician said, "I can say with 99.999% +/- .001% certainty the answer is 4." The accountant said, "What do you need it to be?" How often do teachers feel like that accountant these days [with the current evaluation model]?

That comment provided a point to transition from Mezirow's second phase, examining feelings of guilt, anger or shame, to phase three, the critical assessment of those assumptions.

A critical assessment of assumptions

The dialogue encouraged between administrators and teachers designed in the new model provided Teacher G with numerous critical assessments on the process.

> The greatest thing an administrator can do is to create a nonthreatening

environment. This encourages teachers to work outside of their comfort zones and try new ideas. Some new ideas will inevitably fail. One should not be penalized when this occurs. In a high stress atmosphere, one will not want to take such risks for fear that doing so will adversely impact their eval. An open dialogue between administrators and teachers fosters a supportive atmosphere, collaboration and the sharing of ideas, and a more-positive working environment. This can be sensed by the students and will also impact their educational experiences. We have, in theory, at least, weekly team meetings with the building principal. They allow everyone to touch base, share observations about students and concerns, and develop/ coordinate solutions. I feel everyone needs to reflect upon their performance. If this self-assessment is something which could potentially impact your employment, you're going to be very conservative about what you put on paper, especially if there is distrust between the teacher(s) and administrator(s)… A summative evaluation does not motivate or educate. It reaffirms that which you already know.

The teacher added

> The test data can tell me areas of weakness ASSUMING that the test is the same each year. How can I learn if I improved, or what I need to change, if the students are given different tests each year? I feel performance info should not be part of one's evaluation. Also, what the classroom teacher can actually control varies significantly with the grade level one teaches.

The anger in the critical assessment from Teacher G surfaced in some of the critical assessment comments from Teacher F because evaluation discussions focused on

changing teachers to improve teaching because that appeared easier than to change students' personal characteristics, family circumstances, or other events outside a teachers sphere of influence.

> They want you to do this little bit of extra and explain why and they're there with you and you go through that…and you could uh…I said to our administrators you know, school board members make decisions every month at the school board meeting and I never see a school board member in my classroom. I have told [the principal], I said you know it would be nice if we made some pre-requisite, trust me I don't want someone sitting in my classroom 24/7 and I got to worry about them, but I think if you're making decisions based on a school you should be in the school and you should see what's going on, you should see the teachers, you should see the kids, once a month bring me a school board member for a period and that should be a pre-requisite for serving on the school board… if you're looking simply at numbers and somebody says well…as a whole the [grade level] didn't do well on this test, its sometimes…you don't have the actual data that says what didn't they do well on, now recently they've been pretty good about that telling you things the kids should work on, but if it comes at you kind of negatively and they just dump it on your lap and say look you're not doing this well – fix it – and they don't give you any tools to do it, I think that is pretty negative.

Teacher H's critical assessment of assumptions talked about the ease with which a teacher can "cheat" on the observation portion of the evaluation while the student achievement score is more valuable for teacher reflection, and ultimately teacher growth.

> I think from my perspective and knowing what's on the evaluation, someone like me could very easily tell an administrator what they need to hear…my lesson has X, Y and Z and….basically spoon feed it for the administrator to mark me as doing well and then there is no room for growth…if they can't find something wrong with what I'm doing or some area for improvement then I can't grow from that. So, I think being able to pacify an administrator is easy on this system… I think student achievement is important to have some measure of how students are doing in your classroom and have it be reflective of what the teacher is doing.

The idea of accountability referenced in the above comment arose in Teacher I's comment, "I think it [evaluation with student achievement data] is important because we need accountability umm…you know, with any job you have people that come in and give there all and you have people that come in and don't. So I definitely think we need to be held accountable."

The fact that Teacher I referenced accountability and used the collective "we" provided evidence of the idea that the process of transformation is shared, and transitions to the discussion of Mezirow's fourth phase.

Recognition that one's discontent and the process of transformation are shared

"You know, we're all in this together, it's not, you know, somebody is a worse teacher than somebody else, we are all in it together to be better for the kids," Teacher I recognized. The teacher referenced that evaluation needed to change, even if it did not change to the perfect system, the teacher recognized the transformation needed to come from teachers, not students. "I feel when I look at that [achievement] information I immediately ask myself what can I do better, not necessarily what the students can do

better, but what can I do better to help get them there."

Teacher H made statements using the collective nature of transformation, but they aligned better with later phases in the transformational process, not so much with the discontent of the process. The teacher did comment that teacher evaluation and student achievement are connected hand-in-hand in the state's mind and that the profession of teaching needs to be able to prove that student achievement goals can be met.

Comments from Teacher F addressed the collective notion that the tests drive and shape instruction for all teachers.

> It gets to that point and I used to say to [other content teachers] that you know…don't you feel like your teaching to these tests instead of teaching to what we think a middle school student should know in science, or math or English, or whatever that standards are…because even the standards sometimes don't line up with what is on the test.

Teacher G stated that the student scores caused frustration at the building level because of the PVAAS scores in teacher evaluation.

> At the building level, we had several team meetings dedicated to PVAAS data and scores around September or October…One common concern was how the building score could cause one's rating to drop from "distinguished" to "proficient," given the same rating by the building principal. We received our first "official" score last October, after the 2013-14 data was finally compiled. Many people, once again, complained that they should have been given higher scores, especially those teaches who are split between buildings.

Those collective concerns set the stage to examine teacher responses for evidence

of their exploration of new roles and actions because of evaluation and student achievement.

Exploration of options for new roles, relationships, and actions

The teachers seemed to use the data they had access to, to explore what they, as teachers, could do better to affect student achievement. Stated above, Teacher I stated that almost verbatim.

Teachers recognized that students themselves drove teacher exploration. Exploration into new strategies, new textbooks, curricular changes and new activities. Teacher H stated

> I'm constantly trying to probe my students to see where they are at and how they're doing and use that as a gauge to see where I need to forward. I use summative assessment as well, some quizzes, tests, things like that, and the data from that does help me reflect on how it went overall, but in the typical day to day planning it's the smaller activities, the smaller in class activities…and…I try and make sure that I have that built in almost daily.

Teacher F made the same recognition, which was supported by research on student feedback. "The only direct, daily observers of a professor's classroom teaching performance are the students in the classroom. Students are thus a potentially valuable source of information about their professors' teaching" (Seldin, 1997, p. 335). Students provide valuable insight in to teaching and the state tests.

> I will obviously talk to the kids after they take the test, and you know, say how did you feel or what was on it, this and that…because you know we are not supposed to look at the test when we're proctoring. Typically, they'll say, well,

> this is stuff we had in [a previous class] this is stuff we had in your class, but there is stuff we didn't even have…and then I'll ask them well exactly what didn't you have and they'll say maybe one topic or another and if the student says something like that, in my head I'm thinking well, okay, do we have to cover that now because the stuff is based on these tests.

Additionally, Teacher F recognized that formative assessments provided information to change and adapt instruction to improve student performance; that just teaching what was taught in the past was no longer sufficient.

Exploring other curricular changes, Teacher G stated that there was more to teaching practice than just using the state tests.

> Standardized test scores are considered, but I do not dwell on them or view them as ultimate driving force for directing change in education. They do provide me with a few pieces of each student's puzzle, and can direct me to focus on trends in student weaknesses.

Stating further exploration, Teacher G noted that the number of things a teacher needs to consider in classroom instruction go beyond just the test scores.

> A big part of all of this is learning what my kids can handle and what they cannot. Can they work in groups? What support do they get at home? What are the expectations of the parents? My class really hasn't changed significantly in the last 4-5 years, aside from a few tweaks here and there. Everything seems to be running as smoothly as possible, but then, as per the impact theory vs the disease theory, I'm sure the dinosaurs thought the same way. Consequently, I am ordering a new text from a different publisher to pretty much force me to reset,

> reassess, and refresh what I do. Although I'm not going to reinvent the wheel, I might come up with a much improved tire. In nature, this global reset gave rise to, well, us. I'd like to think we're and improvement over some overgrown reptiles and my "new" class will be significantly better than what I am doing right now.

Planning a course of action from the exploration in phase four served to separate teachers that showed evidence of transformational learning from those that did not reach the final stages. In the Clark School District, all participant teachers identified some response that showed they planned a course of action, and three of four teachers showed evidence of further stages of transformational learning.

Planning a course of action

> There are good practices and ineffective ones. Taking "best practices" and slapping on a new label won't make them any better. If anything, all this does is get me to think about how I can play the shell game to get to that magic number that tells me I'm an excellent teacher. I want to learn. I want to be the best teacher I can. There is nothing new or revolutionary in the Danielson Model. All we did was give things new names…and perhaps reorganize them a little. I may be asked to complete my job in a different way, but this isn't going to change who I am, why I do this job, and what motivates me to improve myself, both personally and professionally.

Teacher G made the above statement concerning planning a course of action and furthered that in stating his plan to continually improve required

> A genuine interest in the students' growth, intellectual and social

development…Adequate content knowledge…A desire to for me to learn…The ability to work with all types of people. Strong moral/ethical convictions and the willingness to put the needs of the school ahead of one's personal interests or gains.

A plan for Teacher F materialized from interaction with the administrator, and seemed to become an important part of the evaluation process.

I said here is my plan and here's what I want to do and she went back and forth and thought it was a great idea and afterwards sitting down, and then she does the – well how do you think that went, and how do you feel about it, how do you reflect on it – and I think thinking about it [teacher practice] and having it…it's a pretty important part of your evaluation.

Planning changes to lesson plans provided support for Teacher H's plan and how those were used to keep students engaged in learning. Teacher H noted, "I think I try and uh…incorporate that into my daily lesson plans, I mean how can I keep students motivated and engaged and I think that that has a lot to do what they're giving back to me."

Teacher I commented on the changes that are taking place by planning action to improve instruction foremost, but achievement as a by-product by differentiating instruction.

I have content that I teach year to year, but I don't always teach it 100% the same way year to year, you know, I know some teachers that have a binder with all their lesson plans and that's what they teach year to year...umm….I like to get to know my students because for me my plan comes from experience now, what my

> students last year may have needed you know, my students this year may not, they may need something different and so I always try to get to know my students umm….and sort of use that when I am figuring out how I am going to teach. I mean it's the same material but how…my approach to teaching it umm…and I know this year that actually I am using a lot more technology to help differentiate.

The plan for action compelled teachers to then look to ways to acquire new skills and knowledge to realize transformation in teacher practice. Participant responses indicated the next phase of transformational learning occurred.

Acquiring knowledge and skills for implementing one's plans

Teacher G acquired skills stating

> Based upon teacher-generated tests and my perception of my overall effectiveness, I adjust my instructional approach. I try to change the facets of my course, which created difficulty, by eliminating or modifying the practices which created the problem in the first place. I know the areas of the content that kids traditionally struggle with, as well as, the components which produced less than ideal outcomes [from state tests], so I focus on identifying and eliminating the factors which caused the problem(s) in the first place. Basically, I look at what worked or didn't work last year. If the activity went well, I keep it. If the activity did not go well, I look at what caused the problem(s) and work to find solutions [including professional development] to eliminate or mitigate them. As I get to know my students, I also modify how I instruct them.

Teacher G admitted, "Next year, I will use what I think will be effective, identify those things which did not work well, and use them to direct future training and

coursework."

Building on the concepts of student input and teacher evaluation, Teacher F confirmed acquiring new skills came from collaboration with colleagues, self-reflection and examination of data from every source possible, student data, teacher data, educational research, and district training. Training the teacher had encouraged the use of small group learning, "I always try to break into small cooperative groups in the classroom."

Teacher I recognized evaluation as the tool for acquiring new skills.

> When I got my evaluation, the way they are doing the evaluations now [with student achievement data] it just sort of made me have to take more time to reflect instead of it just being a piece of paper that I see and then disappears into a file somewhere. Umm…I feel like it's more present…umm…and it's something that I am more aware of in my day to day [activities], instead of just being something that, you know, happens once every three years or so and then you're not really being cognitive of how you're teaching in the classroom.

Teacher I felt that taking data and learning from it was a valuable professional development experience.

> I actually break it [various student data reports] down, I calculate the average growth of the students, and really break it down into a really nice report that I feel is not really required of me, but I do it more for me…uimm….to really make sure I am looking at the kids performance.

Hawley and Valli (1999) recognized that positive change in student outcomes are the ultimate measure of professional development and that teacher learning should be

driven by the acknowledgement of the difference between goals for student learning and the actual student performance. Seventy-five percent of the teachers in the Clark School District used professional development to address the gap between student learning expectations and actual student achievement. This set the stage for the same three participating teachers to experiment with the new skills.

Provisional trying of new roles (experimentation)

Teacher G simply stated that

> This continuous evolution allows me to meet the needs of my current students. As part of my coursework, I studied topics such as cooperative learning and various forms of assessment. To an extent, I have incorporated aspects of these courses into my collection of instructional techniques.

Teacher F's provisional trying of new roles centered on student choice that she learned through professional development activities.

> Some students they love to work together and they love hands-on stuff and other students are more of a…by themselves book kind of person and they're not….you get all different kind of attitudes and I guess clashing personalities so I try to ask them before like hey this chapter, you know, this is the material, what would you guys like to do, a project or some other method, it's your choice so…we cover the material you prove to me that you learned it by either showing me through a project or test, so I try to give them choice, and they I try again, through engagement and how much I get back…feedback from them that tends to tell me whether they are into the class.

Teacher I commented that trying new things was directly based on evaluation, "I

am trying things this year technology-wise that I didn't do last year and a lot of times it is trial and error but is to do what's best for the kids." Teacher I added

Even though I felt in that past that I was trying to use technology, I really felt that based off of my evaluation I wasn't using as much as I could and I wasn't…I felt that I personally could do more to differentiate [to benefit student achievement].

The experimentation with new skills lead teachers to build confidence in the new found abilities, and represented the next phase in the transformational process.

Building competence and self-confidence in new roles and relationships

To build competence in instructional practice from evaluation and professional development, Teacher G stressed

> I like to compare the year-to-year performance on my tests and activities, and the overall classroom environment. I keep the things that work and change those things which created confusion or difficulty. I look at what others are doing in their classrooms. If I discover an approach that might work for me, I'll try it. If it is better than what I'm currently doing, I'll incorporate it. If my approach is better, I keep doing what I've been doing. If I see trends in my students, I'll seek out training to address their needs. Obviously, this "data" [teacher made quotation marks in the air] is much more qualitative than just the standardized test scores.

Teacher F identified that both student choice and response from professional observation are building confidence in new instructional strategies.

> I can say both [observation and student input are building confidence], because there was a time period there where years ago we had that one fly-by observation and then you have a bad year of data and you…you…get a positive evaluation but

> there is nothing really in there, sounds positive you scored 20's across the board, as opposed to now, I think the last few evaluations, they actually list, hey when you did this, it was great, when you teach kids this it was great, and here's…umm… the information that comes from that I think that, again, the administrator being in the classroom, give and take with the teacher, and then giving their input, I think is much better than simply a one-time test or one-time fly-by observation…. So, whenever I have an administrator in my room and I show them look how much I use this [new strategy/activity], and look how much kids enjoy it, and look how well they learn it. I think it is a huge benefit.

Taking data from various sources, using it to guide instruction seemed important to Teacher I but to build confidence and confirm efforts, the teacher shared the information with administrators.

> Tests that I give the students several times a year to determine their Lexile scores and reading levels, and that is something that I put together in a spreadsheet and share with the principal and then the principal shares with the superintendent. Umm…its nice because I can track my students as far as their reading skills throughout the year and then I always use that and other [student specific] data that we're given…you know…to see where their weak areas are, and that is something that marking period to marking period I am constantly tracking [to guide and improve instruction].

Another way the teacher builds confidence involved confirming with colleagues, "I know that our 8th grade team especially, we always are sharing ideas with one another and concerns and trying to make things better."

Teacher I summarized this phase when she stated

> I feel that if you have a teacher that is giving their all and they are in there every day motivating the students and trying to find ways to make the students most interested then the student performance is going to increase and be a win-win overall.

With the evaluation system so new to the State of Pennsylvania, the opportunity for teachers to demonstrate, and reference in their interviews, the final stages of transformation learning was minimal, but present. Teachers did comment on how the changes that originated from the Educator Effectiveness model and seeing their student achievement, may not have become permanent because they may need to change again; they acknowledged that the idea that change in general from evaluation and student performance is permanent. Table 14 highlights the matrix of the teacher responses according to Mezirow's phases of transformational learning for the district.

Table 14.

Matrix of Identified Teacher Stages for the Clark School District

Transformational Learning Stages (Mezirow 1994)	Teacher F	Teacher G	Teacher: H	Teacher: I
1. A disorienting dilemma	X	X	X	X
2. Self-examination with feelings of fear, anger, guilt or shame	X	X	X	X
3. A critical assessment of assumptions	X	X	X	X
4. Recognition that one's discontent and the process of transformation are shared	X	X	X	X
5. Exploration of options for new roles, relationships, and actions	X	X	X	X
6. Planning a course of action	X	X	X	X
7. Acquiring knowledge and skills for implementing one's plans	X	X	X	X
8. Provisional trying of new roles	X	X		X
9. Building competence and self-confidence in new roles	X	X		X
10. A reintegration into one's life on the basis of conditions dictated by one's new perspective	X	X		X

Administrator support for teacher transformational learning

The administrator participant from the district supported the disorienting fashion of the new model in several comments. Administrator A stated, "I think the state and districts are using the new evaluation model more toward a fear tool." The administrator expanded the notion of fear and stated

> First of all, understanding [the student performance aspect] was difficult, some of them…didn't understand the equation used to get the percentage of growth, you

know, there's a set mark that a student has attain to show growth, just because they improved in one, you know a little bit here and there, it may not show the growth that was anticipated, so there was some trouble understanding exactly what represented growth and what didn't represent growth. There were some teachers who do not have PVAAS…umm…that, you know, that other teachers compared to ones who didn't felt that they were at a…disadvantage when it came to evaluation and things like that, umm…trying to explain again to them, that it's used as data for improvement and to get stronger is still hard for them to believe because they think every time they see a low number or something low that right away it's going to reflect on their evaluation, they're going to be put on an improvement plan, they're going to be fired, they're going to be this or that and they don't understand that what the data actually represents is to find ways and areas that we need to improve.

Administrator A provided excellent information about district and teacher training that supported the professional development changes the teachers' referenced.

> Every one of my teachers had to go through eight…umm…literacy modules and HEAT [Higher order thinking, Engaged learning, Authentic connections, Technology use] Training, which is actually giving them a ton of different methods and strategies to use when trying to improve literacy [in all subjects], so I think they're incorporating more of that into their lessons to show…first of all, to show growth and to get students more engaged and to improve literacy, but it's…it's giving them more of a tool to…perform, rather than the basic tools that they received maybe ten, fifteen, twenty years ago when they first got into the

> profession. So we're at a good place right now, for our teachers to improve engagement.

That comment also provided support for why all teacher participants in the district stressed student engagement in one form or another in their transformational stages. In addition, Administrator A referenced other key district initiatives that supported why such a large percentage of teachers met all the criteria for transformational learning.

> We have full time coaches at every level, the elementary, the middle school and the high school...umm…that have half days set aside where they just coach, meet with teachers during plan time, go in an co-teach…umm…bring strategies, they attend coaches meetings in Altoona and at the IU [Intermediate Units are part of the government structure of public education and serve as a middle between the Pennsylvania Department of Education and local school districts.]…umm…to uh…to garner more strategies and then bring those back to incorporate and we have afterschool trainings…We just finished our last one [afterschool training] Tuesday for this cycle, and I had 19 teachers attend every one of them, of the 30 teachers I have, so they are taking it seriously, learning new strategies.

The administrator's comments supported the idea that teachers in the district are growing and improving instructional practice as a result of the new evaluation model and particularly, because it included student achievement.

> I do think it [the student performance report] motivates teachers…umm…again, I'm not big on the scores, I'd rather just be pass fail, but because we have to use the score I think it is a motivational factor, you know, as much as you try to think things are confidential between you and the teacher, I…I already know that

> teachers went out and talked, I got this, I got that, what'd you get, what'd you get, what'd you do differently than I did…things like that so I think it has become a little bit of 'a race to the top', so to speak, that if somebody got a little higher rating that they want to at least get to where they are, or find out what they did to get to where they are. So, I think it's kind of motivating teachers a little bit to perform better.

Administrator A added

> I think if students are underperforming, teachers willingness to try new things gets greater, what…if you continue to do what you do and you get what you got, and I think if our scores are continuously performing at a 50% to 60% rating and not going anywhere, just staying there, then obviously our teachers' willingness to change has gotten stronger as…umm…you know, to become more of a priority to the state for student performance.

The final district analysis, the Davis School District, follows and provided the final individual discussion prior to examining some of the aggregate data.

Case D: Davis School District

Four teachers represented Davis School District, or 20% of the eligible teachers, and there were no administrators from the district who agreed to participate in the study. The disorienting dilemma of holding teachers accountable for every student's individual test scores and that fact that that information now reflected on their evaluative tool sets the stage for Mezirow's Transformational Learning Theory to again provide the framework for assessing teacher perceptions.

A disorienting dilemma

Through the interview process, several teacher responses provided support for phase one. When asked about their reactions to viewing their teacher specific student achievement data for the first time and its effect on their instructional practice, teachers clearly expressed discontent or apathy.

Teacher B stated, "I just don't see that it [the student achievement scores] was relevant to what I do…it just seems like a number pulled out of the air that doesn't make any sense…it just…there isn't anything I can do to change it...it's just a flaw in the structure." Teacher B went on to add

> I think students need to be held more accountable than they are being held…it seems like they aren't at least here…umm…held accountable, if they just want to bubble in letter 'A' all the way down, you know. There are some that don' t care and they don't want to try and it's just umm…very difficult, and it's also very difficult that you have such a large work load of students that you have to try to motivate too.

Teacher D commented, "I'm going to say overall, they [teachers] don't think it's [student achievement scores] important, I'm teaching this class and I have these students versus what you have in this class and these students so I feel like there is a lot of this that's out of my control and this is not fair in my evaluation."

"If anything, I know I spend more time documenting stuff and less time doing stuff I need to do" expressed teacher A.

Those initial comments supported teachers' connection to the first phase, and prepared for the transition to the second phase of Mezirow's theory.

Self-examination with feelings of fear, anger, guilt or shame

As teachers self-examined and reflected, the second phase of transformational learning was seen in several comment from teachers. Teacher A's comments that supported this phase included

> This evaluation model is…umm…pretty…I feel it's unrealistic when you start reading through a lot of the terms in there, things like ALL students will be highly engaged and…umm…and you know students, you know, ALL students, when it…says ALL, you know, I think of it in terms of some of my classes where, or almost anybody's class, you're never going to find ALL students, ALL highly engaged, ALL 40 minutes you know, if you're looking you're going to find one kid who looks like they're off for at least a minute, so when you throw things like that out there it just makes it seem like why even try, cause no matter how hard you try you're never going to hit that bulls-eye.

Adding,

> I think it [student performance] plays a part, but it is awfully difficult to separate all of the factors that go into that student performance, and I think it's difficult to try and pin that on one teacher for, you know, this is your teacher evaluation.

"I really didn't see that it [my teacher specific student performance score] was relevant to what I do," stated Teacher B. The teacher added, "it just boggles my mind that I would be evaluated by [student scores]…they seem inaccurate."

Teacher C recognized, "I guess so much is out of our control. I mean even kids that are directly in my class, I don't have 50% control over their performance."

Teacher D held few feelings of anger, guilt, fear or shame but did recognize frustration, stating,

> I view the evaluation process as something as a hoop that everyone has to go through and it's going to be what it's going to be. Obviously, if my number is low it's going to affect me, but I will not get caught up on scores of how high it is and such.

The comments paralleled the concept of locus of control (Rotter, 1966) and the extent to which the teachers believe they control events affecting them. Here the external locus of control or belief that teacher success or failure resulted from factors beyond their control (Sunbul, 2003) emerged in comments from every participant. The next section of analysis connected the self-examination to the critical assessment of those fears and frustrations.

A critical assessment of assumptions

Teacher B referred to, "A flaw in the structure of the way my classes are set up; there is nothing I can do to improve. Umm…you know, there is nothing major that I can do, nothing that would really make the difference [in my evaluation score]."

"I don't think there is anything wrong with teachers teaching slightly different…I don't think it [student performance] should be that much a part of teacher evaluation because there are so many things that go into what those scores could possibly be," Teacher C stated.

The teachers made assumptions that the model had flaws and that it was impossible to assess every teacher using the same method because teachers vary so much in their practice. Even successful teachers made comments that assumed doubts about their success,

> I also realized that it may have been a…getting lucky factor with the students I had, so I continue to plug away with the preparation and the reflectedness that exists throughout the model itself. But the overall score probably hasn't affected much of what I was doing. Not yet, but it certainly could in the future.

Teacher C summed this notion up and stated, "Even though I know I have direct control over what I do, I have no direct control over what they [students] do, and that really bugs me."

The participants next recognized that the process of transformational learning is not a solo event; it was a shared experience between teachers and practitioners.

Recognition that one's discontent and the process of transformation are shared

The collective nature of the evaluation process was evident in several comments, "I feel like we really don't have any power over it, it is what it is" stated Teacher B. The teacher added

> I understand how it [the evaluation model] is supposed to work…I just don't have the tools to achieve it right now. I don't have the class structure to be able to do that, so for me right now, it's impossible, but it's not just me that feels that way, I have friends and other teachers that feel that way too.

Teacher C identified the collective process in several answers that pointed out that there was nothing wrong with teachers identifying their own strengths and

weaknesses because, “Teaching is a very personal profession,” while at the same time acknowledging that they were all in this new evaluation program together.

Additional comments from Teacher D alluded to the collective nature of the process indicating that any time, “You start feeling like your job is going to be based on some of the evaluation criteria it can create…uh…test scores make people nervous…administrators tried to take a very positive approach…trying to keep people from panicking,” but many of the comments indicated teachers collectively were panicked about the new evaluation process. “Teachers can have a tendency to think they are not going to be capable of doing it [growth in evaluation]”; “I am going to have to say that we [teachers] are still a work in progress.”

It was not uncommon in the interviews for the teachers to recognize successes on an individual basis and areas of concern using the collective “we” in the answers. Aligning with the responses from the previous research sites, the teachers felt the process of transformation with the new teacher evaluation model was something all teachers were facing both individually, while at the same time, as the collective whole. This forces them to think about possible new roles and actions that result from this transformation.

Exploration of options for new roles, relationships, and actions

Every teacher at the research site acknowledged they had explored some change or action as a result of the new evaluation process. “I think evaluation now commends you on what you’re doing well, and encourages you to, I don’t know, maybe take some more chances in certain areas,” Teacher A stated. Self-reflection was an area that teachers recognized change, Teacher D indicated, “I definitely

have gotten more reflective in my teaching process than I had before we used this model," and "I've made some changes based on [reflection]…there are many things from the rubric that I never really thought of or considered." However, the teacher acknowledged these changes "could help students to perform better which makes me look better."

The self-evaluation and self-reflective components were identified by Teacher C as crucial, "That is my metacognition, I mean if I can't successfully debate why I did what I do…that…it can push your thinking and give you an opportunity to defend your actions…[this evaluation model with student achievement] helps you uncover those."

Teacher B stated as a result of reflecting on teaching, "I've made some changes…some professional development and some opportunities from college courses that I take," indicating the teacher explored changes in class strategies, student tasks and feedback practices that came about as a result of more reflection in teaching practice than the teacher had before the new model. As the phases of Transformational Learning continued, much like previous districts in the study, evidence for planning a course of action and acquiring skills started to separate teachers.

Planning a course of action

The course of action was identified as some action they took, or planned to take. Teacher B's recognition above about selecting professional development and college courses as a result of evaluation served as evidence that a course of action took place. "My professional development has been very useful. I've been going

to the Intermediate Unit (IU) and doing conferences which are very, very useful, and then, of course, the college courses I take for my doctoral degree."

Teacher C recognized a course of action different from every other participant response

> I now present to conferences…I don't have to present but…umm…and it's not a glory, it's not oh, look at what I do, or oh, look what I got my kids to do, it's kind of like I'm proud of what, especially my kids have done, but there's nothing better than standing up there and explaining the things you did and getting challenged by other people. Challenging your thinking, you have to…it's my metacognition is really what it is, you know, what my thinking is behind what I'm doing and then hearing other people's thinking, it…it…actually propels me forward to the next year.

Teacher A's responses ended at this phase, other than a comment, "That except for, you know, instituting a little bit more test-specific things and test specific questions, my planning and practice have pretty much remained the same," there were no additional comments to support actions taken or planned. So, while this comment noted a change in action, it was minimal at best and the teacher made no attempt to acquire more skills, try new roles, or reintegrate the information and experiences into future practice.

Teacher D's responses also faded at the action phase, and described actions resulting from evaluation

> I mean, for me, I look upon it [evaluation] as something of a goal set in front of me to try to attain…uh…I want to do well, I look at the rubric, I see areas that I

> feel I am weak or not as strong in and I will work to improve in those areas. Uh…of course I think every teacher should be motivated by the fact that when students perform better in the classroom they're going to feel better about everything…unfortunately a lot of people probably say we are teaching more to the test, which, you know, I think we all do, I mean to a degree, [to say] we've changed our curriculum is a more positive look at that. Uh, I have aligned my curriculum according to state standards and that is much more focused on what students need to know that a few years back.

Teacher D's statement that, "The overall [evaluation] score probably hasn't affected much of what I am doing. Not yet, but it certainly could in the future, " suggested that the final stages of transformative learning are possible, but not having seen much negativity in current evaluation hinted the teacher must be effective at this point which warranted little change. From this point, teachers had to make an effort to gather new information or garner more knowledge and skill that affected teacher practice.

Acquiring knowledge and skills for implementing one's plans

Teachers B and C recognized the course of action sought was through professional development and presenting at professional conferences to have their ideas challenged, validated, or improved. By carrying through with the course work, training and presentations, they demonstrated they acquired the knowledge and skills to implement their personal plan to improve both their teaching practice and student achievement. Teacher C even referenced, "I'm proud of what, especially my kids have done" suggesting that the information gathered through this process had been put back into action with measureable results provided to the

teacher. These actionable steps and their comments following also confirm the teachers experimented in the new roles, built self-confidence in the new roles and reintegrated them into their teaching practice new skills and perspectives based on the conditions dictated by the new teacher evaluation model. The final comment from both teachers supporting their experience with student performance as a component of teacher evaluation echoed this sentiment.

Teacher D noted, "From my point of view, student achievement connects to teacher evaluation as a component that lets the teacher evaluation have a needed performance data point."

Teacher C acknowledged that student performance was going to be directly attributed to the teachers practice and making sure students were exposed to the material and strategies to enable them to be successful was crucial. The teacher hinted that accountability should be expected. While the final three phases of experimenting and trying of new roles, building competence and self-confidence in new roles, and reintegration into one's practice dictated by one's new perspective were present, with only two teachers reaching these stages, the researcher reported them together. These two educators progressed through Mezirow's phases and comments suggested it transformed their practices. Table 15 highlights the matrix of the teacher responses according to Mezirow's phases of transformational learning for the Davis School District teacher participants.

Significant here was also the fact that no administrators agreed to participate in the study from the research site. This made it impossible to validate the teacher practice comments from an administrative perception as was done in the previous

site analyses, but does not discount the results of the teacher's perceptions concerning the process.

Table 15.
Matrix of Identified Teacher Stages for the Davis School District

Transformational Learning Stages (Mezirow 1994)	Teacher A	Teacher B	Teacher: C	Teacher: D
1. A disorienting dilemma	X	X	X	X
2. Self-examination with feelings of fear, anger, guilt or shame	X	X	X	X
3. A critical assessment of assumptions	X	X	X	X
4. Recognition that one's discontent and the process of transformation are shared	X	X	X	X
5. Exploration of options for new roles, relationships, and actions	X	X	X	X
6. Planning a course of action	X	X	X	X
7. Acquiring knowledge and skills for implementing one's plans		X	X	
8. Provisional trying of new roles		X	X	
9. Building competence and self-confidence in new roles		X	X	
10. A reintegration into one's life on the basis of conditions dictated by one's new perspective		X	X	

Aggregate Results

Student performance measure: PVAAS

Stake (1995) recognized that data from individual entities could be aggregated to discuss a phenomenon as a whole. The following discussions concern cumulative data designed to address the research question, "How do teachers and administrators perceive

changes in teacher instructional practice and motivation based on the influence of student performance data in teacher evaluation using the Pennsylvania Educator Effectiveness System?" That overarching question considered four related questions directly addressed in the narrative and tables below.

1. How do teachers perceive the addition of student performance data used as a measure of their instructional effectiveness?
2. How do teachers perceive the inclusion of student performance data in teacher evaluation in transforming their own motivation, self-reflection and instructional practice to improve student performance?
3. How do administrators perceive teacher motivation in response to the inclusion of teacher-specific student performance data as an indicator of teacher effectiveness?
4. How do administrators perceive the inclusion of student performance data in teacher evaluation in transforming teacher self-reflection and teacher instructional practice to improve student performance?

The primary interview question to both teacher and administrator participants, that directly addressed PVAAS, the method of determining the teacher-specific student performance score used in teacher evaluation, asked teachers to describe their understanding of the PVAAS growth model, its components, calculations and teacher's influence on student growth. Sixteen of 17 teacher participants indicated that they did not understand how the PVAAS growth calculations were determined, and expressed concern with the accuracy of the way the state arrived at their evaluation score. Comments from Teacher A's, "As far as the [PVAAS] calculations, I haven't a clue," to Teacher B's "They [PVAAS] seem inaccurate, uh…senseless at times," to finally,

Teacher O's, "I've been through a lot of trainings and I don't understand PVAAS." Teachers referred to the calculations as "magic numbers", "abstract", "confusing", and "baffling" throughout their responses.

Only Teacher D acknowledged, "Well, the [PVAAS] model I understand," and that was followed by a detailed account of how the state arrived at the growth score.

Administrator participants all expressed confusion with how the PVAAS growth score was calculated. Administrator C summarized the administrators' frustration and stated, "I don't get it [PVAAS], I don't believe it, I think it's unethical, and without getting angry about it, there is not a whole hell of a lot more that I can say."

In relation to the research questions about how teachers perceive the addition of student performance data used as a measure of their instructional effectiveness and how administrators perceive the inclusion of student performance data in teacher evaluation, the lack of a clear understanding indicated confusion with the process used to arrive at teacher-specific data on student achievement. Table 16 summarizes the responses in a matrix.

Table 16.
Faith in PVAAS Scoring as the Method of Determining Teacher Accountability in Student Achievement

TOTAL STUDY	Teachers	Administrators	Total
Total Participants	17	4	21
Total Who Did not Understand PVAAS Growth Model & Calculations or Trust the Scoring	16	4	20
%	94%	100%	95.2%

Recognizing that student achievement does belong in teacher evaluation

In digging deeper into the concept of connecting student achievement with teacher evaluation, an additional question asked participants if student achievement connected to teacher evaluation from their point of view. All 21 participants, 17 teacher and 4 administrators acknowledged in one manner or another that student performance should be a component of teacher evaluation. Several teachers thought more data should be included in the student achievement component, others thought that too many aspects of student performance were outside the control or influence of teachers, but all expressed some notion of connection. Teacher K's response summarized what most had said, "Student achievement should connect [to teacher evaluation], if the teachers are getting a very good evaluation…I think your scores of your students should reflect upon that too." Teacher N acknowledged, like many, "I think there has to be a connection [between student achievement and teacher evaluation] in some way…if you're not affecting your students in some way then what's the point." Teacher O recognized, "That's what we're teachers for, we're teachers to help the students achieve and to be successful."

Administrators also recognized a connection between student achievement and teacher evaluation. While there were variations in the explanation of how, and of the factors that should have been or needed to be taken into consideration, Administrator B's simple statement, "I think there is a connection," was echoed in all administrator interviews. All four research sub-questions directly address the heart of this data. The perception of all participants indicated that student achievement should be used as a

measure of instructional effectiveness and is a factor in transforming motivation, self-reflection and instructional practice. Table 17 shows the matrix of responses.

Table 17.
Recognizing Student Achievement Belongs in Teacher Evaluation

TOTAL STUDY	Teachers	Administrators	Total
Total Participants	17	4	21
Total Who Believe Student Performance Does Connect to Teacher Evaluation	17	4	21
%	100%	100%	100%

Transformation taking place

The aggregated data showing the teachers' and administrators' perceptions of transformation occurring and analysis of their actions provided similar results. Teachers were asked after they initially viewed their teacher-specific student performance report at the end of October 2014, to describe the impact it had on their instructional goals. Twelve of 17 teacher participants stated in some fashion, that viewing their student achievement data affected some combination of their instructional practice, planning or professional development. Teachers responded with numerous changes, from "teaching more to the test" or "test-specific preparation," "reflection," "planning and professional development," to "curricular changes." Teacher T probably summed up the variety of changes and responded,

> Everything had to change and adjust according to the new assessment. The rigor has definitely increased and what happened the other content teacher and I decided that we needed to sort of, divide the content of what would be in one

traditional content class, so I took one portion, and she took another portion of the assessment. So, all of my work was focused on one area, strategies and those sorts of things and the other teacher's focus has been on another portion of the new testing format, because they have all changed as more skills are bundled into the same exam, and they weren't before. The test necessitated all these instructional changes, but at the same time, in a matter of trying to achieve growth we implemented things like Study Island, I started following the data much more closely, we ordered a new assessment through a program we already had in place, we ordered the upgraded version, which benchmarks and goes with all the state standards, so I have been tracking my students and differentiating and just…and just trying to make changes to help increase the scores at every level… Those are all the things we tried…we've tried so far, and we're still in that process.

Administrators recognized changes in teachers in the training they selected, the strategies they were incorporating, the use of assessment data, and the level of student engagement teachers encouraged. Table 18 shows a matrix of teachers and administrators who commented that they did feel they changed as a result of evaluation with student achievement data.

Table 18:
Percentage of Teachers Who say No Transformation is Taking Place from Teacher Evaluation as a Result of Seeing Their Student Performance Report.

TOTAL STUDY	Teachers	Administrators	Total
Total Participants	17	4	21
Total Stating No Change as a Result of the Student Performance Report	12	4	16
%	71%	100%	76%

While teachers said they made no changes in the initial answers of the interview, teacher answers regarding actions that occurred in their instructional practice did not parallel those first responses. As pointed out in Chapter 1, teacher evaluation systems serve as an instrument to enable teachers and administrators to reflect on teaching practice to improving instruction. Tucker and Stronge (2005) stated that a vital purpose for teacher evaluation is improving student performance. The evaluation of a teacher is a transformational process designed to improve a teacher's planning and preparation, instruction, classroom environment, and professional development. Data showed that 10 out of the 17 teacher participants, or 67%, indicated through their responses that they had taken action and transformed instructional practice based on their student performance report. Administrative responses supported the perceptions that change was occurring with all administrator participants suggesting they had seen changes in teacher practice because of the student performance report. The overarching question in this study sought to address was how teachers and administrators perceived changes in teacher instructional practice and motivation based on the influence of student performance data in teacher evaluation using the Pennsylvania Educator Effectiveness System. Data from interviews indicated that 67% felt that instructional practice and the motivation to transform instructional practice was influenced by the addition of student achievement data in teacher evaluation.

Table 19 shows a matrix of those same teachers who discussed changes in instructional practice, professional development and transformational learning that resulted from evaluation with student achievement data. The data contradicted the initial responses to the question about how the initial review of a teacher's student performance

scores impacted their instructional goals, planning, and teaching practice, where teachers indicated no changes took place.

Table 19.
Percentage of Teachers Transforming Instructional Practice from Actions Following Their Student Performance Report.

TOTAL STUDY	Teachers	Administrators	Total
Total Participants	17	4	21
Total Who Reached Phases 9 and/or 10 of Mezirow's Transformational Learning	10	4	14
%	59%	100%	67%

Responses suggested that teachers are working their way through the phases of transformational learning as a result of evaluation and the inclusion of teacher specific student performance data.

Table 20 represents the number and percentage of teachers and administrators who felt self-reflection, increased self-reflection occurred in instructional practice as a result of the new evaluation model and the inclusion of student performance data. Seventy-one percent of teachers indicated that they self-reflected or increased their self-reflection as a result of their teacher-specific student performance report.

Table 20.
Percentage of Teachers who Report Self-reflection is Taking Place from Teacher Evaluation as a Result of Seeing Their Student Performance Report.

TOTAL STUDY	Teachers	Administrators	Total
Total Participants	17	4	21
Total Who Stated They Self-Reflected on Their Practice as a Result of the Student Performance Report	12	2	14
%	71%	50%	67%

The final aggregate piece of information discussed here involved the appearance of phase six, planning a course of action, as the significant phase to teacher transformation. Seventeen of 17 teachers provided responses they had followed the progression of phases up to phase six, but the planning a course of action served as the stopping point for teachers who did not complete the transformation process. Table 21 highlighted this information.

Table 21.
Percentage of Teachers who Completed Phases One Through Five and Those Who Completed All Phases.

TOTAL STUDY	Teachers	TOTAL STUDY	Teachers
Total Participants	17	*Total Participants*	17
Total Teachers completing phases 1 through 5	17	*Total Who Reached Phases 9 and/or 10 of Mezirow's Transformational Learning*	10
%	100%		59%

Summary

School district administrators and teachers expected teaching practice to grow through evaluation; this study looked at perceptions concerning teacher evaluation in four Pennsylvania districts. Evaluation with student performance data was the instrument for teachers to self-reflect on their evaluation and supported them to take action to improve instructional practice. Teacher interviews, teacher evaluation documentation, student performance documentation and administrator interviews were used to collect data to answer the question "How do teachers and administrators perceive changes in teacher instructional practice and motivation based on the influence of student performance data in teacher evaluation using the Pennsylvania Educator Effectiveness System?"

Analysis of data collected in the interpretive-comparative case study methodology was used; interpretive case study was used in four separate Pennsylvania school districts, and an aggregate comparison was used to strengthen the reliability of the data. Teacher evaluation documentation and school administrator perceptions were analyzed using Jack Mezirow's phases of Transformational Learning Theory to code participant responses. The three components, teacher responses, student performance results, and administrator responses, provided data to triangulate to strengthen validity and reliability. In Chapter 5, the research findings were compared with other research on transformational learning and teacher evaluation using student performance data. Teacher perceptions about the transformational nature of using student performance data in teacher evaluation are important because their perceptions ultimately determine how teachers self-reflect and are motivated to improve on their practice, and ultimately improve student achievement.

CHAPTER FIVE

SUMMARY OF FINDINGS

This study was significant because little research currently exists concerning teacher and administrator perceptions on the content and processes of the Pennsylvania Educator Effectiveness System focusing solely on subsequent teacher planning, preparation and professional development when student performance data are included. Few studies addressed the transformational learning that may occur as a result of teacher evaluation. The purpose of this study was to examine teacher and administrator perceptions of how the addition of student achievement data in teacher evaluation in the Pennsylvania Educator Effectiveness System motivated self-reflection and change in teacher practice. The general question this study addressed was "How do teachers and administrators perceive changes in teacher instructional practice and motivation based on the influence of student performance data in teacher evaluation using the Pennsylvania Educator Effectiveness System?"

This study contributes to the literature on teacher evaluation and examines theory by using Jack Mezirow's (1994) Transformational Learning Theory of adult learning to frame teacher perceptions on evaluation. The following discussion addressed findings and how those findings compared to the research literature and follow with suppositions on two major discussion points: (1) if the new Pennsylvania Educator Effectiveness teacher evaluation model transforms teacher practice in teachers teaching state-tested subjects; and (2) if evaluation and resulting professional development encouraged self-reflection to improved teacher practice.

Emerging Themes

From before the turn of the century, education scholars recognized that teacher evaluation should be "formulated in terms of the results teachers are able to produce in pupils" (Knudson, 1932, p. 19); student achievement should be factored into teacher performance, as it is ultimately how student learning is improved (Danielson, 2001; Danielson & McGreal, 2000; Goldhammer et al, 1980; Marshall, 2009; Marzano et al, 2011; Tucker & Stronge, 2005; Wright et al, 1997). Four major themes emerged that directly addressed the research questions at the heart of this study. The themes were (1) teacher and administrator distrust of PVAAS as the tool to determine student growth scores, (2) recognition that student achievement belongs in teacher evaluation, (3) self-reflection was a key to transformational learning, and (4) transformation is taking place from the Pennsylvania evaluation model in the four districts examined. A discussion of those four themes, connections to literature on teacher evaluation, and the impact on teacher practice follows.

Distrust of PVAAS as the Measure of Student Growth

Schumacher (2004) reported findings that teachers believed improved instructional practice and improved student learning would not result from an evaluation program; they saw little value in the evaluation process. Using transformational learning theory provided a unique theoretical perspective to examine teacher and administrator perceptions about teacher evaluation that included teacher-specific student performance data in Pennsylvania's evaluation model.

Research from numerous fields and numerous individuals found the primary obstacle was a lack of consensus on valid measures for recognizing effective teaching (Danielson, 2013; Kane, Taylor, Tyler & Wooten, 2010; MET, 2013; Tucker & Stronge,

2005). Pennsylvania utilized the Pennsylvania Value Added Assessment System, or PVAAS, as the method to calculate growth scores for all students in the state. Since 95.2% of participant responses categorized the Pennsylvania's method as unfavorable, and participants were distrusting of the PVAAS calculation; it paralleled prior research on the lack of valid measures for indicating effective teaching. Nearly every participant, teacher and administrator, expressed confusion, even distrust, and negative perceptions of how the Pennsylvania calculations and teacher scores were tabulated. Therefore, the finding indicated both the Pennsylvania Department of Education (PDE) and the individual districts in the study did an inadequate job of explaining the method used to derive teacher performance scores. That perceived lack of transparency in how PVAAS calculated teacher scores concerned 20 of the 21 participants. Teacher C stated, "I don't know where the scores comes from. You just get those numbers, and I honestly can't always go back and look at prior PSSA scores either. It is almost as if everything is kind of secret." That inability to understand what is controlling the teacher-specific score calculations lined to the concept of locus of control.

Locus of control was discussed in Chapter 2 as the extent to which individuals believe that they can control events affecting them (Rotter, 1966). An external locus of control suggested that teacher success or failure resulted from factors beyond their control (Rotter, 1996; Sunbul, 2003). Teachers, in this study, overwhelmingly did not believe they had control over the method, or even understanding of the method, used to calculate their student performance reports. The lack control and lack of understanding about the process, directly lead to perceptions of distrust, confusion, and concern with the calculations and their role in evaluation.

Significant for PDE and the district leadership in the participant districts, is to make certain that both building administrators and teachers fully comprehend the method in which they are evaluated. Even with the PVAAS training Pennsylvania provided, results indicated that the training was not effective for teachers or administrators. In addition, supplementary training, or perhaps refinement of the PVAAS model should be considered. Grill et al. (2013) reported that large gaps remain in the literature on value added assessments in teacher evaluation because the statistical models rely on longitudinal data of individual students and rely heavily on prior achievement, the participant perceptions in this study supported the concern about the validity of value added assessments as a measure of teacher effectiveness.

Recognizing that Student Achievement does belong in Teacher Evaluation

Wright, Horn, and Sanders (1997) documented that the most important factor affecting student achievement is the teacher; but more relevant for this study, was their notion that improving the effectiveness of individual teachers improved student achievement more than any other single factor.

Therefore, through evaluation, transforming a teacher's ability to self-reflect critically, recognize areas for improvement, plan a course of action for improvement through planning, preparation and professional development, and then carrying out that course of action is the single best way to improve student achievement.

Data showed that 100% of the 21 participants, 17 teachers and 4 administrators acknowledged in one manner or another that student performance belonged as a component of teacher evaluation. Teacher and administrator participants believed that if teachers were getting good evaluation scores, then student achievement must connect to

teacher evaluation. Participants felt, there had to be a connection between student achievement and teacher evaluation in some way, because if teachers were not attributed as affecting their students' performance in a positive manner, then what was the point of evaluation. As mentioned in Chapter 4, Teacher O recognized, "That's what we're teachers for, we're teachers to help the students achieve and to be successful."

While there were variations in the explanation of how, and of the factors that should have been or needed to be taken into consideration, all participants expressed some sense of what Administrator B indicated, that "there is a connection between teacher evaluation and student performance that needs to be reflected in the evaluative process."

This was the most significant finding in this study, seldom in a study do all participant perceptions provide evidence for a single theme and show 100% support for the addition of an evaluative component.

Self-reflection is a key concept in Transformation

The next significant finding that emerged from data collected in this study was the idea that teachers' ability or willingness to self-reflect on their practice was important in transforming instructional practice. According to research, Evans (2001) found education professionals want to be able to practice, unhindered, within a context that is compatible with their needs, expectations, values and ideologies and that self-reflecting on practices impacted teacher practice. The data here supported that finding. Seventy-one percent of teacher participants indicated that they self-reflected or increased their self-reflection as a result of their teacher-specific student performance report. Also significant was the fact that of the 12 teachers who stated that they self-reflected or increased self-reflection as a

result of evaluation or professional development based on evaluation, 10 of those 12 reached the final phases of Mezirow's Transformational Learning continuum. Also, teachers that indicated increased self-reflection, finished further down the Transformational Learning continuum than teachers who did not recognize increased self-reflection as a by-product of the evaluative process that included student achievement.

District Administration in the participating districts may benefit by providing additional resources or training on how teachers can self-reflect on their instructional practice. The impact of the Tennessee Value Added Assessment System [TVAAS] system on student achievement was dramatic in Tennessee and documented student achievement scores showed increased student performance in math, science and language (Tucker & Stronge, 2005). Teachers in Tennessee surveyed concerning the evaluation practice noted that the process provided an opportunity for self-reflection on teacher practice. Teachers in this Pennsylvania study showed that the Educator Effectiveness evaluation process that included student-performance data from PVAAS, also provided an opportunity for self-reflection on teacher practice. That self-reflection seemed to be key in teachers transforming their instructional practice.

Table 22.
Percentage of Teachers who Report Self-reflection is Taking Place from Teacher Evaluation as a Result of Seeing Their Student Performance Report.

TOTAL STUDY	Teachers	Administrators	Total
Total Participants	17	4	21
Total Who Self-Reflected as a Result of the Student Performance Report	12	2	14
%	71%	50%	67%

Instructional Transformation is Taking Place

Similar to the study discussed in Chapter 2, from Tennessee, Assessment Based on Student Gains: Value-Added Assessment in Tennessee, which examined the Tennessee Value-Added Assessment System, the evaluation model used student achievement data from annual standardized testing in five subject areas – mathematics, language, science, reading and social studies (Tucker & Stronge, 2005). The study used the data to derive a statistical growth model (Tucker & Stronge, 2005), similar to the Pennsylvania model. In Tennessee, TVAAS reported significant statistical growth in student achievement (Tucker & Stronge, 2005).

As stated in Chapter 2, a main criticism of teacher evaluation is that it may not transform teaching practice, yet that is the main purpose of the evaluation practice (Danielson, 2011; Marshall, 2009; Marzano et al., 2011; Stiggins & Duke, 1988; Tucker & Stronge, 2005). Results of this study indicated that transformation in teacher practice was occurring. Data showed that 59% of teachers' perceptions exhibited evidence of completing Mezirow's (1994) ten Transformational Learning Phases

1. A disorienting dilemma
2. Self-examination with feelings of fear, anger, guilt or shame
3. A critical assessment of assumptions
4. Recognition that one's discontent and the process of transformation are shared
5. Exploration of options for new roles, relationships, and actions
6. Planning a course of action
7. Acquiring knowledge and skills for implementing one's plans
8. Provisional trying of new roles

9. Building competence and self-confidence in new roles and relationships
10. A reintegration into one's life on the basis of conditions dictated by one's new perspective (Mezirow, 2000, p. 22)

The theme that transformation in teacher practice was occurring was additionally supported in this study because 71% of teachers' perceptions indicated increased self-reflection on instructional practice improved instruction as a product of evaluation; and 100% of teachers and administrators recognized that student achievement data does belong in teacher evaluation.

Significance & Implications for Practice

Clarifying PVAAS Calculations and Role in Teacher Evaluation

With 95% of participants responding they did not understand the PVAAS methodology for calculating teacher-specific student growth scores, and 100% of administrators not understanding, the study suggests that the Pennsylvania Department of Education needed to do a better job of explaining the system. Though there were extensive trainings sponsored by PDE, the intermediate units, and districts, the clear receipt of the message was not received by teachers or administrators in the districts studied. The confusion did not stem from teachers unwillingness to embrace student achievement in their evaluation, because 100% of teachers and administrators recognized that student achievement connected to teacher evaluation and should be a component of the evaluative process. That added more significance to the importance of ensuring that teachers understand their evaluation components. Just like students do not like to be assessed on material they do not understand, teachers did not like the measure of assessment that determined teacher effectiveness because they did not understand

PVAAS, but unanimously agreed, that student achievement belongs in teacher evaluation. The Pennsylvania Department of Education can take from results, with regard to the districts that participated, that student achievement belongs in evaluation, but requires clarification, correction and transparency in the method of student achievement information attributed to teachers.

Importance of Self-Reflection

Results indicated that 67% of participants experienced transformative learning, and 67% responded that self-reflection existed during the transformative process. Self-reflecting on instructional practice occurred in 100% of the participants who experienced all ten phases of transformational learning. This study's findings supported Mezirow's research which noted that critical self-reflection was central to the process where learners validate and act on their beliefs, interpretations, values, feelings, and ways of thinking (Mezirow, 2000).

Mezirow suggested that the conditions for making autonomous and informed choices and fostering a sense of self-empowerment were fundamental in adult learning and change, findings in this study identified that all teachers who experienced transformational learning also stressed critical self-reflection as a required component present during the change process. Teacher evaluation attempted to capitalize on self-reflective nature to foster transformation. Transformational learning theory was founded on the premise that individuals interpret their own experiences in a personal way; how they see the world was a result of their perceptions of the experiences, and change followed from a process of examining, questioning, and revising individual's perceptions (Cranton, 2006; Mezirow, 1994; 2000; Taylor, 2007). This connected to Taylor &

Cranton's (2012) research which indicated similar expectations from transformational learning adults. Self-reflection meant that teachers regularly examined what had worked and what had not worked in their daily instruction and in all their student performance data. Then despite how the data and self-reflection appeared, determine how to take that information and turn the data into positive, resolute statements that enabled teachers to develop concrete goals to focus further professional development and student instruction. That idea connected to the notion that follows about the importance of creating a plan and targeting professional development.

Encourage Teachers to Create a Plan and take Targeted Professional Development

Based on information gathered in this study, administration in the participating districts should encourage teachers to create a plan of action that includes a professional development component. Teachers that showed evidence of transformational learning from teacher evaluation had two key characteristics in common. First, they created a plan of action to improve their instruction from multiple data sources including, state testing student achievement data from evaluation, teacher self-reflection, dialogue with administrative observers, and input from the students themselves. Second, teachers that realized transformation in their instructional practices participated in professional development designed to support the teachers' self-reflected areas for improvement. The professional development referenced included graduate level courses, state sponsored professional training, district provided training, and collaboration between educators.

The key here was that all teachers whose comments indicated transformational learning had occurred, had extensive answers to support these two phases of Mezirow's Transformational Learning Theory, and showed evidence for creating a plan, and

acquiring the skills or knowledge to realize the plan.

Recognize that Change is Occurring from the Pennsylvania Model

Participants in this study represented teachers from all secondary state-tested subjects eligible to participate, and all five teacher-specific rating categories were included. The cross-section of educators ranged from first year teachers to teachers with 29 years' experience which provided increased reliability and validity to the findings. While much research suggests, evaluation leads to little instructional change, such as findings from Schumacher (2004) which indicated teachers believed improved instructional practice and improved student learning would not result from an evaluation program, and saw little value in the evaluation process. Findings from this study suggested that teachers in the four participating districts improved instructional practice through self-reflection and found value in the evaluation program that included student achievement data as a component. Participants in this study recognized that giving teachers the ability to take on the primary goals of planning instruction and selecting specific professional development were consistent with findings from Cranton (2006) and Glanz & Sullivan (2005) that also indicated that when teachers were provided the opportunity to select professional development, instructional planning and preparation, and self-reflect on instruction, it lead to improved instructional practice and student achievement. No individual has a greater investment in improving teaching practice, student achievement in the classroom, or accounts more significantly on the difference in school outcomes than the teacher themselves (Danielson, 2011; 2013; Jordan, Bembry and Mendro, 1998). To harness that teacher's sense of investment, evaluation that included student performance data, served as a transformational component in teacher

practice gathered through teacher and administrator participant interviews.

Limitations & Suggestions for Further Study

Limitations

The first limitation stemmed from the fact that only four districts participated in the study and the qualitative nature of the study cannot be generalized beyond the participating districts.

In addition, the smaller size of the districts that participated limited the study. All participating districts contained one junior-senior high school and were located in similar geographic and economic areas in central Pennsylvania.

The study only examined secondary teachers and participation in this research study was voluntary and limited to teachers evaluated by the Educator Effectiveness System who taught subjects assessed by 7th grade or 8th grade PSSA testing, Pennsylvania Keystone Exams or both. The sample also consisted of secondary teachers' self-reported data only. The study did not examine any elementary grade-level teachers, and focused on grades 7 through 12 only.

The Pennsylvania System is so new, there are no longitudinal data or references for participants to prove transformation over time, or continued transformation of teaching practice in subsequent years based on evaluation. The newness of the system limited the scope of doctoral research focused on Pennsylvania's student performance as part of teacher evaluation.

Suggestions

The following suggestions are recommended for further study. This study could be conducted at the elementary level and include teachers who teach testable grades 4, 5

and 6 with students who are assessed by the PSSA in English/language arts, math or science.

This study could be conducted in larger districts, districts with separate middle schools, separate high schools, and districts with multiple middle school or high school buildings.

Because 2014 was the first time that teachers received student performance as part of evaluation, examining the transformational learning characteristics in secondary or elementary teachers in a longitudinal study to see if initial changes are sustained over multiple years and multiple evaluations could be a suggestion for further research.

Another suggestion recognizes the fact that this study was conducted with teachers who taught subjects tested by Pennsylvania standardized tests who received a teacher-specific student achievement report. A future study could be conducted with teachers who taught non-tested subjects to see examine if the new evaluation model, without student achievement data, held similar results.

Summary

Research Question Results

The primary question the study proposed was how teachers and administrators perceive changes in teacher instructional practice and motivation based on the influence of student performance data in teacher evaluation using the Pennsylvania Educator Effectiveness System. That principal question considered four related questions directly addressed in the narrative and tables of Chapter 4 and summarized below.

1. How do teachers perceive the addition of student performance data used as a measure of their instructional effectiveness?

Responses initially indicated that teachers did not change instructional practices because of teacher evaluation. Seventy-one percent of participants stated at the beginning of the interview they did not make changes because of their evaluation scores. Deeper analysis revealed two important findings, (1) that all participants recognized that student achievement is not only connected to teacher evaluation, but belongs as a component in teacher evaluation, and (2) teacher actions provided evidence that change in teacher practice occurred. All 100% percent of participants agreed with the use of student achievement in evaluation, but 95% percent disagreed with the current PVAAS method Pennsylvania utilized to provide the student growth data for teachers. Fifty-nine percent of teacher participants and 67% of all participants provided perceptions that transformational learning existed because of evaluation with teacher-specific student achievement data, and teachers changed their instructional practice.

2. How do teachers perceive the inclusion of student performance data in teacher evaluation in transforming their own motivation, self-reflection and instructional practice to improve student performance?

Findings indicated that 59% of teachers progressed through all ten phases of transformational learning and altered their instructional practice as a result of their professional teacher evaluation that included student performance data. Seventy-one percent of teacher participants indicated they self-reflected on their instructional practice as a result of the student performance report as a way to improve teaching, and 10 of the 12 teachers who identified increased self-reflection showed evidence of all phases of Mezirow's (1994) Transformational Learning. This data suggested that self-reflection was an important component of teacher transformation, and supported the notion that

districts that created an environment where the learner was empowered in the learning process formed the foundation for transformative learning; but it does not ensure transformative learning (Cranton, 2006). It is crucial to note that administrators cannot make transformative learning take place because it is the teachers that must decide to undergo the process by themselves. In Pennsylvania teacher evaluation, this study supported that administrators did not make teachers undergo transformative learning, but provided environments where the teachers indicated they were able contribute to the learning process. Cranton (2006) recognized that evaluation, "can promote critical self-reflection if a learner is willing and ready to consider the questions" (p.137). Reflection is not new concept, Dewey (1933; 1938) talked of experiential learning and reflective thought which are similar to critical reflection and transformational learning, and this study supported the crucial nature of these components in changing teacher instructional practice to improve student achievement.

3. How do administrators perceive teacher motivation in response to the inclusion of teacher-specific student performance data as an indicator of teacher effectiveness?

All administrative participants supported the two important teacher findings, (1) that all participants recognized that student achievement is not only connected to teacher evaluation, but belongs as a component in teacher evaluation, and (2) administrators indicated teachers changed their instructional practice as a result of receiving a teacher-specific student performance report. All 100% percent of participants agreed with the use of student achievement in evaluation.

4. How do administrators perceive the inclusion of student performance data in teacher evaluation in transforming teacher self-reflection and teacher instructional practice to

improve student performance?

Administrator responses supported teacher participant responses that teacher self-reflection, teacher actions, teacher professional development, and instructional changes in classroom practices altered because of the teacher-specific student performance report participant teachers received in October 2014. Fifty percent of administrative participants reported self-reflection was taking place in their teachers' evaluation process as a result of teachers seeing their student performance report.

Finally, the focal question, centered on how teachers and administrators perceived changes in teacher instructional practice and motivation based on the influence of student performance data in teacher evaluation using the Pennsylvania Educator Effectiveness System. Research findings from this study, according to data from teacher participant interviews and supported by administrator participant responses suggested that teacher instructional practice, motivation and self-reflection transformed instructional practice consistent with Mezirow's phases of transformational learning theory. All teacher and administrator participants, 100% of respondents agreed that student achievement should be a component in teacher evaluation. Ninety-five percent disagreed with the method Pennsylvania utilized to provide the student growth data for teachers. That made the fact that all participants supported the idea of student achievement in evaluation, even though they overwhelmingly showed distain for the current method of calculating student achievement, more valuable.

This study enhances the knowledge base that addresses the question of how teachers and administrators perceive changes in teacher instructional practice and motivation based on the influence of student performance data in teacher evaluation.

Assisting schools districts in the participating districts in identifying specific components of teacher evaluation practices and self-reflection that lead to transformational learning and would help resolve the complex problem of improving teacher instructional practice in the classrooms, and its ultimate effect on improving student achievement.

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Appendix A

Pennsylvania Educator Effectiveness Domain Tool

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333

CLASSROOM TEACHER RATING FORM

PDE 82-1 (4/13)

Last Name [redacted] **First** [redacted] **Middle**

District/LEA Moshannon Valley School District **School** Moshannon Valley Jr/Sr High

Rating Date 10/10/2013 **Evaluation (Check One)** ☐ Periodic ☐ Semi-annual ☒ Annual

(A) Teacher Observation and Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation	0	20%	0.00	0.60
II.	Classroom Environment	0	30%	0.00	0.90
III.	Instruction	0	30%	0.00	0.90
IV.	Professional Responsibilities	0	20%	0.00	0.60
	(1) Teacher Observation & Practice Rating			0.00	3.00

Domain Rating Assignment 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(B) Student Performance - Building Level Data, Teacher Specific Data, and Elective Data

Building Level Score (0 - 107)	75.0
(2) Building Level Score Converted to 3 Point Rating	1.75

(3) Teacher Specific Rating	0.00
(4) Elective Rating	0.00

(C) Final Teacher Effectiveness Rating - All Measures

Measure	Rating (C)	Factor (D)	Earned Points	Max Points
(1) Teacher Observation & Practice Rating	0.00	50%	0.00	1.50
(2) Building Level Rating	1.75	15%	0.26	0.45
(3) Teacher Specific Rating	0.00	15%	0.00	0.45
(4) Elective Rating	0.00	20%	0.00	0.60
		Total Earned Points	0.26	3.00

Conversion to Performance Rating	
Total Earned Points	Rating
0.00 - 0.49	Failing
0.50 - 1.49	Needs Improvement
1.50 - 2.49	Proficient
2.50 - 3.00	Distinguished
Performance Rating	**Failing**

☒ **Rating: Professional Employee,** OR ☐ **Rating: Temporary Professional Employee**

I certify that the above-named employee for the period beginning 8/26/2013 (month/day/year) and ending 6/6/2014 (month/day/year) has received a performance rating of:

☐ **Distinguished** ☐ **Proficient** ☐ **Needs Improvement** ☐ **Failing**

resulting in a final rating of:

☐ **Satisfactory** ☐ **Unsatisfactory**

A performance rating of Distinguished, Proficient or Needs Improvement shall be considered satisfactory, except that the second Needs Improvement rating issued by the same employer within 10 years of the first final rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. A rating of Failing shall be considered unsatisfactory.

Date Designated Rater / Position: Date Chief School Administrator

I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater.
My signature does not necessarily mean that I agree with the performance evaluation.

Date Signature of Employee

Appendix B

PA Educator Effectiveness Domain Evaluator Comment/Evidence Form

Optional	Teacher: Observer: Date:	Optional
This column completed with teacher through rubric comparison	**LESSON PLAN: EVIDENCE OF DOMAINS 1 AND 4** To be completed by the teacher in advance of announced observation and sent to evaluator 2 days in advance	This column completed with teacher through rubric comparison

	DOMAIN 1	**DOMAIN 4**	
☐ F ☐ NI ☐ P ☐ D	**1a. Demonstrating Knowledge of Content and Pedagogy:** What is the content to be taught? What prerequisite learning is required?	**4a. Reflecting on Teaching:** (following the lesson) collect samples of the students work from the observed lesson that represents a range of student performance. Discuss the degree to which students met your objectives and how the work shows this.	☐ F ☐ NI ☐ P ☐ D
☐ F ☐ NI ☐ P ☐ D	**1b. Demonstrating Knowledge of Students:** Characterize the class. How will you modify this lesson for groups or individual students?	**4b. Maintaining Accurate Records**: How do you track student learning as it relates to this lesson?	☐ F ☐ NI ☐ P ☐ D
☐ F ☐ NI ☐ P ☐ D	**1c. Selecting Instructional Outcomes:** What do you want students to learn during this lesson?	**4c. Communicating with Families:** What specifically have you learned by communicating with families that impacted your planning of this lesson?	☐ F ☐ NI ☐ P ☐ D
☐ F ☐ NI ☐ P ☐ D	**1d. Demonstrating Knowledge of Resources:** What resources were considered for this lesson and rejected? What resources will be used? Why?	**4d. Participating in a Professional Community:** In what ways is today's lesson related to collaboration with colleagues?	☐ F ☐ NI ☐ P ☐ D
☐ F ☐ NI ☐ P ☐ D	**1e. Designing Coherent Instruction:** list very briefly the steps of the lesson	**4e. Growing and Developing Professionally:** What aspects of this lesson are the result of some recent professional learning?	☐ F ☐ NI ☐ P ☐ D
☐ F ☐ NI ☐ P ☐ D	**1f. Designing Student Assessments:** How will you measure the goals articulated in 1c? What does success look like?	**4f. Showing Professionalism:** In what ways have you been an advocate for students that relate directly to this lesson? Reproduced with Permission from ASCD	☐ F ☐ NI ☐ P ☐ D

Appendix C
Pennsylvania Teacher-Specific Data

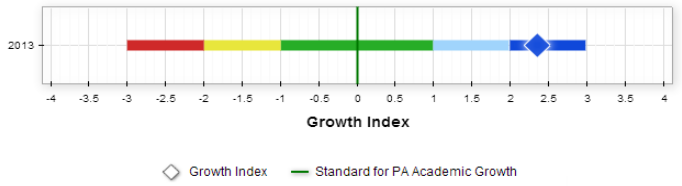
Report: **Teacher Value Added (PILOT)**
School: [redacted]
District:
Teacher:

Tes
Sub [redacted]

View the Teacher Value Added Summary (PILOT)

Teacher Value Added (PILOT) | Diagnostic (PILOT) | Custom Diagnostic (PILOT)

View: Value Added Graph | Student List



Show: Growth Index Graph

2013: Dark Blue

Dark Blue: Significant evidence that the teacher's students exceeded the standard for PA Academic Growth.

2013 Distribution of (PILOT) Teachers	
Color	Nr of (PILOT) Teachers
Dark Blue	127
Light Blue	60
Green	155
Yellow	58
Red	146

Teacher growth measures and standard errors are presented in the chart to the left. This allows each teacher to compare their teacher value-added results with other teachers in Pennsylvania in the same state assessed grade/subject/course.
While the growth index represents a comparison to the state, the table above allows a teacher to see where their level fell in the distribution of teachers in the pilot group in the same grade/subject/course.

Teacher Growth Measures and Standard Errors			
Year	Growth Measure	Standard Error	Growth Index
2013	10.8	4.6	2.36

PVAAS teacher specific reports are from SAS ® EVAAS ® multivariate, longitudinal analyses using all available data (for up to 5 years) for each student.

Supplemental Information					
Year	Nr of Students	Average Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile
2013	37	1467.9	35.0	1457.3	29.0

Dark Blue: Significant evidence that the teacher's students exceeded the standard for PA Academic Growth.
Light Blue: Moderate evidence that the teacher's students exceeded the standard for PA Academic Growth.
Green: Evidence that the teacher's students met the standard for PA Academic Growth.
Yellow: Moderate evidence that the teacher's students did not meet the standard for PA Academic Growth.
Red: Significant evidence that the teacher's students did not meet the standard for PA Academic Growth.

Appendix D
Interview Protocol & Questions

1. Case Study Questions & Problems

The purpose of this study is to examine teacher and administrator perceptions of how the addition of student achievement data in teacher evaluation in the Pennsylvania Educator Effectiveness System motivates self-reflection and change in teacher practice. The general question framing the study is "How do teachers and administrators perceive changes in teacher instructional practice and motivation based on the influence of student performance data in teacher evaluation using the Pennsylvania Educator Effectiveness System?" That general question subsumes several related questions:

1. How do teachers perceive the addition of student performance data used as a measure of their instructional effectiveness?
2. How do teachers perceive the inclusion of student performance data in teacher evaluation in transforming their own motivation, self-reflection and instructional practice to improve student performance?
3. How do administrators perceive teacher motivation in response to the inclusion of teacher-specific student performance data as an indicator of teacher effectiveness?
4. How do administrators perceive the inclusion of student performance data in teacher evaluation in transforming teacher self-reflection and teacher instructional practice to improve student performance?

1. Theoretical Framework for the case study (logic model)

Using transformational learning presents a unique theoretical perspective to

examine teacher perception about teacher evaluation using the Teacher Effectiveness System. Using Mezirow (1994) transformational learning components:

1) A disorienting dilemma
2) Self-examination with feelings of fear, anger, guilt or shame
3) A critical assessment of assumptions
4) Recognition that one's discontent and the process of transformation are shared
5) Exploration of options for new roles, relationships, and actions
6) Planning a course of action
7) Acquiring knowledge and skills for implementing one's plans
8) Provisional trying of new roles
9) Building competence and self-confidence in new roles and relationships
10) A reintegration into one's life on the basis of conditions dictated by one's new perspective

Data Collection Procedures

1. Names of the sites to be visited, including contact persons, all districts have a Junior/Senior High building configuration, in Pennsylvania districts

Research District #2: Adams Area School District
Superintendent A
Target Participation: 4 teachers, 1 administrator
Secondary Teaching Staff: 20
Secondary Teaching Staff Qualifying for Study: 6

Research District #1: Baker Area School District
Superintendent B
Target Participation: 4 teachers, 1 administrator
Secondary Teaching Staff: 35

Secondary Teaching Staff Qualifying for Study: 11

Research District #3: Clark Area School District
Superintendent C
Target Participation: 4 teachers, 1 administrator
Secondary Teaching Staff: 35
Secondary Teaching Staff Qualifying for Study: 15

Research District #4: Davis Area School District
Superintendent D
Target Participation: 4 teachers, 1 administrator
Secondary Teaching Staff: 50
Secondary Teaching Staff Qualifying for Study: 20

2. Data collection plan (covers the type of evidence to be expected, including roles of people to be interviewed, the events to be observed and any other documents to be reviewed)

For the purpose of this study, documentation will aid in answering the question - To what extent were the following sources of performance information considered by the teacher as an integral part of the Educator Effectiveness Model?

1. Discussion of your classroom performance on Domains 1 and 4
2. Implementation of Educator Effectiveness Model and interaction with your evaluator
3. Examination of artifacts Educator Effectiveness Score, Student Achievement Score
4. Self-evaluation and reflection of teacher practice
5. Completion of professional development or growth plan

- **Teacher Effectiveness Tool** – Domain's One & Four (See Sample at the end of this document)
- **PVAAS Growth Data** – (See Sample at the end of this document)
- **Teacher Interviews** – High School teachers from various academic content areas, different years of service, different levels of education, and different levels of effectiveness coding the interviews for transformational learning components
- **Administrator Interviews** – High School administrators coding the interviews for transformational learning components

Case Study Questions

Teacher Interview

Number of Session(s): 1

Duration of Interview Session(s): 30-60 Minutes

Demographic Question

1. What are your current teaching certification(s), certification levels, years' experience and teaching assignment? What training have you received on the Educator Effectiveness Model?

Research Question 1: How do teachers perceive the addition of student performance data used as a measure of their instructional effectiveness?

Interview Questions:

1g) Describe the implementation process your district instituted to incorporate the Educator Effectiveness Model.

1h) Describe how administrators addressed teacher questions and concerns about the new evaluation process.

1i) After you initially reviewed your student performance scores, describe the impact it has had on your instructional goals. Explain how it will affect your planning and teaching practice.

1j) Can you identify other sources of data that contribute to your self-reflection and influence your planning, preparation and professional development and describe how they influence your decision-making.

1k) Describe an exceptional teacher's evaluation according to your training in the Danielson model.

1l) Considering Danielson's self-reflective nature of evaluation, describe how administrators encourage you to share your thoughts, ideas and questions. Why is this dialogue important?

Research Question 2: How do teachers perceive the inclusion of student performance data in teacher evaluation in transforming their own motivation, self-reflection and instructional practice to improve student performance?

2m) Describe your understanding of the PVAAS growth model, its components, calculations and teacher's influence on student growth.

2n) What factors affect how you adjust your instructional practice? What types of changes have taken place in your teaching?

2o) Describe the process you use to adapt your teaching and learning practices.

2p) Does the way you teach have a direct impact on your students desire to learn? How does teaching influence student testing performance?

2q) Describe ways that evaluation should motivate teacher practice and student learning.

2r) Describe ways in which evaluation might not motivate teacher practice and student learning.

2s) Describe how professional evaluation motivates you.

2t) To what extent does the teacher consider the sources of performance information an integral part of the Educator Effectiveness Model?

2u) Describe how the Charlotte Danielson Domains 1 [Planning and Preparation] and 4 [Professional Growth] impact your teaching practice.

2v) Describe how the following components and artifacts impact your teaching practice:

- *Educator Effectiveness overall score…*
- *Student Achievement score of students' performance…*
- *Self-evaluation and reflection of teacher practice through post-conference…*
- *Completion of a professional development or growth plan…*

2w)Describe the components responsible for success in teaching practice

2l) How does student achievement connect to teacher evaluation from your point of view?

Administrator Interview

Number of Session: 1

Duration of Interview Session(s): 30-60 Minutes

Demographic Question

1. What teaching certification(s) do you hold, how many years' experience do you have as an administrator? What training have you received on the Educator Effectiveness Model?

Research Question 3: How do administrators' perceive teacher motivation in response to the inclusion of teacher-specific student performance data as an indicator of teacher effectiveness?

3a) Describe the major differences between teachers' self-reflection scoring and your observation scoring as the evaluator; are teachers motivated positively or negatively?

3b) Describe your discussions with teachers concerning the effect of the PVAAS student performance component of the Educator Effectiveness process.

Research Question 4: How do administrators perceive the inclusion of student performance data in teacher evaluation in transforming teacher self-reflection and teacher instructional practice to improve student performance?

4i) What factors affect how teachers adjust their instructional practice? What types of changes have taken place in their teaching? What role does evaluation play in this process?

4j) Describe your understanding of the PVAAS growth model, its components, calculations and teacher's influence on student growth. What is the administrator's role in relating this model to teachers?

4k) Describe the processes teachers use to adapt their teaching and learning practices.

4l) How does the way in which a teacher teaches have a direct impact on their students desire to learn? How does instruction influence student testing performance?

4m) Describe steps that administrators should take during teacher evaluation to motivate teacher practice and student learning.

4n) Describe how professional evaluation motivates you.

4o) Describe the components responsible for success in teaching practice

4p) How does student achievement connect to teacher evaluation from your point of view?

Research Question 2: How do teachers perceive the inclusion of student performance data in teacher evaluation in transforming their own motivation, self-reflection and instructional practice to improve student performance?

2c) Describe how the Charlotte Danielson Domains 1 [Planning and Preparation] and 4 [Professional Growth] assess teaching practice.

2d) Describe how the following components and artifacts assess teaching practice:

- *Educator Effectiveness overall score…*
- *Student Achievement score of students' performance…*
- *Self-evaluation and reflection of teacher practice through post-conference…*
- *Completion of professional development or growth plan…*

Evaluation

- What is the design for evaluating Educator Effectiveness in each district? Who is evaluating and what is their level of proficiency?
- What teachers are participating, certification, years of experience, gender, grade level?
- What part of the evaluation has been implemented and how has it transformed teaching, what stage of transformative learning are teachers in?
- What are the outcome measures being used, and what outcomes have been identified to date? Do teacher perceptions mirror outcomes? Do administrator perceptions mirror outcomes?
- What rival explanations have been identified and explored for attributing the outcomes to the investment in the practice?
- What transformational themes have been identified and explored for attributing to the outcomes?

Appendix E:
Informed Consent District Participant Letter

Professional Studies in Education Department
303 Davis Hall Indiana, PA 15705
724-357-2400

[DATE]

[SUPERINTENDENT]

Dear [SUPERINTENDENT],

As part of the process of completing my doctorate in Administration and Leadership Studies at Indiana University of Pennsylvania, I am required to conduct research for my dissertation. I am requesting your permission to include teachers and administrators in your school district in my study titled "Using Student Performance Data in Pennsylvania Teacher Evaluations: A Qualitative Study." The purpose of this study is to examine teacher and administrator perceptions of the use of student achievement data as a component of teacher evaluation in the Pennsylvania Educator Effectiveness System.

My primary research materials are teacher evaluation and student performance data information collected from the research site teachers and administrators. Personal interviews conducted with teachers who currently teach classes in disciplines that trigger state standardized Pennsylvania System of School Assessment (PSSA) tests and Pennsylvania Keystone Exams (those include teachers teaching: 7th grade math, 7th grade reading/language arts, 8th grade math, 8th grade reading/language arts, biology, algebra, and high school literature). Administrator interviews conducted with secondary principal(s)

In order to conduct my dissertation research, I write to ask formally if you would be willing to permit your district secondary teachers and administrators to participate in this qualitative study. The grade level configuration of the secondary school in your district will provide teacher and administrator insight with respect to the following research question:

- **How do teachers and administrators perceive the addition of student performance data in evaluation using the Pennsylvania Educator Effectiveness System?**

The duration of the study will last for approximately two to four weeks depending on the number and availability of teachers and administrators who volunteer to participate. It

will involve the volunteer participants being interviewed and audio taped individually for one 30-60 minute interview session. No data will be collected from students.

As with any research, participation is voluntary, and with the understanding that participants can withdraw from the study at any time by simply contacting me in person, by email, or by telephone. If the interview is underway, participants can also state their desire to terminate the interview and simply exit the interview. Participation or non-participation in this study will not adversely affect participants in any way. There are no foreseeable risks or discomforts to the participants in this study. The findings of this study will be discussed as aggregated data. All participants, the schools, and the district will be identified only by pseudonym without any identifying characteristics.

If you agree to allow me to work with the teachers and administrators in your district to complete this research in the manner described above, please respond granting permission in a written format on district letterhead.

Thank you for considering my request. I believe the information your district will provide will contribute significantly to my study. If you have any additional questions regarding my request, please do not hesitate to contact me.

Sincerely,

Principal Investigator:
John W. Zesiger, D. Ed. Candidate
Administrative and Leadership Studies
Indiana University of Pennsylvania
173 Sparkle Drive
Reedsville, PA 17084
Email: jzesiger@movalley.org
Phone: 814-378-7616 or 717-363-1754

Faculty Sponsor:
Dr. Valeri Helterbran
Indiana University of Pennsylvania
323 Davis Hall, IUP
570 South Eleventh Street
Indiana, PA 15705
vhelter@iup.edu

This letter and response will be submitted to the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724/357-7730).

Appendix F
Informed Consent Participant Letter

Professional Studies in Education Department
303 Davis Hall
Indiana, PA 15705
724-357-2400

[DATE]

[PARTICIPANT]

Dear [PARTICIPANT],

You are invited to participate in a research study entitled, "Transforming Educator Instructional Practice in Pennsylvania Secondary Schools through the Addition of Teacher-Specific, Student Achievement Data as a Component of Teacher Evaluation." The following information is provided in order to help you to make an informed decision whether or not to participate. If you have any questions, please do not hesitate to ask. You are eligible to participate because you currently are a principal in the district, or teach classes in disciplines that trigger state standardized Pennsylvania System of School Assessment (PSSA) tests, Pennsylvania Keystone Exams, or both. Those include teachers teaching: 7th grade math, 7th grade reading/language arts, 8th grade math, 8th grade reading/language arts, biology, algebra, and high school literature.

The purpose of this interpretive-comparative case study is to examine teacher and administrator perceptions of how the addition of student achievement data in teacher evaluation in the Pennsylvania Educator Effectiveness System motivates self-reflection and change in teacher practice. The duration of the study will last approximately two to four weeks depending on the number and availability of participants. Participation in this study will require approximately 30-60 minutes of your time to answer interview questions pertaining to the use of teacher-specific student performance data in your professional evaluation. The interview questions are enclosed for your consideration and convenience. There may be questions that do not apply and you may decline to answer any specific question or questions. If you agree to participate, information discussed by you in the interview will be provided to you at a later date to assure the researcher correctly transcribed your statements. This may occur via telephone, email, or postal mail if distance is a factor.

There are no known risks or discomforts associated with this research. The interview will be scheduled at a time and public location that is mutually agreeable and determined in advance.

The information gained from this study may help educators to better understand how Pennsylvania's teacher evaluation system provides an instrument for feedback enabling teachers and administrators to reflect on teaching practices improving instruction.

Your participation in this study is ***voluntary***. You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the school district, investigator or IUP. Your decision will not result in any loss of benefits to which you are otherwise entitled. If you choose to participate, you may withdraw at any time by notifying the faculty sponsor or informing the researcher in person, by email, or by telephone. If the interview is underway, participants may also state their desire to terminate the interview and simply exit the interview. Upon your request to withdraw, all information pertaining to you will be destroyed. If you choose to participate, all information will be held in strict confidence. Your responses will be considered only in combination with those from other participants. The information obtained in the study may be published in educational journals or presented at educational meetings, but your identity, and that of your school and district, will be kept strictly confidential.

If you are willing to participate in this study, please sign the statement below and keep the additional copy for your records.

Thank you for your consideration,

Principal Investigator:
John W. Zesiger, D. Ed. Candidate
Indiana University of Pennsylvania
173 Sparkle Drive
Reedsville, PA 17084
jzesiger@movalley.org
Phone: 814-378-7616 or 717-363-1754

Faculty Sponsor:
Dr. Valeri Helterbran
Indiana University of Pennsylvania
323 Davis Hall, IUP
570 South Eleventh Street
Indiana, PA 15705
vhelter@iup.edu

The Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects has approved this project (Phone: 724/357-7730).

VOLUNTARY CONSENT FORM:

I have read and understand the information on the form and I consent to volunteer to be a participant in this study. I understand that my responses are completely confidential and that I have the right to withdraw at any time by simply contacting the researcher or faculty sponsor in person, by email, or by telephone. If the interview is underway, participants can also state their desire to terminate the interview and simply exit the interview. I have been provided a copy of this informed Consent Form to keep in my possession and can request a final copy of the research report once the study is completed.

Name (PLEASE PRINT):

_____

Signature:

_____

Date:

_____

Phone number and email where I (participant) can be reached:

_____

Best days and times to be reached:

_____

I certify that I have explained to the above individual the nature and purpose, the potential benefits, any possible risks associated with participating in this research study, and have answered any questions that have been raised.

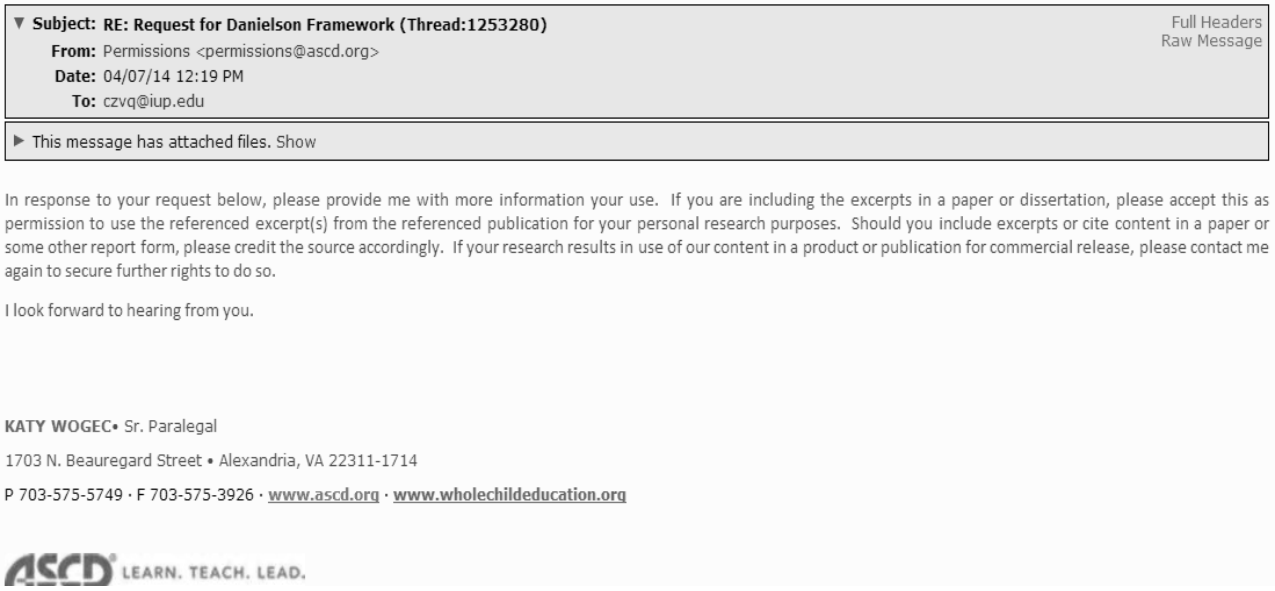
_____ _____

Date Investigator's Signature

Appendix G
Permissions

ASCD Permission

Permission to use ASCD's Charlotte Danielson Framework Domains 1 & 4



▼ **Subject:** **RE: Request for Danielson Framework (Thread:1253280)**
From: Permissions <permissions@ascd.org>
Date: 04/07/14 12:19 PM
To: czvq@iup.edu

Full Headers
Raw Message

▶ This message has attached files. Show

In response to your request below, please provide me with more information your use. If you are including the excerpts in a paper or dissertation, please accept this as permission to use the referenced excerpt(s) from the referenced publication for your personal research purposes. Should you include excerpts or cite content in a paper or some other report form, please credit the source accordingly. If your research results in use of our content in a product or publication for commercial release, please contact me again to secure further rights to do so.

I look forward to hearing from you.

KATY WOGEC• Sr. Paralegal

1703 N. Beauregard Street • Alexandria, VA 22311-1714

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ASCD LEARN. TEACH. LEAD.

Permissions Department
John Wiley & Sons, Inc
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New York, NY 10158

Permissions Department,

I am currently a Doctoral Student in Administration and Leadership Studies at Indiana University of Pennsylvania writing my doctoral thesis on teacher evaluation. I would like to get permission to reproduce an image located in *Fostering Critical Reflection in Adulthood: A Guide to Transformative and Emancipatory Learning* (1990), and use it in my dissertation. The figure is 1.1 Reflection, from Chapter 1 (location 233 electronically). Please let me know if this is permissible or if I need to contact additional locations to gain permission. Thank you in advance for your time and consideration.

John W. Zesiger

Wiley Global Permissions 12:01 PM (16 minutes ago)

<permissions@wiley.com>

Dear John:

Thank you for your request.

Permission is granted for you to use the material requested for your thesis/dissertation subject to the usual acknowledgements and on the understanding that you will reapply for permission if you wish to distribute or publish your thesis/dissertation commercially.

Permission is granted solely for use in conjunction with the thesis, and the material may not be posted online separately.

Any third party material is expressly excluded from this permission. If any material appears within the article with credit to another source, authorization from that source must be obtained.

Sincerely,

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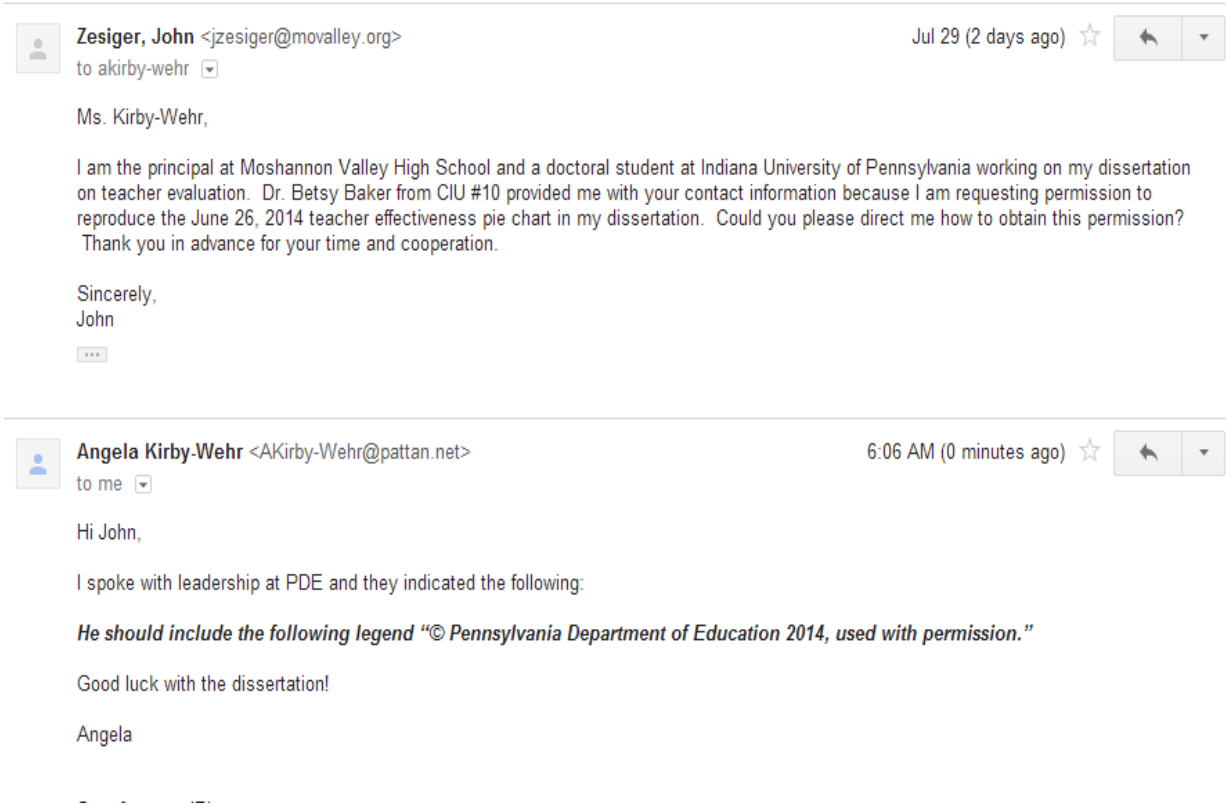
Pennsylvania Department of Education Permission



Zesiger, John <jzesiger@movalley.org> Jul 29 (2 days ago)
to akirby-wehr

Ms. Kirby-Wehr,

I am the principal at Moshannon Valley High School and a doctoral student at Indiana University of Pennsylvania working on my dissertation on teacher evaluation. Dr. Betsy Baker from CIU #10 provided me with your contact information because I am requesting permission to reproduce the June 26, 2014 teacher effectiveness pie chart in my dissertation. Could you please direct me how to obtain this permission? Thank you in advance for your time and cooperation.

Sincerely,
John

Angela Kirby-Wehr <AKirby-Wehr@pattan.net> 6:06 AM (0 minutes ago)
to me

Hi John,

I spoke with leadership at PDE and they indicated the following:

He should include the following legend "© Pennsylvania Department of Education 2014, used with permission."

Good luck with the dissertation!

Angela