A STUDY OF MODULAR PROFESSIONAL LEARNING AND MENTORING AND

ITS IMPACT ON TEACHER EFFECTIVENESS

A DISSERTATION

SUBMITTED TO THE GRADUATE SCHOOL

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE

DOCTOR OF EDUCATION

BY

LAURA LEE CAIN

DR. SERENA SALLOUM - ADVISOR

BALL STATE UNIVERSITY

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BALL STATE UNIVERSITY
MUNCIE, INDIANA
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ABSTRACT

DISSERTATION PROJECT: A Study of Modular Professional Learning and Mentoring and Its Impact on Teacher Effectiveness

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Through the evolving arena of educational reform over decades, educational policy with emphasis on teacher evaluation has become a priority. This study investigated the benefit of support as identified via observation evaluation scores through an online professional learning system. Teachers with an evaluation rating of needs improvement and ineffective were offered a professional learning opportunity in order to provide support and measure improvement by the observational rubric used in teacher evaluation. A quantitative research design was utilized through the collection of archival observational data over a two-year period as well as survey data to gather teachers' perceptions of their own improvement post training.

Results suggested teachers benefitted from the online professional learning as participants improved their scores and categorical ratings. Teachers who participated confirmed that they perceived they improved in their instruction after participating in the module. It is important to note that the teachers who were invited to participate and those who chose not to participate improved in their teacher observable scores and categorical ratings in year two. The research is consistent with the value of professional learning and has implications for policy makers both at the state and district level.

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Thank you to my superintendent Dr. Wendy Robinson. Without her support and encouragement, I would not have been able have the confidence or will to finish. Very special thanks goes to Dr. Todd Cummings, Ramona Coleman, Diana Hoffmann, Dr. Yueming Jia and my fellow cabinet members who were supportive and gave so freely and unconditionally of their expertise. Special thanks Dr. Kay Psencik who became a coach for me even when I did not think I needed one and who so graciously read draft after draft. Todd, Kay, and Yueming offered their wisdom and expertise, and I cannot thank you enough.

I posthumously dedicate this paper to my mother who would have been so proud to see me finish. She lost her battle with cancer in the middle of this writing, and I know that it is her and my father's value of education and example of perseverance that has propelled me to finish.

My very special thanks to my husband Matt Cain who sacrificed so much to allow me to complete this degree. He has always been my champion, and I am so grateful to have him in my life. And, to my daughter Ellie, you were the inspiration for this entire degree. I hope I serve as an example to you that you are never too old to learn and go after your dream, even when the troubles of life come at unexpected times. I also acknowledge other family, friends, and colleagues too many to mention who have helped me along the way, including my Ed.D. classmates, as I completed the coursework and this capstone. Your support was truly appreciated, and I could not have made it without you.

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CHAPTER 1 INTRODUCTION

Recent events in federal and state education policies have focused a significant amount of attention on teacher evaluation. With the national trend toward measuring effectiveness of teachers based on multiple evaluation instruments including the addition of value-added measures, districts are beginning to make high-stakes employment and compensation decisions with greater veracity and are forced to confront the need to build reliable and valid evaluation systems. The primary role of the evaluation system is to provide information to guide decisions for professional improvement; therefore, creating and following a cycle of continuous improvement that is reliable and valid should result in improved student achievement.

The upside of these revised evaluation systems is that "employees benefit from knowing what is expected of them and where they need to improve" (Kowal, Rosch, Hassel, & Hassel, 2009, p. 11). Classroom observation is not new to teacher evaluation, but using systematic tools for observation that defines expectations and connects student achievement are becoming the norm (Danielson, 2012; Gullickson, 2009). Teaching staff across the country are under more pressure than ever before to show increases in their students' growth as it impacts their own rating and that of their schools and districts similar to other professions that set measurable targets for their employees.

Many professions depend on highly qualified, well-trained employees who are required to have their success measured with rigid growth metrics and deliverables that results in pay for performance model (Mauboussin, 2012; Mead, Rotherham, & Brown, 2012). Like other professions, schools also require highly qualified and well-educated principals and teachers in order to improve student achievement. The central problem facing school districts is assessing the talent and instructional practice of each individual. Essential to solving the difficulties for districts regarding observation is developing and using tools that establish expectations as well as training individuals to use the tools. The process of evaluation should include a well-defined system of support for professional learning for each teacher toward measurable improved performance. "Over the past three years, nearly 40 states have adopted laws that tie teacher evaluations in part to performance of their students on standardized test" (Rich, 2014, p. A17). With the metrics of students' performance added to teacher evaluations, the teaching profession

is experiencing vast changes that may not be necessarily new in concept but are new to many districts across the country.

Rather than conversations about job-embedded professional learning, the evaluation debates have sharply focused on dismissing low-performing teachers rather than rewarding and retaining teachers of quality (Gordon, Kane & Staiger, 2006; Hanushek & Rivkin, 2010; Harris, Ingle, & Rutledge, 2014). With this in mind, the significance of this study centers on supporting teachers through strategic professional learning based on evaluation rather than documenting criteria for removal. Professional learning supports are central to teacher growth. The mode of action is not to fire all teachers in need of improvement or of average performance; such a solution is neither realistic nor pragmatic. Rather, using the tools of evaluation to create a culture of collaboration and goals for instructional improvement, teachers are far more likely to improve and affect student learning. Consequently, developing meaningful tools for evaluation is a critical step. As stated by the Joint Committee on Standards for Educational Evaluation, the standards of personnel evaluation are centered on sound evaluation policies focused on supporting personal growth through accurate evaluation (Gullickson, 2009). The standards direct and guide educational institutions to create systems of evaluation that support improved performance in a fair and ethical fashion. The six utility standards are meant to serve as a guide to quality evaluation that are explicit and constructive and are an important reference as districts develop and improve their evaluation systems and processes (Appendix A). Districts should be using these comprehensive personnel standards to guide all facets of evaluation, which lead to performance improvement. These standards lend direction and focus to educational districts regardless of size or capacity.

Teacher evaluation has been lacking in priority, definition, support, frequency, and clear criteria. Even where districts have developed a rigorous evaluation process based on observable data as well as value-added components of student achievement data, there is a dearth of literature about the work that needs to occur prior to a final evaluation rating. "A district could have a strong evaluation system, but if hiring, induction, and professional development do not reflect the instructional vision at the core of that evaluation system, it will not succeed" (Donaldson, 2009, p. 20). Supporting teachers in their daily work and helping to improve their performance has been occurring through professional development and professional learning for many years, but rarely has that learning been attached to specific areas of need as defined by an

evaluator's observation or evaluation process. Considering the performance of our teachers and their capacity Goldstein (2014) stated, "Underperforming teachers were not hiding some sort of amazing skill set they failed to use . . . they were already trying as hard as they could to improve student learning but they did not have the skills to do so" (p. 225). Danielson (2011) described the need for ongoing, purposeful evaluation and professional learning as a priority "not because teaching is of poor quality and must be fixed but rather because teaching is so hard and it can always improve" (p. 3). This attention to instruction as described is critical to a collaborative and meaningful evaluation system that includes dialogue focused on improvement. Evaluation must connect an embedded approach of professional learning with meaningful and focused areas of improvement that are clearly defined and explained as part of the process not an aside.

For instance, a primary tool for improving instruction is a rubric with clear and concise explanations for observable criteria. There must be an accepted definition of good teaching, and teachers must have an understanding of the expectations that will be observed (Danielson, 2011). "Regardless of whether a corporation chooses to implement more frequent, shorter classroom visits or less frequent, longer visits, the core principle remains the same: increased observations and regular feedback improve classroom performance" (The New Teacher Project [TNTP], 2012, p. 10). The school district in this study participated in this pilot led by TNTP during the 2011-12 school year with the Indiana Department of Education (IDOE). An observation rubric, The Effectiveness Rubric (TER; Appendix B) was used to gather observable data that resulted in a rating. By participating in the pilot, the district used the rubric and continues to use it.

> Indiana's evaluation legislation, the RISE evaluation system, and most specifically the TER, were designed to help educators develop by helping administrators and teachers identify, and receive more feedback regarding strengths and weaknesses of performance. The TER was also designed to help educators reverse the 'Widget Effect.' (TNTP, 2012, p. 11)

The Widget Effect refers to a TNTP publication that brought to light on a nationwide level the failure of districts to recognize and identify in a systematic method highly effective or low performing teachers. The report claimed in no uncertain terms that teachers were not measured, or in some cases not evaluated at all, and seldom was a teacher's performance in terms of student learning ever considered when making meaningful decisions (Weisburg, Sexton, Mulhern, & Keeling, 2010). The district continues to use this rubric as a means to communicate with teachers regarding their observations and guide collaboration. The value in continuing to use this method is "a rubric with multiple performance levels allows evaluators to give, and teachers

to receive, more specific and targeted evidence on instructional practice so that teachers can become better" (TNTP, 2012, p. 11).

With this evidence, having a well-defined rubric may be part of many evaluation processes, but little research has been conducted on the specific tracking of support, as it results in a change in overall evaluation ratings. Even though teachers now earn a rating or label as part of an evaluation process, few districts have strategic processes to provide support to teachers rated below standard. More importantly, districts lack systems to track and monitor that improvement using the tools of the evaluation. As the rubric defines performance in clear terms, the employer cannot negate its responsibility or the opportunity to provide improvement using this tool. A research team led by Darling-Hammond, Chung Wei, Andree, and Richardson (2009) studied professional learning around the world. They concluded that teachers in the United States were not given adequate time for professional development (Darling-Hammond et al., 2009; Hirsh, Psencik, & Brown, 2014). Connecting evaluation to deliberate and focused professional learning seems to be a logical way of improving teacher performance.

To put it succinctly, the primary purpose of evaluation is to promote professional learning (Danielson, 2011). As stated, the personnel evaluation standards provide clear direction to purposeful and meaningful evaluation; utility one of the standards supports constructive orientation of the personnel evaluation standards which adds depth to the primary purpose of a systemic process aligned to the district goals (Gullickson, 2009; Appendix A). Parallel to this thinking, a major priority in the district studied is to provide quality professional learning centered on improvement as identified by frequent classroom observations, part of the evaluation process. A particular support method was applied to teachers whose ratings from the observation were in the bottom two ratings: needs improvement and ineffective. The support, Ball State Modules (a product of Ball State University in Muncie, Indiana), was offered to these teachers, and this method of learning prompted a variety of questions.

Statement of the Problem

School districts across the country conduct teacher evaluations. Many use guidelines and rubrics, and the process ends in a final rating for each teacher. During that same school year, those same districts hold or implement professional development or professional learning. Rarely are those events connected to the individual teacher's observable rating on the evaluation tool (Murphy, Cole, Pike, Ansaldo, Robinson, 2014). In an effort to increase teacher

effectiveness, districts do not provide teachers an opportunity to participate in a precise professional learning opportunity specific to a need as defined on their evaluation rubric. In 2009, the Center of Innovation and Improvement published a report, funded by the USDOE, titled *Performance-Based Dismissal*, which studied the elements of teacher evaluation, dismissal, and school reform using turnaround models (Kowal et al., 2009). The study revealed inadequacies of current teacher evaluation processes and the continued employment of ineffective teachers due to a lack of rigor and data rich evaluation. The study showed that teachers retained without adequate observations and highlighted the lack of consistency and prescriptive observation; further research suggests that there is not much evidence of a strong relationship between observation-based teacher evaluation ratings and student achievement outcomes (Strong, Gargani, & Hacifazliouglu, 2011). The priority of most districts is to improve student achievement, but attaching that achievement to teacher and principal evaluation is new and complicated (Donaldson, 2009; Koppich & Rigby, 2009). Given these circumstances of teachers' evaluation and retention, it is critical to study the impact of professional learning as applied to the professional needs of teachers.

Missing in school districts is a long term, deep, precise professional learning system that is aligned to the needs of the teacher as reflected on the observational evaluation data. As part of the standard of best practice as defined in Utility Standard 2 of the personnel evaluation standards, districts should create structures for continuous monitoring and support that aligns to the needs of teachers (Gullickson, 2009). Districts need to be clear and specific in the use of evaluation, which is informing professional learning as further defined in this standard (Appendix A). Districts need effective professional learning systems and more information regarding the improvement of teachers' performance following specific treatments of professional learning as determined by their needs for improvement based on an established observable rubric as part of an evaluation process.

Significance of the Study

Questions remain for many educators regarding support that provides the greatest impact toward professional improvement. Research stated that "those who design effective professional learning intentionally connect what adults must learn to what students are expected to know and do well" (Hirsch et al., 2014, p. 134). Framing this study is the requirement by law for school districts in the state of Indiana to rank teachers using one of four labels: highly effective,

effective, needs improvement, and ineffective (IDOE, 2014, p. 6). Statewide for the year 2013, nearly 87% of all teachers in Indiana were rated highly effective or effective, leaving just over 7,000 teachers to fall into the bottom two categories (Kelly & Crothers, 2014). In contrast, Fort Wayne Community Schools (FWCS) had nearly 20% or 67 classroom teachers in the lowest ratings for the district, making up over 1% of the teachers rated in the bottom two categories across the state. Notable is the fact that FWCS was part of a pilot for the IDOE regarding the evaluation process and rating system. The district has been applying this process for two years, and this may be impacting the overall use of the system toward identifying teachers in need of professional learning and toward improved instructional practice.

When the evaluation of teachers is precise and well communicated, it is clear to the teacher what their weaknesses are and the targeted areas in which they must improve. "The idea of individualized goals for development based on individual data makes sense" (Killion & Treacy, 2014, p. 13). Teachers need to be able to use the data from their evaluation in order to improve. Connecting the evaluation to goals that are centered on professional improvement is vital to improved student achievement. Teachers will value evaluation as effective feedback which establishes the foundation for teachers to recognize, accept, and commit to ongoing improvements (Hirsh et al., 2014). This study focused on a particular support that is prescriptive to a particular domain for improvement as identified in the evaluation process. A particular remedy was applied to participants who were invited, based on the evaluation observable rating, and voluntarily participated in the free professional learning. Each participant had a personal coach to guide them in setting their goals and completing the work. The district values and believes that "providing access to rich resources to support professional growth is not only logical, but is also a responsibility of educational systems" (Killion & Treacy, 2014, p. 13). This study carefully analyzed the data regarding the modules used to verify if they had in fact propelled the professional learning of the participants as determined by their subsequent evaluation. The hypothesis was that those teachers who participated in and completed the course saw an improved score in their overall evaluation rating and domain score to which the support was focused. This study could be helpful to the district and the university toward module improvement and subsequent offerings to future teachers who set goals to improve in particular domains. More globally, this study could be useful as districts improve their overall evaluation

system and with precision attach professional learning to the individual teacher based on evaluation data.

Purpose of the Study and Research Questions

The purpose of this study was to examine the data of the teachers rated needs improvement and ineffective within the district who both chose to participate and chose not to participate in the Ball State University Modules (Appendix C). The following research questions were examined:

1. How did teachers who were rated needs improvement and ineffective participate in the Ball State Modules?

    1.1 Which invited teachers were more or less likely to register for the module training?

    1.2 For those who participated in the program, how might the teacher's participation be characterized?

2. Did the teacher's observable scores change after training in the Ball State Modules?

    2.1 Did teachers demonstrate improvement in their observable rating scores after participating in the modules?

    2.2 Did teachers demonstrate improvement in their observational categorical scores after participating in the modules?

    2.3 Did teachers demonstrate improvement in the subsequent observational rating for each domain rating after participating in the module?

    2.4 Did teachers perceive that the module changed their performance?

3. In what ways did the Ball State Modules have an impact on teachers who participated in the program in comparison to those invited but did not participate?

    3.1 Were needs improvement/ineffective teachers' overall rating score changes positively and significantly associated with their participation of the module?

    3.2 Were needs improvement/ineffective teachers' observational categorical score positively and significantly associated with their participation of the module?

    3.2 Were needs improvement/ineffective teachers' observational categorical score changes in each domain positively and significantly associated with their participation of the module?

Multiple factors influence the opportunity to answer these questions, including the evaluator, tools, process, support, and the teacher. Critical is the role of the primary evaluator: the principal. Principals, given their position, have a unique perspective regarding the contributions of teachers to their schools (Harris et al., 2014). Principals, not only by position, but by role have a great deal of information about their teachers, from parent requests and inquiries, students, other teachers, and their own direct observations (Harris et al., 2014). Harris et al. also imparted that, as evaluators, principals need to be objective as they know so much about the teacher which may influence the scoring. Given this extended role, principals are spending more time in the classroom which is resulting in more time spent filling out paperwork associated with those visits (Goldstein, 2014).

Definition of Terms

Mentor is a word that first appears in Homer's, *The Odyssey* (Roberts, 1999). Hence, it is of Greek origin. Mentor is defined as

> a person who acts as guide and adviser to another person, especially one who is younger and less experienced. Later, more generally: a person who offers support and guidance to another; an experienced and trusted counselor or friend; a patron, a sponsor. (Mentor, 2013)

At its heart, the definition of the word mentor is a more experienced person who supports a less experienced person. The mentor forms a relationship with a less experienced person in order to assist them on the journey of becoming an adult or becoming professionally competent (Fagan & Walter, 1982; Mentor, 2013; Pitton, 2006; Whitney, 2004).

The Indiana *Teacher Effectiveness Rubric* grew out of Indiana Public Law 90. "The Teacher Effectiveness Rubric was developed for three key purposes" (IDOE, 2014, p. 8). The literature on teacher support is broad. Teachers are supported through mentorship (Ahn, 2014); professional development (Beaudoin, Johnston, Jones, & Waggett, 2013); and coaching (Psencik, 2011).

Professional development which is proposed amendments to Section 9101 (34) of the Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001.(34) defined the term professional development to mean a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement—

(A) Professional development fosters collective responsibility for improved student

performance and must be comprised of professional learning that:

(1) is aligned with rigorous state student academic achievement standards as well as related local educational agency and school improvement goals;

(2) is conducted among educators at the school and facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders;

(3) primarily occurs several times per week among established teams of teachers, principals, and other instructional staff members where the teams of educators engage in a continuous cycle of improvement that—

    (i) evaluates student, teacher, and school learning needs through a thorough review of data on teacher and student performance;

    (ii) defines a clear set of educator learning goals based on the rigorous analysis of the data;

    (iii) achieves the educator learning goals identified in subsection (A)(3)(ii) by implementing coherent, sustained, and evidenced-based learning strategies, such as lesson study and the development of formative assessments, that improve instructional effectiveness and student achievement;

    (iv) provides job-embedded coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom;

    (v) regularly assesses the effectiveness of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards;

    (vi) informs ongoing improvements in teaching and student learning; and

    (vii) that may be supported by external assistance.

(B) The process outlined in (A) may be supported by activities such as courses, workshops, institutes, networks, and conferences that:

(1) must address the learning goals and objectives established for professional development by educators at the school level;

(2) advance the ongoing school-based professional development; and

(3) are provided by for-profit and nonprofit entities outside the school such as universities, education service agencies, technical assistance providers, networks

of content-area specialists, and other education organizations and associations.

(Learning Forward, 2014)

Professional learning standards—Standards for professional learning is the third

iteration of standards outlining the characteristics of professional learning that lead to effective

teaching practices, supportive leadership, and improved student results.

Support is defined as "being able to fulfill a role adequately" (Support, 2014).

CHAPTER 2 REVIEW OF LITERATURE

Historical Overview of Teacher Evaluation

This chapter is a review of literature that has impacted teacher evaluation and support. Primary to this research, it is important to understand the policies that have influenced changes in teacher evaluation and the current initiatives and practices regarding how teachers are observed and rated. Elements of this review go deeper into the evaluation process to better understand how and when teachers are supported toward improvement. Primary to any evaluation are the components of support and needs for professional learning as identified with quality tools. The literature also explored trends in professional learning that might lend support to this particular study including coaching, mentoring, and online learning.

Researchers of educational policy know that the discussion and revitalization of teacher evaluation has been a topic for a long time (Donaldson, 2009). Prompted in part by the 1983 report *A Nation at Risk*, interest in reforming teacher evaluation and pay schemes has flourished (Garman & Hazi, 1988). As described in *A Nation at Risk*, "Salary, promotion, tenure, and retention decisions should be tied to an effective evaluation system that includes peer review so that superior teachers can be rewarded, average ones encouraged, and poor ones either improved or terminated" (National Commission on Excellence in Education, 1983, p. 38). Secretary of Education Bell orchestrated the creation of this monumental document that truly set the stage for reform. This document did more than just examine teacher quality, but rather gave rise to school accountability through standardized testing, opened the door to charter school creation, standards revitalization, technical reforms, and put the teacher unions on notice regarding evaluation and licensing of teachers (Goldstein, 2014; Kirsh, Braun, Yamamoto & Sum, 2007). *A Nation at Risk* also occurred at a time of concern about "growing . . . economic competitiveness and the need for education to supply the human capital required for economic productivity" (Labaree, 1997, p. 35). Within the report, the commission made the following widely cited statement about the nation's school system:

> The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people. What was unimaginable a generation ago has begun to occur—others are matching and surpassing our educational attainments . . . we have allowed this to happen to ourselves. (National Commission on Excellence in Education, 1983, p. 5)

On a personal crusade to reform education, Bell contacted the media to bring attention to the needed areas of improvement including SAT scores, high school graduation rates, teacher salaries, and school funding levels; this number driven approach set the stage for overhauling education at the state level (Goldstein, 2014). This approach of measuring and monitoring success guides districts and states then and now. Many states moved in a direction of assigning grades or ratings to schools and districts.

As this effort for change continued, so did attention on the role of the teacher and defining quality. In any profession, the primary purpose of evaluation is to improve performance, and the same was the case for teachers (Thorson, Miller & Belon, 1987). But, *A Nation at Risk* propelled the notion that many teachers were not of quality or improving student achievement. The report broke from traditional thinking regarding improved teacher quality by looking at licensure, and it flourished with interest focused on improving teacher evaluation with regards to student achievement and merit pay (Donaldson, 2009; Labaree, 1997; Goldstein, 2014). The conventional thought at the time for many State Educational Agencies (SEA's) was to find a quick way to improve teacher quality by adding rigor to teacher certification and licensure requirements, while other states approached the problem of quality with innovative and data driven incentives for effective performance with multiple values determining effectiveness (Chubb & Moe, 1990). In response, at this critical time in history, multiple states set out to improve specific areas addressed in this the report. Beyond pay schemes, some states set out to reform licensure and evaluation with many states adding new tracks to licensure minus a traditional teaching degree as well as changes in evaluation that included peer reviews and/or value added measures. Similar to other professions, evaluation processes of personnel in the educational field were not consistent or purposeful in many cases. With the influence of business leaders, schools set out to implement evaluation solely based on test scores. Businesses developed models of pay incentives based on measureable indicators, so many schools moved in a similar direct. Such was the experience of Dallas as Ross Perot pushed such an agenda which later failed, as did a similar merit pay scheme in the area of private companies who also dropped the process for a more holistic standards approach (Goldstein, 2014). Still, states and districts struggle to blend the business model with what works in education. Recently, the goals of teacher evaluation have been made more explicit. In the words of Church (2012), "The goal of

performance-based teacher evaluation is actually two-fold: first, to document teacher effectiveness and, second, to guide professional growth" (p. 38).

When Bill Clinton, then touted as an education governor and a member of President George H. Bush's Education Summit, became president, he sought to continue the reform movement with two pieces of legislation, Improving America's Schools Act and Goals 2000 (Goldstein, 2014). Goldstein described the primary focus as an avenue to improve the standards taught across all schools and improve primarily Title I schools, as most were viewed as low achieving and a money drain. Clinton's initiative never gained a foothold as Congress withdrew support and reformers lacked enthusiasm to continue to fight after the lackluster success of the *A Nation at Risk*. Still, as momentum seemed to have slowed, it was never halted as legislators and future presidents on the campaign trail continually kept education on their list of priorities. In 2002, new attention was given to reform with the passing of No Child Left Behind, which refocused reforms with critical deadlines for the improvement of all children in terms of proficiency on standardized assessments as well as graduation rates. Standardized testing in states flourished during this time. Teachers focused on low achieving students and in some cases only on those students who were close to passing and, in effect, ignoring those far above or below the passing threshold (Lauer & Gaddis, 2012). Still, this law shed great light on the need to focus on all children and forced districts to pay more attention to data driven instruction and student achievement (Goldstein, 2014; Lauer & Gaddis, 2012). Teachers delved deeper into formative assessments that would lend information to areas for improved instruction and precision toward student mastery on assessments. At this same time, teachers focused their instruction on standards and worked diligently on curriculum to align the instruction to the standards to result in improved student mastery. Still, many critics focused on the area of test frequency, teaching toward a test, and giving tests scores the credence of determining quality of instruction (Goldstein, 2014). These same scores were used to decide school success by giving grades or rankings. In some cases, these grades determined funding or came with sanctions for schools and districts.

In contrast, determining skill, ability, productivity, and success are difficult to define and measure in education. Many educational experts argue about how to measure teacher quality and how to go about compensating those who are deemed effective, but few will argue with the broadly documented research that quality teachers are the key component to a successful school

and to improved student achievement (Hanushek, 2007, 2011; Koppich & Rigby, 2009; Smith & O'Day, 1990). During testimony before Congress in 2003, Kati Haycock of the Education Trust and proponent of NCLB, told Congress that it was clear that individual teachers are the "number one ingredient for high achievement" and went on to suggest that teachers should be evaluated using value-added measures (Goldstein, 2014, p. 204). Hanushek (2007) investigated and illustrated that teachers near the top of quality distribution can get an entire year's worth of additional learning out of their students compared to those near the bottom. Hanushek's work was compelling and demonstrated how student achievement hinges on the quality of instruction to which students have access. The effort to quantify teacher value toward improved instructional practice and long term student achievement is ongoing, as the research has led to considerable changes in teacher evaluation resulting in rating systems in order to identify and reward quality teachers (Donaldson, 2009; Kimball & Milanowski, 2009). This evidence regarding the value of quality teachers should prompt action to ensure that all children have the same opportunity for a quality teacher each and every day. Still, the complication rests on defining teacher quality as more attention being paid to the shortcomings of the current evaluation practices (Hanushek, 2011; Kennedy, 2010). Harris et al. (2014) pointed out that determining "quality teachers" (p. 77) is difficult to clarify and, therefore, focused their research on predictors of effectiveness.

Over the course of decades, states and districts have embarked upon improving teacher quality, but most of that emphasis has been on the evaluation and dismissal of teachers rather than on parameters of providing quality professional learning. Ironically, much of the current shifts in reform efforts are circling back to *A Nation at Risk,* as states and districts realign resources and focus on assessments and teacher quality. In order to make drastic shifts quickly, states have forced legislation that changed the rules of evaluation, with the most impact being on yearly evaluation and changes in compensation. Although teacher evaluation is not a new topic, other key elements of *A Nation at Risk* and NCLB have recently propelled into the Obama administration. Dramatic changes have occurred in the area of competition, as the focus on charter schools became a priority. Public schools are competing with other public schools. "The expansion of charter schools, voucher programs and the home-school movement elevated accountability to the mean that "regular" public schools can no longer do business as usual"

(Donaldson, 2009, p. 14). This same philosophy is apparent in the federal view of education as states seek relief from NCLB.

The criteria of the waiver from NCLB looks very similar to *A Nation at Risk* in regard to current views of teacher licensure, charter school legislation, school funding, evaluation, and pay schemes. The waiver relief is critical to states as NCLB clearly outlines percentages of improvement regarding student and school improvement with financial repercussions and high levels of accountability if not met. States hoping to seek additional compensation from the federal government through the Race to the Top (RTT) grant were called to "design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that differentiated effectiveness" (Mead et al., 2012, p. 3). As this grant required documentation of student growth, and the research is clear regarding teacher effectiveness as key to student learning, it is not surprising to see full implementation of performance-based teacher evaluation systems across the nation (Church, 2012). As applicants to RTT, nearly 40 U.S. states passed legislation establishing new teacher evaluation in response to conditions set by the Department of Education as well as conditions for a waiver (Rich, 2014). Additionally, "Twenty-four states claimed to have implemented some career ladder to reward teachers with merit-pay, but by the end of the decade almost all had collapsed due to low budgets and lack of teacher buy-in" (Goldstein, 2014, p. 174). Upon these changes in systems, the U.S. Department of Education (USDOE) has awarded over $4 billion toward this grant and other grants giving states and individual districts the potential to reform. In addition to grants support by the USDOE, states were also able to apply for an Education Act Flexibility Waiver in relief from the NCLB legislation, which also required parameters of evaluation changes, and compensation as directed by the Obama administration (Rich, 2014).

Through this shift in direction around teacher evaluation over the decades, states and districts have sought what is considered best practices for determining a quality teacher evaluation with a focus on observation, student achievement, and professional improvement. The historical view developed over time supports the need for more research to occur. A change in teacher evaluation to determine quality requires that the entire district come to value the evaluation process as well as have a viable instrument. Most districts that have not made a shift have a formal evaluation process that provides little useful data that the principal would consider important (Harris et al., 2014). Linking the elements of an instrument to teacher improvement is

a subject missing from the research. Still, although evaluation systems are being overhauled, one cannot be remiss to consider an important element critical to the entire process—the evaluator.

The Principal's Role in Evaluation

In most schools across the country, the principal is the primary evaluator for all teachers (Kane, Taylor, Tyler, & Wooten, 2010). However, "the managerial work of a principal tends to bog down their ability to function in the role of teacher leader" (Lehman & Quick, 2011, p. 7). Principals are expected to be instructional leaders; they are focused on student achievement and are described as having a vision of what a school should be trying to accomplish as opposed to a manager monitoring and supervising the daily demands of running a school (Hallinger & Murphy, 1985). Principals need to rely on support staff for the managerial duties, as their primary works needs to center on teachers who need help (Lehman & Quick, 2011). Principals have a unique perspective with regard to the contributions that teachers make to their schools; therefore, having a valid measure of what principals believe and measure is clearly important (Harris et al., 2014). Harris also noted in his research that principals typically seem to know who their best teachers are, even if they have not identified them in a rating system. The difference from knowing and documenting with accuracy is a shift in the work of the school principal.

This shift in thinking and priority to a focus on annual evaluation and pay for performance added another layer of responsibility on the school administrators. Psencik (2011), an authority on coaching, noted an increase in principal candidates who lack deep grounding and understanding of instruction. Unsurprisingly, in response to the many adjustments in principal's responsibilities, "many states, districts and schools have provided extensive professional development to help ensure that their evaluators' assessments of an educator's performances are consistent" (Graham, Milanowski, & Miller, 2012, p. 4). Considerable attention must be paid toward accurate evaluation training, calibration of the training, and improved validation in order for principals to be qualified evaluators (Kimball & Milanowski, 2009). Teachers need to be assured that evaluation ratings are accurate, and therefore the suggested professional learning is precise and accurately based on qualified observations. Utility four of the personnel standards supports and defines the importance of an accurate rating scale as part of the evaluation criteria and expectations that guides observation by evaluators (Gullickson, 2009). Districts must provide accurate and valid principal training in order to calibrate and certify that the evaluation system is accurate.

Formal observations in most systems are designed with observational components in a rubric that measures teachers' performance and instructional practice, typically resulting in a rating (Donaldson, 2009). The principal's role has now shifted from one of a manager of an organization or of people to that of instructional leader (Range, Scherz, Holt, & Young, 2011). Instructional leaders must now focus their daily work not on managing and maintaining a building, but toward a more personalized and communicative role regarding daily instruction. This new behavior required of principals will be a reverse of previous job expectation. Preparation to job certification did not likely include deep knowledge of instructional pedagogy or training regarding communication to teachers regarding observations. "Administrators must receive rigorous training and ongoing support so they can make fair and consistent assessments of performance against established standards and provide constructive feedback and differentiated support" (Weisberg et al., 2010, p. 7). Without this training, districts run the risk of invalid evaluation ratings and discontentment among teachers in the district. Districts must be sensitive to teachers who might view principals differently in terms of fair and equitable evaluation ratings. Evaluation of teachers must be viewed as a positive approach to improvement and professional learning, and this process must be led and supported by principals at the building level.

Along with a shift from manager, a secondary goal is to develop a collegial relationship between the teacher and the supervisor. This collegial relationship also demands high levels of trust and professionalism (Thorson et al., 1987). Principals need to make a personal connection and must understand the necessity of effective communication (Lehman & Quick, 2011). This relationship can be greatly problematic and complicated if the perception of fairness is in question. Principals risk losing credibility when they rate teachers positively when it is clear to their peers they are performing at a sublevel. This lack of attention to precise evaluation creates an environment of distrust and unfairness for the entire process as it must reflect the accuracy of performance (Danielson, 2012; Gullickson, 2009).

As stated by Marshall (2005), in order to blend supervision and evaluation, principals should

- Gather data from multiple lessons and sources;
- Focus less on teacher inspection and more collegial relationships;
- Utilize frequent unannounced, informal observations;
- Provide on-going constructive feedback;
- Provide short direct feedback after unannounced visits.

In moving out of a management role, districts need to realign the role and demands of the principals and focus on a new system of support for the principal as well as the teacher.

By and large, challenges will continue in this arena of evaluation as districts work to retrain principals on observation, instruction, and communication techniques. According to Jacob and Lefgren (2008), principals can distinguish between more or less effective teachers. The authors go on to say that "findings support compelling evidence that good teaching is at least to some extent observable, by those close to the education process, even though it may not be easily captured in this variable commonly available to the econometrician" (Jacob & Lefgren, 2008, p. 130). The reliability of the evaluator through an executed training process is critical to a quality evaluation. "Evaluators need to know and be able to identify the tenets of good instruction" (Donaldson, 2009, p. 10). Donaldson (2009) explained that "without high quality professional development, evaluators will not evaluate accurately and the evaluation will likely have little impact on teaching and learning" (p. 10). Harris et al. (2014) also considered this area of professional development and concluded that principals do value and rate teachers higher when they seek professional improvement and learn new methods of instruction or content knowledge. This study pointed out that principals tend to mark teachers with lower ratings if they do not pursue professional development. Compelling and important is the fact that any evaluation process needs to impact professional learning and point out areas for improvement, as agreed upon by both observer and teacher.

Supporting this fact, Jacobs and Lefgren (2008) acknowledged that those with an education background or training can discern quality instruction when it is observed. Still, caution must play a role as there is evidence that principals do struggle in identifying all ranges of teachers given their own biases and experiences. "The inability of principals to distinguish between broad ranges of teacher quality suggests that one should not rely on principals for fine-grained performance determinations as might be required under certain merit pay policies" (Jacob & Lefgren, 2008, p. 129). The inaccuracy that surrounds teacher evaluation systems and eventual ratings continue to plague districts across the country. Now as many states and districts are required by law to develop new evaluation systems and only high performing teachers receive raises, the accuracy of the evaluation is even more critical. Districts are focused on high quality professional learning for principals as well as teachers in the evaluation and subsequent ratings of teachers.

Complicating this ongoing relationship of observer and evaluator is that supporting teachers in their professional growth and improvement rests with the principal. As previously stated, the primary result of evaluation should be improved performance based on specific professional learning. Given that the principal is primarily responsible for evaluation and support complicates the role and relationship between the teacher and his or her principal. If observations resulting in a rating must lead to an emphasis on helping teachers to improve rather than a focus on removal from the classroom, then supporting and coaching both the principal and the teacher should be a priority. Noted by Psencik (2011), everyone needs a coach. Principals and teachers who have a passion for their profession have an expectation to be rewarded with support toward improvement versus a bent on firing.

Also impactful to the evaluation process is the opportunity for teachers to reflect on their practice and conduct a self-evaluation. Danielson (2012) described this element of teacher input as part of a comprehensive portion of a good evaluation system, as it allows teachers to reflect on their practice and strengthen their instruction. She continued to describe past poor practice of evaluation as a process that was done to a teacher rather that with them, which she described as an "enormous missed opportunity" (Danielson, 2012, p. 36). As a method of best practice, districts should build into the system a mode of self-reflection regarding instruction and improvement as well as a method of input regarding the process of evaluation and professional learning.

Value of Effective Evaluation Process and Procedures

Principals do play a significant role in increasing teacher effectiveness; therefore, having a verified and certified process for evaluating teachers should be an expectation of every district, and each teacher should receive ongoing information and engage in dialog regarding their needs for improvement. The evaluation process is a critical part of this study, as this must clearly demonstrate the areas of improvement specific to each teacher. Professional learning is not generalized, but specifically based on documented observations. This precision is incredibly difficult as "the magnitude of variation in the quality of teachers, even within each school is startling" (Hanushek, 2011, p. 41).

In 2006, when Kane, an economist from the Harvard Graduate School of Education, co-authored *Identifying Effective Teachers Using Performance on the Job*, he effectively created a teacher effectiveness juggernaut (Gordon et al., 2006). This research applied the views of

national reform efforts toward teacher evaluation and influenced further studies regarding

defining effective performance. A year later, Kane was summoned to a meeting with Bill Gates.

There, Kane found Gates with a marked-up copy of his article. What emerged from this meeting

was work around removing the variability in and tightening the evaluation of teachers

(Sawchuck, 2013). Kane's paper made five recommendations. Although this was written eight

years ago, the recommendations are still relevant to the current state of American educational

policy:

1. Reduce the barriers to entry into teaching for those without traditional certification;
2. Make it harder to promote the least effective teachers to tenured positions;
3. Provide bonuses to highly effective teachers willing to teach in schools with a high proportion of low-income students;
4. Evaluate individual teachers using various measures of teacher performance on the job; and
5. Provide federal grants to help states that link performance with the effectiveness of individual teachers over time. (Gordon et al., 2006, p. 6)

Launched from the Kane and Gates meeting was the beginning of the Measuring

Effective Teaching Project (MET; Gates Foundation, 2013). The MET study laid out "A

Framework for Improvement-Focused Teacher Evaluation Systems." The framework consisted

of the following theory of action:

Measure Effective Teachers
1. Set expectations;
2. Use multiple measures;
3. Balance weights;
Ensure High-Quality Data
1. Monitor validity;
2. Ensure reliability;
3. Assure accuracy;
Invest in Improvement
1. Make meaningful distinctions;
2. Prioritize support and feedback;
3. Use data for decisions at all levels. (Gates Foundation, 2013a, p. 2)

Using the classrooms of 3,000 teachers, the MET project produced findings that verified that

effective teaching can be measured, specifically by using multiple measures of effectiveness in a

teacher's evaluation and tightening school leader evaluations by adding reliability between two

observers (Gates Foundation, 2013b; Ho & Kane, 2013).

Literature validates many of the Gates findings, especially which students perform better

with better teachers (Castellano & Ho, 2013; Hanushek, 2011). A valid process to recognize and

develop great teachers is to utilize multiple observers in a teacher's evaluation system. In

Milanowski, Prince, and Koppich's (2007) research study, they recommended using multiple

observers in observations and also rewarding teachers for doing a good job. Kimball and

Milanowski (2009) and Graham et al. (2012) found that there were discrepancies between evaluators' ratings and that there were benefits in decision making to add a second observer. Quality observation as verified by well-trained observers adds validity to the evaluation process.

Nearly all systems require instructional observations in order to be effective and precise; "there must be clear standards of practice, instruments, and procedures through which teachers can demonstrate their skill and then are evaluated by trained and certified observers who can make accurate and consistent judgments based on evidence" (Danielson, 2012, p. 37). It is critical to be accurate in the evaluation process. If evaluators vary to a substantial degree, teachers could receive consequences that are not justified as a result of inaccuracy (Kimball & Milanowski, 2009).

Supporting Teachers through Evaluation

Since educators have begun to better clarify how highly effective teachers perform, support for their growth is a natural outcome. Improving teacher performance regardless of experience in the field is critical to improving student achievement. The perception of one's tenure as a valid measure of his or her expertise is contradicted in today's environment. The magnitude of estimated differences in teacher quality and effectiveness is impressive as institutions attempt to quantify the definition of quality and success (Hanushek, 2007). Evidence exists for the novice or veteran teachers that individuals can improve when deliberate attention and support on a particular domain or area of need is increased and focused. "Expert performance is acquired slowly over a very long time as a result of practice and the highest levels of performance and achievement appears to require at least around 10 years of intense prior preparation" (Ericsson, Krampe, & Tesch-Romer, 1993). The desired outcome is teacher effectiveness increases significantly as a result of long term embedded, precise support targeted at specific teacher needs. Elite performance is the product of maximal efforts to improve performance in a domain through an optimal distribution of deliberate practice (Ericsson et al., 1993). Ericsson's study supported the idea that focused, effortful activities that are designed to improve an individual in particular domains can be an effective method of learning and growth. "Sound measures help school systems know where to target professional development and whether the supports work" (Gates Foundation, 2013). Knowing this, it would be important to focus on deliberate and purposeful supports to improve teachers in particular areas of needs, but

just as important are the mechanisms for monitoring and measuring improvement in professional growth.

Regardless of one's professional career, individual learning and growth is a priority in order to stay a viable and productive employee. In order to impact student learning, improving teacher quality is a shared responsibility of all school districts, as well as a personal priority of each professional. In order for individual growth to occur, identifying areas of improvement is the first step toward helping teachers grow professionally. A primary purpose of teacher evaluation is to promote professional learning (Danielson, 2011; Gullickson, 2009). The obstacles to improving teaching and learning through evaluation are difficult but not insurmountable. As discussed above, critical to the process is training and reliability of the observer to make an accurate appraisal of the instruction occurring. This inter-rater reliability is important to provide accurate support toward improvement. Many states and districts have provided extensive training to ensure teachers are receiving accurate and meaningful evaluations (Graham et al., 2006). Other challenges might include opportunity and availability of support for a particular need as well as the willingness of the teacher to see a need for improvement and be motivated to learn. But the responsibility for improvement not only rests on the teachers, but also the school system by providing support to measure effectiveness (Gates Foundation, 2013). In the words of Anyon (1997),

> States and districts need to reorient staff development so that it is continuous and comprehensive, is directly connected to classroom practice and teachers' problems with curriculum development and implementation, involves visiting schools and teachers, and provides extensive follow-up in teachers' own classrooms by those capable of providing technical assistance. (p. 174)

Teachers need to shift their thinking and open their classroom doors to their colleagues. Autonomy and classrooms as mini-microcosms of learning directed by the teacher in isolation are not best practices of instruction or learning.

Consequently, creating situations for dialog and collaboration to combat isolation must be a part of the evaluation system. Communication regarding observable indicators for improvement and the effect of formative evaluation hinges on feedback and the quality of which is a central concern of teachers (Donaldson, 2009; Milanowski, 2005). Having a relationship of trust based on communication helps this process. Those who support teachers effectively

recognize variations of instruction, base their interpretation on a rubric or specific levels of practice and then engage in productive conversations about the teacher's practice (Danielson, 2011). When the observation is clearly defined within parameters of expectations, the conversation between the teacher and observer is more developmental and supportive (Danielson, 2011). If teachers feel supported rather than evaluated toward termination, the chances for professional improvement are greatly improved. The value of multiple measures in an effort to improve instruction supports the teacher toward viewing the process as a rich and valuable avenue toward improvement rather than a high stakes endeavor toward potential termination (Gates Foundation, 2013). If evaluation is effective, all participants will value the process. When teachers see the process as helping them go from good to great, the process will be embraced and welcomed.

Figure 1 is an example of a continuous improvement approach to improve student achievement from Learning Forward. This cycle of continuous improvement describes the critical elements of connecting evaluation to professional learning and measuring the improvement. Effective professional learning is long term, focused, sustained, and shifts practice through use of the cycle of continuous improvement. Personal improvement is measurable and documented so that teachers and principals can be reflective about their practice and engaged in a cycle of continuous improvement. Improved student achievement must be evident as a result of professional learning and this data needs to be communicated and celebrated.
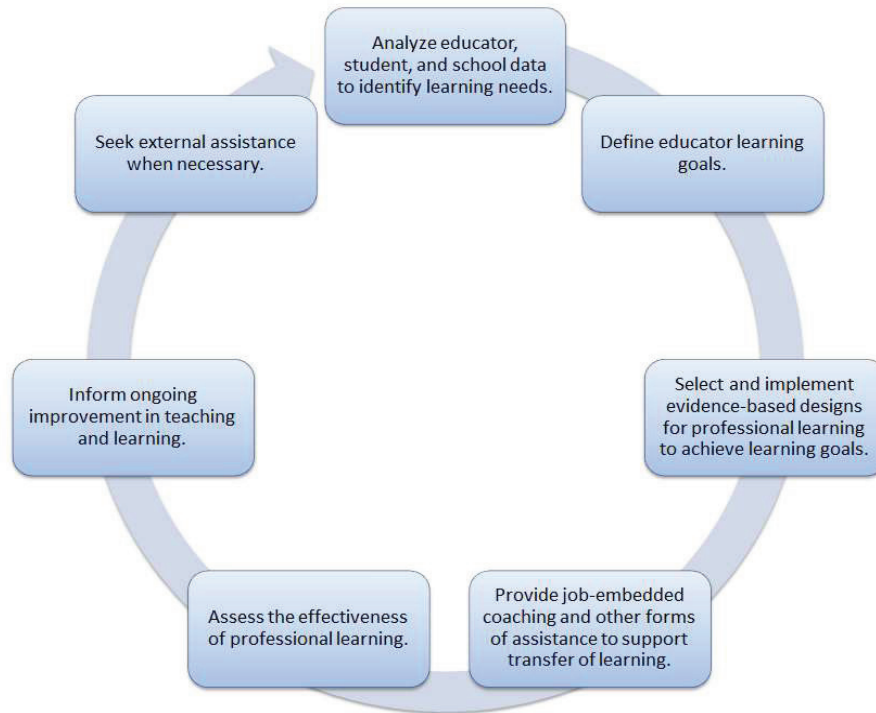
Figure 1. Cycle of Continuous Improvement (Learning Forward, 2011)

This particular study makes the deliberate connection of teacher observational ratings and precise professional learning. Although a great deal of research exists regarding the value of precise evaluation and the value of professional learning, few studies have been deliberate in connecting the two. Evaluation research is clear that frequent classroom observations and dialogue with teachers regarding the data are critical to the process. Few examples existed where a particular treatment was applied to improve practice and follow up occurred regarding the change of practice as determined by the evaluation rubric. Authors, such as Charlotte Danielson, denote the importance of evaluation toward improved practice, but the literature and evidence of this connection are limited.

Professional Learning Standards

It is broadly understood that as a child grows and ages so does his or her learning practices become more advanced. Their abilities and learning styles advance from memorization to more complex avenues of learning. "The complex, developmental nature of learning is easily accepted when educators think about students, but this same idea is often overlooked when they consider the learning needed to improve their own practice" (Fahey & Ippolito, 2014, p. 32).

MacGregor (2007) reminded educators that as we focus student learning on standards it is important that instructors do the same for adults,

> The most significant change in the educational reform movement in recent years, arguably has been the shift to standards-based education. As states have now adopted standards for student achievement, and aligned state assessments to such standards, it makes sense that standards for the practice of teaching would be a parallel development. (MacGregor, 2007, p. 9)

Learning Forward's *Professional Learning Standards* (Appendix D) were written with the adults as learners in mind. They describe the use of the standards in the fashion of quilt pieces in that each standard connects to another and one standard is not more or less important than another, but rather they are intertwined to purposely connect with one another. Much like curriculum standards for students, adult learning must be centered on specific and deliberate standards and measured in such a way to ensure adult learning has occurred. As teachers unpack standards to create meaningful curriculum and instructional practice, so too should any an instructor of adults use specific standards to ensure quality learning based on verified standards occurs. "Building schools where adults learn requires leaders to be persistent, intentional, and transparent in their efforts connecting learning practice to improvements in teaching practice" (Fahey & Ippolito, 2014, p. 39). Adult learning is the foundation of school improvement and improved student achievement. Like the students, the teacher's learning is complex and influenced by experiences and practice and dependent on critical support from colleagues and principals (Fahey & Ippolito, 2014).

Professional Development shifts to Professional Learning

As research on effectives schools continued to emerge over the last several decades through the Coalition for Essential Schools, Elmore's (2007) study on teacher quality, and Hall and Hord's (2010) studies on change, all point to shifts from professional development to professional learning. Professional development reflects an ineffective model of learning: on time events and workshops that occur away from the school. As the research became clearer, the observations were that professional learning occurs at school, daily among teachers who share teaching ideas with each other, focus on student growth, and consider their learning as essential to changing their practice. Teachers engage in a cycle of continuous improvement and grow to accept collective responsibility for student learning. Professional learning is essential to their work. Through intentional ongoing learning, teachers reshape their practice and that work results in positive impact on student outcomes (Learning Forward, 2011). It is through this

avenue of using effective communication and focus that teacher evaluation has the potential to improve instructional effectiveness and student learning by enabling teachers to receive high-quality guidance and feedback, thus improving instruction (Donaldson, 2009). Tracking quality supports with clear measures of improved instruction would ultimately help teachers gain the confidence in the supports and meaningfulness of the process.

Critical to this participation and ultimate improvement is encouraging teachers to gravitate toward only those trainings and professional development programs known to provide high value (Hanushek, 2007). The supports must be based on researched best practices. The premise is that teachers have a desire to improve and would seek those opportunities that promote student achievement. "If principals can observe inputs and outputs of specialized support, they may be able to ensure that teachers increase student achievement through improvements in pedagogy, classroom management, or curriculum" (Jacob & Lefgren, 2008, p. 130). Critical to teacher professional growth is a focus on their respective areas of measured improvement. Teachers report that their top priority for professional learning is gaining knowledge about the content they teach (Darling-Hammond et al., 2009). Teachers also need support for implementation and practice. Teachers need time to practice and hone new skills while being supported and coached. Much like learning a new skill such as a musical instrument or an athletic skill, practice and coaching over a period of time allows for mastery. Support for teachers and their craft must be ongoing. "School leaders should monitor shifts in teacher practice and provide regular feedback on progress" (Hirsh et al., 2014, p. 105). Ensuring that teachers use ongoing student performance data to focus their professional learning further supports their growth in their targeted areas of need. When students are learning, teachers are learning what they need to know to be more effective. Figure 2 illustrates effective professional learning is designed based on the Learning Forward standards for professional learning, developed by educators all over the world. When aligned with the standards educators develop the skills, attitudes, and behaviors that change their practice and increase student achievement. As stated earlier, teachers are interested in improving their learning connected to specific instructional content with the outcome being improved student achievement.
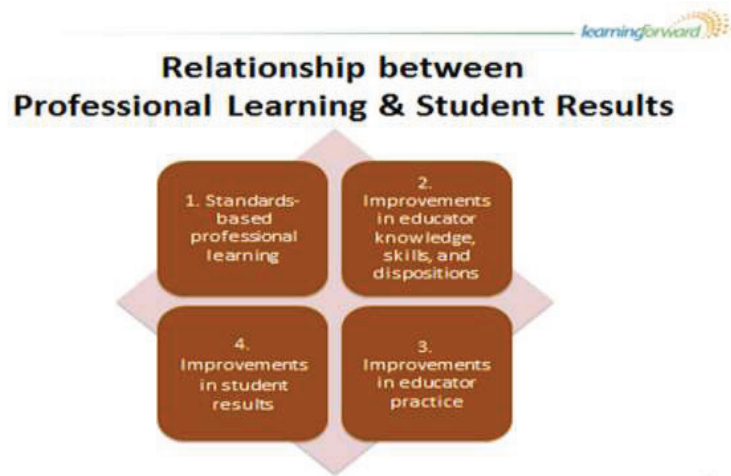
Figure 2. Standards for Professional Learning (Learning Forward, 2011)

Vision of Professional Learning

The old vision of adult learning labeled professional development was assumed to interfere in teachers valuing their own professional learning. Many still view professional development as in-service, workshops, events that occur away from the school and not focused on their needs. Professional development delivered by an individual in a stand and lecture format is less focused and lacks differentiation. "Districts cannot just do more of the same; they have to develop new approaches to teacher learning on their campuses, approaches that create real changes in teacher practice and improve student achievement" (Gulamhussein, 2013, p. 2). Meeting the individual learning needs of an adult is just as important as those of our young students. "The traditional approach to professional learning is training based on the belief that individuals' practice will change when they are trained to use new ones" (Hirsh et al., 2014, p. 130). These traditional beliefs of training have not resulted in the creation of opportunities that provide the impact needed on teacher practice. A number of districts have shifted resources for professional development to areas of instruction focused on observation measures where improvement is necessary (Gates Foundation, 2013). This shift allows for more personalized and deliberate avenues of growth.

To meet the individual needs of teachers, districts are responsible for exploring reflective learning practices that might help teachers to better improve instructional processes, as well as the overall practice of reflection as it transfers to the classroom. Teachers need to be able to translate their learning directly to their problems of practice and see results in the achievement of

their students and their own improvement. Providing differentiated support that meets the specific needs for improvement as identified by a rubric and an observer would create specific areas for measured improvement. Welcomed professional learning happens in a safe and trustworthy environment where peers and coaches engage in dialogue that is purposeful, well intentioned, and planned. Professional learning must be a priority, not an afterthought to a teacher's day. An element of teacher support that cannot be taken for granted is the validation of quality teachers helping their peers improve through mentoring and coaching. Professionals in the field are performing amazing feats of quality instruction, sometimes in difficult situations.

Mentorship

The notion of mentorship dates back to the earliest texts and is presented in the widest arrays of genres. The religious writings of the Torah say, "As iron sharpens iron, so one man sharpens another" (Proverbs 27:17, English translation). The ancient Greeks were firm believers in the notion of mentorship and emulating someone better than oneself. Nowhere is that better emulated than Socrates' mentorship of Plato (Kohan, 2013). King Odysseus gave the responsibility for the training of his son, Telemachus, to his friend and advisor Mentor (Koc, 2011). The notion of mentorship is in full display in the social sciences as well. In psychology, Crawford (1996) and Pettigrew and Tropp (2006) found in meta-analyses of Intergroup Contact Theory articles that contact with people different than oneself improves one's understanding of others, reduces stigma, and gives one a better view on life. In his seminal art history book, *The Quality Instinct,* Anderson (2013), Director of the Dallas Museum of Fine Arts, clearly outlined a metaphor of mentorship by describing the way to practice the muscle of recognizing great work, namely, to interact with it.

Business literature is replete with the concept of mentorship. The earliest American business writers who spent their lives studying early entrepreneurs and shaped American business, Andrew Carnegie, J. J. Hill, and Cornelius Vanderbilt, described not only the power of positive thoughts, but also using a mentor (Hill, 1937; Wattles, 1910). In more recent times, business success has been equated with mentorship and identifying relationships that can propel an employee forward (Stybel & Peabody, 2005). Perhaps most notably, Jack Welch the CEO of General Electric (GE) from 1981-2001, instituted a dynamic leadership development program focused on developing people to make GE a business without rival (Bennis, 2002; Tichy & Charan, 1989; Welch, 2003; Welch & Welch, 2005). When Zoetis was spun off as an initial

public offering (IPO), the CEO-to-be used his human resources division to find a mentor (Alaix, 2014). In terms of career trajectory, there are business benefits of being both the mentor as well as mentee (Bower, 2007). Careers of every genre realize the positive effects of mentorship (Serby, 2009). Mentors are utilized in nursing (Robinson & Niemer, 2010), medical education (Stenfors-Hayes, Hult, & Dahlgren, 2011), young college professors (Davis, 2010), and young college students (Gutierrez, 2012). Mentoring is consistent and constant in many arenas.

The same concepts that apply in religion, art, psychology, and business are also applied to education. Teachers who are highly effective are potentially good mentors to other teachers who may be considered lower performing (Harris et al., 2014). Peer supports are beneficial to learning if professional developments include opportunities to learn from each other and discuss their own learning and classroom practice (Babinski, Jones & DeWert, 2001). Mentors help stem the tide of young teachers leaving the profession (Fluckiger, McGlamery, & Edick, 2006; Pitton, 2006; St. George & Robinson, 2011). Darling-Hammond (2003) wrote in a study that examined new teachers in Cincinnati, Columbus, Toledo, and Rochester that attrition rates of new teachers can be assuaged by having a mentor. Mentors support young teachers in gaining perspective and encouragement, using data to drive instruction, and managing their workload (Fluckiger et al, 2006). Teachers who have mentors can increase student achievement (Athanases et al., 2008). Athanases's study went deeper in knowledge and skills that mentors need to be supportive to new teachers. At Milwaukee Public Schools, a group of fledging, unsupported music teachers were able to take advantage of professional learning opportunities and gain support in educating their students to greater success (Kindall-Smith, 2004). This method of professional learning when deliberately implemented with precision has the potential to support teachers as well as improving the methods to veterans.

Teacher mentors improve their own practice from mentoring others: they learn new ideas, gain new perspectives, and reflect on their own quality of teaching (Cavanagh & Prescott, 2011; Fagan & Walter, 2001). Establishing the culture and opportunity for mentoring is deliberate and professional learning must be welcomed and purposeful to the individual. The dialogue that takes place with a mentor, coach, or peer must be safe and without worry of retribution in evaluation or failure. Hirsh et al. (2014) stated that teachers will make corrections and "build greater strength and competence when peers, coaches, and principals give them regular, precise feedback about what they are doing well" (p. 133). Having dialogue and conversations about

teacher practice is important, and finding the time to do this is invaluable. Teachers lack

opportunities to engage in sustained professional dialogue about their learning and teaching,

contributing to high attrition rates from the profession (Babinski et al., 2001; Harris, 1995).

Psencik (2011) reinforced the importance of coaching in that it provides precise support based on

individual needs. The opportunity for dialogue and coaching from an expert in the field that is

not in any position to evaluate or invoke judgment allows for a safe environment for the teacher

receiving support. Again, this scenario is complicated when principals are both evaluator and

responsible for supports. Because evaluation is personalized and specific to the individual

teachers, it is important to make a personal connection of support in order to see improvement in

performance, as opposed to overall school-wide growth or supports.

To improve personalization, principals must to invest time in observing and supporting

growth in their teachers, but just as important to improving is the dialog between the principal

and teacher regarding the specific improvement that needs to occur.

> It seems likely that a principal's investment in gathering information on and updating
> beliefs about a particular teacher will be determined by a variety of factors, including the
> assessment regarding how much a teacher can benefit from advice, training and support.
> (Jacob & Lefgren, 2008, p. 105)

To this point, principals formally and informally assess the potential and willingness of particular

teachers to improve. Clearly relevant to this process is the situation of a teacher not knowing

how to change or not willing to change. The communication between the observer and the

teacher is critical at this stage of support in order to not only determine a direction toward

improvement, but also for the teacher to express his or her own perception of needs for

improvement and areas of concern. Many times what a teacher thinks about a needed area of

improvement is different than that of the observer. Again, the reliability of the observation and

relationship between the observer and the teacher are important pieces of the process.

Communicating findings from the observations plays an ever increasingly important

element to designing the support, acceptance, and ultimate improvement of instruction.

Effective communication is clearly and precisely explained, monitored, and measured. Because

the vast majority of teachers can improve their practice, teachers must be a part of the

observation and evaluation process rather than having the process done to them (Danielson,

2012). Teacher engagement during each step of observation, evaluation, and professional

learning strengthens the overall system (Danielson, 2012; Gullickson, 2009). Without these

elements, instruction cannot improve which is essential in order to impact student achievement.

The entire process must be about teacher support and improved student achievement. Being considerate and responsive to modes of delivery for engagement and learning are a requirement. In order to strengthen learning and expand opportunities, it is important to look to avenues of learning that can occur in multiple environments, such as online.

Online Communities/Online Education

This study is focused on a specific modality of online professional learning, so it is important to surface research best practices. Technology also provides opportunities for teachers to work collaboratively together, to focus their professional learning over time in more in-depth ways, and to mentor one another. Kanter (2000) wrote that even companies that were experiencing the growth of online business said that "in order to take full advantage leaders must lead differently and people must work together differently" (para. 3). As in the world of business, the same would be true of technology to deliver adult learning for those in academia. Professors had to approach the delivery of curriculum and collection of work in a new way. In the early stages of distance learning, lectures were transmitted live and the student attended from an offsite location. Although today it seems that online courses, degrees, and discussion communities are ubiquitous, there has been a long evolution to where students can earn entire degrees and diplomas and never setting foot at the university or even speaking in-person to their supervisor. In the realm of education, universities have used learning management systems to manage degree programs and student collaboration (Stein, 2014). Stein stated that many instructors have yet to embrace the full potential of online learning, as they consider uploading a PowerPoint and taping the lecture to be effective instruction. Important to any learning modality is the collaboration and interaction with the student, and potentially this can get lost if the delivery is not precise.

Online professional learning has been propelled by easy access to technology including high internet speed and 24-hour access. "The online environment is also consistently found to be better at promoting self-reflection on learning and instructional practices than is the face-to-face environment, even though both models appear to contribute equally to learning and mastering subject content" (Blitz, 2013, p. i). Due to absent time constraints, this format allows participants to share their expertise with the class and sustain dialogue that covers topics not possible in typical classroom settings (Stein, 2014). The expansion of topics and collaboration lends the users opportunities to connect on a variety issues and ask for support that they might

otherwise never broach in a typical classroom setting or in their own work environment.

Teachers can benefit from the content of the support as well as the mode of delivery in terms of

translating the experience to the classroom. It is still important to further investigate multiple

modes of online learning in order to better understand the cognitive needs online learners

(Crews, Sheth, & Horne, 2014).

Not surprising, the online delivery system of professional support meets the needs of

many learners as well as being a convenient and time sensitive approach. It is also important to

remember that like any classroom, adult learners have multiple learning styles. "Online teacher

professional development (TPD) should ideally support diverse learners to work with online

content effectively because it involves multiple representations and a nonlinear format"

(Renninger, Cai, Lewis, Adams, & Ernst, 2011, p. 1). In many cases, online learning allows

participants to pace themselves in order to overcome any time constraints as well as participate

in a non-threatening environment. A study conducted by Willis (2013) concluded that students'

distance learning self-confidence "significantly affected learning achievement in the distance

learning environment" (p. 4). Technology enables the individual to participate in learning that is

easily accessible as they can choose the time and the device, enhancing the opportunity for

personalization and avoiding the one-size-fits-all approach (Killion & Treacy, 2014). Many

online courses use a reflective instructional format. This allows the students to look deeply at

their practice and evaluate their own behavior against the content in the course (Boyd & Fales,

1983). The professional learning instructor can then carefully read the essays and journals of the

classroom teacher as a student to gauge the evidence of learning and the implementation of best

practices being taught.

To further understand the online mode, Fishman et al. (2013) conducted a study

examining two districts as they adopted new curriculum. The method focused on professional

learning with a comparison of two modalities, face-to-face and online deliveries. The research

resulted in no significant difference in the effect of delivery (Fishman et al., 2013). Killion

(2014) commented on Fishman's study and concluded that designers of professional learning can

feel confident using online methods, as teachers were able to acquire adequate and equal

knowledge regardless of the modality.

Summary

The literature review expressed a rich history in education reform. Among key elements of the changes, teacher quality and teacher evaluation have been present dating back to the *A Nation at Risk* report. The research is clear in terms of the impact on student achievement, which rests with a quality teacher. States and districts continue to grapple with evaluation practices that are consistence, fair, and equitable to all teachers.

As this review illustrated, a critical part of any evaluation system must be supporting and improving teacher performance. Wang and Day (2002) concluded that evaluation observations should be conducted, and the data should result in responsiveness to teachers' professional needs. If districts across the country are to connect teacher evaluation to teacher learning, the focus for teachers must be deliberate and intentional. Effective professional learning is based on data collected through observation and evaluation and should be strategically based on feedback (Church, 2012; Wang & Day, 2002). For teacher learning to be most impactful, it must be focused on the needs for improvement based on valid observational indicators. Much like best practices in student instruction and meeting all learners' needs, adults' learning styles need to be considered in order for learning to occur. Traditional learning of the past involving standing and delivering content will not suffice to improved performance. Teachers committed to personal improvement are active participants in order for their growth to be recognized and measured. Supports provided to teachers must connect to the evaluations in order to add credibility to the process, and principals need to be able to identify and provide personalized learning.

A research-based approach to support includes coaching. Notably, professional learning communities can provide similar supports to teacher teams, but a more personalized role focused on the particular needs of an individual is provided by the role of coach. Precision provided by a coach for both the teacher and principal helps all professionals involved in the evaluation process grow. New support includes online coaching, which is an area lacking research. Although online professional development or learning may not be new, the element of coaching as a part of learning is new territory. Having a personalized coach who is a trusted expert outside of the evaluation process is a key element of the coaching process. Technology allows a trusted coach to be miles away in geographic terms but close to the personalized needs of the teacher via online means. This mode of connectivity to coaching needs to be explored and validated if the data supports improvement. This support is understudied and more research is needed to better

understand the impact that an online coach with learning attached to evaluation might make. Further, connecting the overall evaluation to specific areas for improvement only strengthens the overall process and links the entire system of improvement.

In order to better understand the element of support connected to evaluation, teachers who fell into a low rating were found to have specific areas for improvement, and course modules offered by Ball State University were identified as having a connection to the domains of evaluation of the RISE rubric. A key element of the modules is a personal connection to a professor or coach to help connect the content of the module to classroom practice. Furthermore, to connect this coach to the teacher and meet the needs of learning based on prescriptive elements, teachers were offered these particular modules for a semester long course. Because the course was offered during the school year, this allowed collaboration between instruction and classroom practice.

CHAPTER 3 METHOD

For this study, I gathered and analyzed data to better understand particular supports toward potential teacher performance improvement. The study analyzed specific supports to teachers based on their participation in learning modules sponsored by Ball State University. Teachers in the district were selected for participation based on their observed rating of needs improvement or ineffective from the evaluation process.

The modules sponsored and hosted by Ball State University offers online modules aligned to the Indiana RISE Rubric. These online courses are hosted on Blackboard which allows the teachers' work to be monitored and allows the teachers to interact with a professor with questions, concerns, and collaboration. The modules are designed for teachers to improve their performance based on the Indiana observational RISE rubric. The modules corresponded to the specific domains on the rubric in which a teacher needed the most intentional support. The professor acted not only as an instructor, but also as a professional coach to guide the teacher through the module as well as support the application of the content in a real classroom. The modules were designed to help teachers improve instruction using the Indiana RISE observational rubric instructional domains as a guide.

The modules are offered twice. Although considered a full semester offering, the modules are five weeks in duration. When this district invited (Appendix E) teachers to participate in the modules, a pilot group, session one, was assembled in a summer session. The teachers in this study completed these modules in two different periods of time during the study timeline of summer and fall semesters respectively. This chapter describes the methods to respond to the following research questions in order to better understand what impact the modules may have had in terms of teacher performance improvement.

1. How did teachers who were rated needs improvement and ineffective participate in the Ball State Modules?

   1.1 Which invited teachers were more or less likely to register for the module training?

   1.2 For those who participated in the program, how might the teacher's participation be characterized?

2. Did the teacher's observable scores change after training in the Ball State Modules?

      2.1 Did teachers demonstrate improvement in their observable rating scores after

          participating in the modules?

      2.2 Did teachers demonstrate improvement in their observational categorical scores

          after participating in the modules?

      2.3 Did teachers demonstrate improvement in the subsequent observational rating for

          each domain rating after participating in the module?

      2.4 Did teachers perceive that the module changed their performance?

3. In what ways did the Ball State Modules have an impact on teachers who participated

    in the program in comparison to those invited but did not participate?

      3.1 Were needs improvement/ineffective teachers' overall rating score changes

          positively and significantly associated with their participation of the module?

      3.2 Were needs improvement/ineffective teachers' observational categorical score

          positively and significantly associated with their participation of the module?

      3.3 Were needs improvement/ineffective teachers' observational categorical score

          changes in each domain positively and significantly associated with their

          participation of the module?

Context

        The target district of the study, Fort Wayne Community Schools (FWCS), is described as an urban district that is central to a city of over 300,000 people. The school district has a steady enrollment of over 30,000 students and over 4,000 employees, 1,867 of which are classroom teachers. There are 51 school buildings where teachers instruct each day with a student demographic makeup of 47% Caucasian, 24% African-American, 15% Hispanic, 15% multi-racial, and 5% Asian. Over 70% of the students qualify for free and reduced lunches, and students speak over 73 languages as a first language. Despite the challenges that many of the students face, the district has a graduation rate of over 90%. Based on the state grading system, the district is rated as an overall grade of a B with 29 of 51 (58%) of schools receiving an A for the 2013-14 school year. FWCS has Title I schools with many being nationally recognized as high performing, and the district has been awarded multiple federal and foundational grants for their innovation.

        The FWCS teaching staff ranges in years of experience: 25.9% of teachers have over 20 years' experience; 13.2% have 16-20 years' experience; 16.8% have 11-15 years' experience;

19.4% have 6-10 years' experience; and 24.7% have 0-5 years' experience. At the end of the 2012-2013 school year, teachers were invited to participate in the modules based on their observational rating. Human resources provided an observational score as well as the lowest-rated domain of each teacher. Teachers were then assigned to a module which corresponded to their lowest domain in either a secondary or elementary category. Most teachers who fell into these categories shared the same lowest domain—Domain 2-Effective Instruction. Teachers who had a lowest rating domain of Domain 4-Core Professionalism were assigned to their next lowest domain-Domain 2 since no Core Professionalism Domain exists. For the indicators of Domain 4 refer to Appendix B.[1] To further explain the rating system, Appendix I represents the scale used to determine teacher ratings.

Participants

At the end of 2012-2013 school year, invitation letters to the module training were sent to all eligible teachers in the district. The criteria of eligibility were rated as ineffective or needs improvement. A total of 53 teachers received the invitation; 29 (53.6%) teachers registered for the module training, and 24 (46.4%) did not. The mean age of participants was 44.85 (SD = 13.87) and ranged from 22 to 65 years old. More details regarding the participants will be addressed in Chapter 4.

Research Design

Without a control group as well as the multiple opportunities of professional learning given to teachers without monitoring their influence separately from the module training, this study was classified as an observational study as it was not purposely designed nor did it fit the model of a quasi-experimental design. This observational study was longitudinal, conducted utilizing survey data and evaluation data from one school year (2011-2012) to the following school year (2012-2013). Comparison of observational data from year-to-year was used to measure teachers' overall change in performance. Teachers' observational data were collected by principals through the RISE rubric (Appendix B). Multiple classroom visits were used to gather observable data to determine a score on the RISE rubric at the end of the school year. It was from the rubric areas with the lowest scores that determination was made regarding the module that was be best suited for the teacher to experience. Teachers were given a choice of

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[1] For Domain 4, teachers can only be deducted points if they do not meet the standard.

modules that fit the domain that was their lowest observable score, and they chose one of the modules. After the completion of the module, participants were issued a survey (Appendix F) to learn if the particular module had an impact on the performance based on the teacher's perception of their performance.

Three data sources were collected and analyzed to respond to the research questions. First, observational data were collected from two software systems used by the district. Both software systems have components that collect comments prepared by the principal. The software then combines comments for a rating calculation based on each domain score. The rating data, based on each domain score, were the primary variables used to analyze potential improvement. Second, data were collected from a participating teacher survey administered by a private company. There were multiple variables available regarding this data, including qualitative comments regarding the modules and their benefit from the perspective of the teachers. Other variables used included the teachers' opinion regarding their improvement, as well as a comparison to the improved rating score as determined by the observer. Important to the study was the effect of the module on the overall rating after having completed the module. Some teachers were invited to participate multiple times, so another variable was the number of modules completed and an overall rating and domain improvement. Finally, a data set was also provided by Ball State University to include all module participants including information regarding those participants who were completers, those who started but did not complete the modules, and those who registered but did not start the modules.

Ball State Modules-Support Delivery

The Ball State Modules are based on the domains and indicators from the RISE rubric used for observational evaluation; matching the needs for improvement to the specific support through the module was critical as teachers needed to be working on identified areas for improvement specific to their evaluation rating. The focus for improvement was centered on teachers with the lowest ratings in Fort Wayne Community Schools (FWCS). As an avenue to provide support to teachers, Ball State University created learning modules based on elements of the RISE rubric, which FWCS uses for the observational portion of their evaluation process. These modules were of interest to FWCS as they were offered to teachers based on their individual area of improvement as identified in their principals' observations which resulted in a particular rating. The benefit of the module is the personal connection to a professor that allows

for individual support and coaching. This practice allowed each teacher to have his or her own personal experience and learning practice as it applied to his or her teaching experience. The timing of these modules also provided teachers the opportunity to apply learning to the current classroom as the laboratory of practice while communicating with a professor for coaching and collaboration. Although teachers in this study could be veterans to the profession, the observers found them to be novices in particular areas based on the observation rubric. Also important to this method of professional learning was finding a method of delivery and an opportunity to connect with a coach to meet the needs of teachers. In a research study of inexperienced teachers, it was found that participation in online communities allowed them to connect with others in a model that supported them emotionally as well as lessened their feelings of isolation (Babinski et al., 2001; Merseth, 1991). Teachers completed these modules in two different periods of time during the study timeline of summer and fall, respectively. The modules were set up with a coach or professor to provide guidance in the module completion, but the other benefits of the coach was to provide support while the teacher applied the learned skills during the school year.

The selection of the module was critical to the process of evaluation, which from the above statements rarely occurs when professional learning is being planned. For the process of evaluation to be meaningful and based on individualized needs and support, the module chosen must be specific to the identified needs of the teacher based on valid observation. Since the module was provided free of charge and voluntary on the part of the teacher, the teacher perception upon completion was important to the study. This element was particularly important in terms of determining teacher satisfaction with the module as it related to his or her perceived improved practice or not.

Changes were also made at the conclusion of the first module session based on an after action review of the process. Those iterative changes were made based on the comments teachers made along the way. A face-to-face training session was held to support teachers from the start of the module; and to answer their technical questions, a dedicated, non-Human Resources ombudsman was established. From the outset of the first module, it was clear that teachers invited to this support had needs not only identified in their evaluation but also technical needs. Many teachers struggled to enroll online and become accustomed to using Blackboard.

Data Collection Procedures

The intentional support of teachers rated needs improvement and ineffective was new for the district. The evaluation system had completed the pilot, and a compelling list of the district's lowest rated teachers was presented. The data were sourced from different highly confidential systems: the district's technology department and Human Resources. Permission was granted by the district's chief operations officer to gather the data for analysis.

Multiple iterations were collected to obtain a clean list of teachers: a list from the technology department and a list from Human Resources. The technology department list had a raw list of teachers rated needs improvement or ineffective. The human resource list used the same data, but was devoid of retirees, resignations, and terminations. Human resources were charged with checking for missing teacher evaluation data and updating the technology department. This data then substituted the names with identifiers negated from the data allowing for total anonymity.

Three types of data were collected: Rise Rubric-Observation, teacher satisfaction survey, and module completion. Rubric-observation data were collected (time, waves, etc.). Survey data were collected at the end of each semester; all invitees were sent a survey regarding their choice to participate and their experience in the module accumulating to two surveys for the purpose of this study. Table 1 demonstrates the sequence of evaluation beginning in 2013 through a cycle of modules and surveys to June, 2014.

Table 1

Timeline of Data Collected

Evaluation	Module	Survey	Module	Survey	Evaluation
June 2013	Summer 2013	Fall 2013	Winter 2013	May 2014	June 2014

The teachers were sent the surveys via their school email (Appendix G). All data were gathered confidentially, but not anonymously by the independent company. All teachers invited to participate were given the opportunity to complete the survey. Questions existed in the survey important to the district regarding a teacher's choice to participate and outcome from his or her perspective. Those who were offered the opportunity to participate and chose otherwise were also asked to complete the survey.

Measures

RISE Rubric

RISE Teacher Effectiveness Rubric-Observational Data. The rubric used was one used

by every principal in the district. It is primarily the official RISE rubric provided by the Indiana

Department of Education (IDOE). Fort Wayne Community Schools were part of a pilot study

with the IDOE in 2011-12, giving the district several years' worth of experience using the RISE.

The RISE rubric, as presented by the IDOE, is based on work of many evaluation researchers

including Charlotte Danielson, TNTP, and others. The pilot included training, which included

vetting the rubric with observational videos to determine the principal's use and understanding of

the rubric. This rubric is used by all 288 Indiana districts (S. Pies, personal communication,

September 29, 2014). Over the course of the year, principals collect the observable data for each

domain and indicator of the rubric and enter it in software that mathematically calculates an

observable rating.

The software used by FWCS allows administration to gather data regarding each score

relative to each domain and indicator of the teacher evaluation observable rubric. These were the

same data used to select the most appropriate module assignment. An outcome of this work was

teachers' evaluation scores on particular domains on the observation rubric. It is important to

note that many opportunities existed in this district for teachers to improve. Although this study

examined this particular precise support, other initiatives and prescriptions could also lead to

improvement in performance by these teachers. To this particular point, data were examined

regarding those teachers who were given the opportunity to participate, chose not to take a

module, and still improved in a year in their observational rating and in the particular domain in

which they were offered the module.

Survey Instrument

At the end of the timeline, teachers were surveyed using an independent company

contracted by FWCS. To gain further perspective and understanding, a survey was used to

collect quantitative data. The survey included questions regarding reasons to participate and

complete the course as well as personal opinion toward improvement in the concentration of

module. The survey was sent to all invited participants, as this is voluntary. A portion of the

survey gathered information regarding reasons for not participating as well as those who chose to

participate.

The survey began with an introduction regarding the importance of each teacher's response, especially in terms of future planning for professional learning. It was important that teachers knew that their individual input was acknowledged and used to further plan and improve offered professional learning. Also at the start of the survey were questions regarding their membership on the Quality Improvement Team (QIT). This is a team of teachers in each building who are expected to provide leadership and support to the entire building. All surveys to teachers regarding professional learning began with these questions in order for the district to better understand the level of learning occurring and which was led by the QIT. During this survey, if a teacher marked no to Research Questions 6 and 7, the teacher was then branched directly to Research Question 9 and asked to answer all of the subsequent questions.

The questions were posed in a Likert scale model using four basic responses: strongly disagree, disagree, agree, and strongly agree. At appropriate portions of the survey, open-ended comments were asked of the participants. The survey separated into categories with the first portion of the survey which asked specific information regarding the session quality and usability of the session in the participants' daily teaching practice. The second session was a focus on the teachers' perceptions of their own learning with a focus on changes on their instructional behavior and professional practice. These particular questions and responses were important to connect to the observable data collected from the evaluation data.

The last portion of the survey was focused on the module as it aligned to the professional learning standards. Like course and grade level standards written as a guide for instructors to design curriculum, the seven standards of professional learning are a guide to design and implement professional learning. The standards are nationally accepted and created by Learning Forward, formerly known as the National Staff Development Council. Using these standards is priority of the FWCS district. With every element of professional learning that occurs, it is important to front load the learning design to focus on these standards as well as connect for the user the influence and focus of the standard in the professional learning they may have just experienced.

This final portion of the survey connected the Ball State Modules to each of the standards and asked the participant the react to components of the survey as they related to learning communities, leadership, resources, data, learning designs, implementations, and outcomes. A deliberate focus on the professional learning standards helps teachers make the connection of

their own learning to the district initiative regarding adult professional learning. Each module should have a connection to the standards and each surveyed participant was asked to connect the work to the standards to the extent that the module connected as was engaged in continuous improvement, developed collective responsibility, and created alignment and accountability. Also a key portion of this section of the survey was the open-ended questions that followed each set of Likert scoring sections and gave participants a chance to express their thoughts in their own words and connect the standard to the module and their own learning.

Module Completion Information

Aside from the survey data, other data were collected including information regarding completion of the sessions, information regarding those who started a module but did not complete, with details regarding the number of sessions or amount of work completed before dropping from the course. This information was provided by Ball State administrators with access to this information.

Analytic Strategies and Power Analysis

All teacher names and schools were converted to a teacher identifier number to conduct analysis void of personal information. Observable rating numbers were collected over all as well as specific rating numbers based on the three domains of the observable rubric. This data regarding observable ratings were collected for the schools years 2012-13 and 2013-14. To better organize the research direction, a list was created using all research questions with details regarding the variables and methods of analysis (Appendix H).

The power analysis of a statistical test allows for investigation of the probability of the test to correctly reject the null hypothesis when the null hypothesis is false. In the current study, the sample size was fixed. The power was set as the normative value of .80 (Hedges, & Rhoads, 2010); the significant level was set as the normative value of .05. Given this condition; in the following power analyses, I tried to find the minimal detectable effects (MDE) that this study could detect using certain tests with a given sample size of 43 (25 for some tests) and a desirable power of .80 at a .05 significant level. The software of G*Power 3.1 (Faul, Erdfelder, Buchner, & Lang, 2009) was used for all the analyses. The following explains the outcomes of the power analysis to better define the procedures and methods used to carry out the analysis.

Research Question 1.1. Which invited teachers were more or less likely to register for the module training? Two types of statistical tests were used to answer this question in a

sample of 43—logistic regression analysis and Pearson's chi-square test of independence. There were 25 participants in the training group, and 18 participants in the non-training group. The results showed that under the current design, the logistic regression analyses, in which group status (categorical variable) was the outcome variable and one of the continuous variables of teacher experience, 2012-13 observation score, and age, was the independent variable, allowed me to detect a minimal effect size of 2.99 (odds ratio), a small- to medium-effect size according to Cohen's convention. The Pearson's chi-square test of independence test, in which group status (categorical variable) was the outcome variable and one of the categorical variables of school level, sex, and degree, was the independent variable, was able to detect a minimal effect size of .43 (w), a medium- to large-effect size (Cohen's convention).

Research Question 1.2. For those who participated in the program, how might the teacher's participation be characterized? Pearson's chi-square test of independence, in which module completion (categorical variable) was the outcome variable and one of the categorical variables of sex, degree, 2012-13 observation categories, and teacher experience (less than 5 vs. more than 5 years) was the independent variable, was used to answer this question in a sample of 25 teachers in the training group. The result of power analysis showed that under the current design, this test allowed me to detect a minimal effect size of .56 (w), a large effect size (Cohen's convention).

Research Question 2.1. Did teachers demonstrate improvement in their observable rating scores after participating in the modules? ANOVA with repeated measures were used to answer this question in a sample of 25 teachers in the training group. The result of power analysis showed that under the current design, this test allowed me to detect a minimal effect size of .29 (f), a medium- to large-effect size (Cohen's convention).

Research Question 3.1. Were needs improvement/ineffective teachers' overall rating score positively and significantly associated with their participation of the module? Linear multiple regression analysis, in which observation scores were the outcome variable, group status was the predicator of interest, and teaching experience, 2012-13 rating score, and school level were the covariates, was used to answer this question in a sample of 43 participants, 25 in the training group and 18 in the non-training group. The result of power analysis showed that under the current design, this test allowed me to detect a minimal effect size of .19 (f^2), a small- to medium-effect size (Cohen's convention).

Research Question 3.2. Were needs improvement/ineffective teachers' overall categorical score changes positively and significantly associated with their participation of the module? Logistic regression analysis, in which observation category was the outcome variable and group status was the predictor of interest, was used to answer this question in a sample of 43 participants, 25 in the training group and 18 in the non-training group. The result of power analysis showed that under the current design, this test allowed me to detect a minimal effect size of 7.02 (odds ratio), a medium- to large-effect size (Cohen's convention).

Limitations to the Study. It is important to note there were several limitations to this study. The first limitation rested with the number of participants. The number of teachers invited to participate was limited by the number of teachers rated ineffective or needs improvement. Also factoring into this number of low participation was 18 teachers who chose not to participate in the training. This number of participants was further compounded by the fact that 10 teachers in this group chose to retire or resign from the district prior to the training. This low number of participants was the primary reason to study the data with a power analysis process for certain data points.

It is also noteworthy to stress that this district values professional learning in an ongoing and deliberate manner. Teachers in this group had many opportunities for professional learning in multiple instances. For example, each building had an instructional coach to provide ongoing professional learning. Each school had a quality improvement team, which consisted of teacher leaders who, with the principal, provided professional learning based on school data all year long. Intense training for all school quality improvement teams regarding the process and importance of professional learning communities occurred over a three-year period. This process propels professional learning on a regular basis. This embedded professional learning contributed to the limitations of this study as elements of professional learning occurred on a regular basis, which may have impacted teachers in this study. The Ball State Modules were one opportunity for these teaches to improve their instruction, so it would be inappropriate to say that these teachers all improved solely based on their participation given the fact that no control group existed nor did the study limit the professional learning provided to this group of teachers.

Principals in this district followed an evaluation process, including using the RISE rubric to establish an observational score. As mentioned previously, this district participated in a pilot with the IDOE. At that time, principals were trained on the process. Even at that time, there was

not an emphasis on calibrating the rubric in terms of district definitions causing a potential in an error of understanding. In two years, new principals came to the district without a defined training process; this lack of district standards and definitions for the rubric posed a limitation to the study. To note, the district was currently in the process of an inter-rater reliability project that included a training process and manual that included district definitions for elements of the rubric with the purpose of calibration. This calibration training and definition clarification follow best practices as defined in Utility Standard 4 of the personnel standards which is centered on clear criteria for evaluation (Gullickson, 2009; Appendix A).

Also impacting the data could potentially be the fact that in five cases, teachers were evaluated from one year to the next by different principals. This situation was caused by a change in leadership at the building. This concern of inter-rater reliability contributed to the limitations of the study given the lack of training or calibration of principal use of the rubric.

Conclusion

The intent of this research was to bring light to the fact that providing specific support to a teacher as identified by his or her observable evaluation would benefit the professional growth of teachers. The data collected were used to study any changes in domain and evaluation ratings for teachers who were rated needs improvement and ineffective from one year to the next given that some teachers took advantage of a system of support. A comparison was conducted between those who took the treatment versus those teachers who did not participate. It must be noted that teachers had advantages of professional learning in multiple venues, but this study should influence districts regarding their commitment to professional learning of teachers. Also, this research has the potential to spur additional research, which could shape other evaluation designs and professional learning plans.

CHAPTER 4 RESULTS

In this chapter, I provide the results of the data analyses, organized in sequential order of the research questions. The research conducted in this study focused on investigating the impact of specific professional learning support for teachers identified "in need of improvement" in particular areas on the Indiana RISE rubric, a central component of the teacher evaluation system. These archival data, identifying teachers rated in the lowest two categories through use of the RISE rubric, were collected from district sources. The survey used had also been previously deployed. The *Teacher Effectiveness Rubric* was developed by an evaluation committee of educators assembled by the IDOE who used the following references and teaching frameworks:

- Charlotte Danielson's *Framework for Teachers*
- Iowa's *A Model Framework*
- KIPP Academy's *Teacher Evaluation Rubric*
- Robert Marzano's *Classroom Instruction that Works*
- Massachusetts' *Principles for Effective Teaching*
- Kim Marshall's *Teacher Evaluation Rubrics*
- National Board's *Professional Teaching Standards*
- North Carolina's *Teacher Evaluation Process*
- Doug Reeves' *Unwrapping the Standards*
- Research for Bettering Teaching's *Skillful Teacher*
- Teach For America's *Teaching as Leadership Rubric*
- Texas' *TxBess Framework*
- Washington DC's *IMPACT Performance Assessment*
- Wiggins & McTighe's *Understanding by Design* (IDOE, 2014, p. 8)

From this extensive list of credible authorities on the subject, the tool is based on quality researched sources. Also, as mentioned previously, it is known that the rubric itself may not address all aspects of instruction or teacher performance thereby having limitations in accurate evaluations.

Participants

Originally, this study included all of the 53 teachers in the district who were rated needs improvement and ineffective at the end of the 2012-13 school year, as identified from the observational data. However, 10 teachers withdrew in the middle of the study due to retirement. The final sample, therefore, contained 43 teachers; 25 teachers were in the module training group and 18 did not participate and, therefore, were in the non-training group. The sample consisted of 32 (74.42%) teachers who were women and 11 (25.58%) were men. Of the sample set, 22 (51.16%) were elementary school teachers, and 21 (48.84%) were secondary school teachers.

The ethnic composition of the sample set was 40 (93.02%) Caucasian teachers, one (4.65%)

Hispanic teacher, and two (2.33%) African American teachers. Also, there were 23 (53.49%) of

the sample set who held bachelor degrees and 20 (46.51%) who held master degrees. The

average years of teaching experience in this study sample set was 11.86 (SD = 9.81) and ranged

from 1.5 to 37 years. Forty percent of the teachers had less than five years of teaching

experience.

Q 1. How did teachers who were rated needs improvement and ineffective participate in

the Ball State Modules training?

1.1. Which invited teachers were more or less likely to register for the module

training?

The following explanations and tables are evidence of the analysis of the characteristics

of teachers who were invited to participate in the Ball State Modules. In each category, there

was no significant difference in the demographics of teachers who registered for the module

training compared to those who did not. The analysis consists of teacher characteristics with

tables.

Table 2 shows the compositions of sex, school level, education attainment, and minority

status in the training group and non-training group. A series of Pearson chi square tests of

independence were conducted to understand the relation between sex, school level, and

education attainment and registration for the module training respectively.

Sex

In the training group, 24% of teachers were men compared to 27.78% in the non-training

group (Table 2). The result of chi square test showed that the relation between sex and group

status was not statistically significant ($\chi^2(1, N = 43) = .08, p = .78$). Women and men teachers

were equally likely to register for the training.

School Level

In the training group, 48% of teachers taught in elementary school level, and 52% of

teachers taught in secondary schools; in the non-training group, there was an equal number of

teachers in elementary school level and in secondary schools (Table 2). The result of chi square

test showed that the relation between school level and group status was not statistically

significant ($\chi^2(1, N = 43) = .02, p = .90$). Secondary and elementary teachers were equally likely

to register for the training.

Education Attainment

In the training group, 48% of the teachers held the highest degree of Master's, compared to 44.44% of non-training group (Table 2). The result of the chi square test showed that the relation between education level and group status was not statistically significant (χ^2 (1, $N = 43$) =.05, p =.82). Teachers who held master's degrees and bachelor's degrees were equally likely to register for the training.

Minority Status

Two (8%) of teachers were minority in training group, and one (6%) was in the non-training group (Table 2). As the sizes of cells with demographic groups were all smaller than 5, Fisher's exact test was conducted to understand the relation between minority status and registration for the module training. The analysis showed that minority status was not significantly associated with group status, $p = 1$. Minority and Caucasian teachers were equally likely to register for the training.

Table 2

Descriptive and Chi Square Analyses for Relation Among Demographics of Participants

		Training Group	Non-Training Group	Total	Chi Square	P
Sex	Female	19 (76%)	13 (72.22%)	32 (74.42%)	.08	.78
	Male	6 (24%)	5 (27.78%)	11 (25.58 %)		
	Total	25 (100%)	18 (100.00%)	43 (100.00%)		
School Level	Elementary	13 (52%)	9 (50%)	22 (51.16%)	.02	.90
	Secondary	12 (48%)	9 (50%)	21 (48.84%)		
	Total	25 (100%)	18 (100.00%)	43 (100%)		
Education Attainment	Bachelor's	13 (52%)	10 (55.56%)	23 (53.49%)	.05	.82
	Master's	12 (48%)	8 (44.44%)	20 (46.51%)		
	Total	25 (100%)	18 (100.00%)	43 (100%)		
Minority Status	Caucasian	23 (92%)	17 (94.44%)	40 (93.02%)		1[1]
	Minority	2 (8%)	1 (5.56%)	3 (6.98%)		
	Total	25 (100%)	18 (100.00%)	43 (100%)		

Note. [1] = Fisher's exact *P*

Table 3 shows the descriptive of age, teaching experience, and 2012-2013 rating score in training group and non-training group. A series of logistic regression analyses were carried to understand the relation between age, teaching experience, and 2012-2013 rating score and registration for the module training respectively.

Age

In the training group, the average age of teachers was approximately 47 years old in training group, and 42 years old in the non-training group (Table 3). The result of logistic regression showed that there was no statistically significant association between teachers' age and group status ($z = 1.24$, $p = .21$).

Teaching Experience

The average teaching experience was about 12 years in both of the training and the non-training group (Table 3). The odds-ratio was 1.00. The result of logistic regression showed that there was no statistically significant association between teaching experience and group status, ($z = .02$, $p = .99$) (see Table 4). The probability for a teacher to register for the training did not differ by his or her teaching experience.

2012-2013 Evaluation Rating Score

The average 2012-2013 evaluation rating score in the training group was 2.08; the non-training group had a slightly lower than the average score of 2.18 (Table 3). However, the result of logistic regression showed that there was no statistically significant association between 2012-2013 rating score and group status, $z = -1.14$, $p = .25$. The probability for a teacher to register for the training did not differ by his or her 2012-2013 rating scores. It was worthy to note that there were only three ineffective teachers in the study, and all three of those teachers participated in the training group. The rating scores were not statistically different from one group to the other, which provided more evidence that the groups were equivalent. The sample was not randomly selected, but this evidence supports that the training and non-training group was essentially the same.

Table 3

Descriptive of Age, Teaching Experience, and 2012-2013 Rating Score

	Group	*n*	*M*	*SD*	95% Conf. Interval		Min	Max	Skew-ness	Kurtosis
Age	NTG	18	41.76	14.48	[34.87	48.64]	24.50	65.42	.38	1.75
	TG	25	47.08	13.25	[41.73	52.43]	22.03	64.27	-.59	2.00
	Total	43	44.85	13.87	[40.58	49.12]	22.03	65.42	-.17	1.62
Teaching	NTG	18	11.83	10.29	[6.94	16.73]	1.50	37.00	.96	3.06
Exp.	TG	25	11.88	9.66	[7.98	15.78]	2.00	34.00	.79	2.44
	Total	43	11.86	9.81	[8.84	14.88]	1.50	37.00	.86	2.74
2012-	NTG	18	2.18	.14	[2.11	2.25]	1.75	2.35	-1.80	6.02
2013	TG	25	2.08	.32	[1.95	2.21]	1.25	2.40	-1.64	4.61
Rating	Total	43	2.12	.26	[2.04	2.20]	1.25	2.40	-2.11	7.05
Score										

Note. NTG = Non-Training Group; TG = Training Group

Table 4

Logistic Regression Analyses for Relation Between Age, Experience, and 2012-2013 Rating and

Group Status

	Variable	Coef.	*SE*	*z*	*P*	[95% Conf. Interval	
Age	Age	.03	.02	1.20	0.21	[.98	1.08]
	Cons	-.95	1.07	-0.80	0.37	[.05	3.13]
Experience	Experience	.00	.03	0.02	0.99	[-.06	.07]
	cons	.32	.49	0.66	0.51	[-.63	1.28]
2012-2013 Rating	2012-2013 rating	-1.69	1.48	-1.14	0.25	[-4.58	1.21]
	Cons	3.93	3.20	1.23	0.22	[-2.34	10.21]

For Research Question 1.1 in looking at the components of teacher characteristics, there was no significant difference of any descriptors regarding those teachers who participated in the training and the non-participants. This fact provided a bit of leverage in suggesting that the group was roughly equal, at least in terms of the demographics comparisons. To reiterate, these variables and analysis support that the groups were equal even though not randomly chosen.

       1.2 For those who participated in the program, how might the teacher's

          participation be characterized?

For this study, data were collected for support from the training offered by the Ball State Module training program for two separate modules. Module 1 was the pilot and was offered

during the summer after teachers received their observational ratings. Module 2 was offered

during the fall semester following Module 1. To better understand the participants who chose to

participate in each module, an analysis was completed regarding potential similarities.

Module Participation

The Module 1 training involved 20 (80%) teachers of those invited. Module 2 involved

nine (36%) of invited teachers. Four teachers (16%) attended both of Modules 1 and 2.

Module Completion

Among the 25 teachers in the training group, 17 (60%) teachers completed at least one

module. A series of Pearson chi square tests of independence were conducted to explore the

relation between module completion and school level, sex, degree, teaching experience, and

categories of 2012-2013 rating. The odds-ratio for secondary teachers versus elementary

teachers being in completion versus the non-completion group was 12.83, meaning a teacher was

12.83 times more likely to complete the module if he or she taught in a secondary school. The

results of chi square analysis showed that the relation between module completion and school

level was statistically significant (χ^2 (1, $N = 25$) = 5.94, $p = .02$) (Table 5). Teachers from

secondary schools were more likely to complete at least one module. Module completion was

not related to teachers' sex, educational attainment, teaching experience (fewer than five years

versus equal or more than five years), and categories of 2012-2013 rating (improvement needed

vs. ineffective).

Table 5

Descriptive and Chi Square Analyses for Module Completion

School Level	Completed at least 1 module	Did not complete at least 1 module	Total	Chi Square	P
Elementary	6 (35.29%)	7 (87.50%)	13 (52.00%)		
Secondary	11 (64.71%)	1 (12.50%)	12 (48.00%)		
Total	17(100.00%)	8 (100.00%)	25 (100.00%)	5.94	.02

In the analysis of data related to teacher characteristics of the participants for question 1.2, the

data analysis resulted in no significant difference related to the teachers' sex, educational

attainment, teaching experience or their observable rating for the 2012-13 year.

2. Did the teacher's observable scores change after training in the Ball State Modules?

2.1. Did teachers demonstrate improvement in their observable rating scores after participating in the modules?

Table 6 shows the average rating score of teachers in the training group in two school years, 2012-2013 school year, before the module training took place and the teachers' scores in 2013-2014 school year after the training. It showed that teachers in the training group had higher rating scores in 2013-2014 school year than in the 2012-2013 school year. The mean score for the 2012-2013 school year was 2.08 in contrast to the mean score for the 2013-2014 school year of 2.79.

Table 6

Mean Rating Scores for Training Group

School Year	N	M	SD	Min.	Max.	95% Conf. Interval		Skewness	Kurtosis
2012-2013	25	2.08	.32	1.25	2.40	1.95	2.21	-1.64	4.61
2013-2014	25	2.79	.47	1.25	3.25	2.60	2.99	-1.88	5.77

To further probe this relationship, analysis of variance with repeated measures was conducted to investigate if the difference between teachers before training scores and after training scores was statistically significant. Before this analysis, Levene's t test was performed first to check on the assumption of homogeneity of variances. The variances of 2012-2013 scores and 2013-2014 scores were not significantly different, $t = 3.12$, $p = .08$. The assumption of homogeneity was not violated. The results of the ANOVA with repeated measures showed that teachers' overall rating scores in 2013-2014 ($M = 2.79$, $SD = .47$) school year were significantly higher than their scores in 2012-2013 ($M = 2.08$, $SD = .32$), $F(1, 25) = 33.76$, $p < .001$. Teachers in the training group did demonstrate improvement in their overall rating scores after taking the modules.

Table 7

ANOVA Rating Score

Source	Partial SS	*df*	MS	*F*	*P*
Model	9.53	25	.38	2.04	0.04
Teacher	3.22	24	.13	0.72	0.79
Time	6.30	1	6.30	33.76	0.00
Residual	4.48	24	.19		
Total	14.01	49	.29		

The analysis revealed all teachers who participated in the Ball State training modules significantly improved in their overall observational rating score after completing the module.

    2.2. Did teachers demonstrate improvement in their observational categorical scores after participating in the modules?

Among the 25 teachers, 16 (64%) teachers moved one observable rating category from needs improvement to effective teachers; three (12%) teachers rated as ineffective improved two categories to effective teachers, five (20%) teachers stayed in the need improvement category without any change and, one teacher (4%) dropped from need improvement to ineffective.
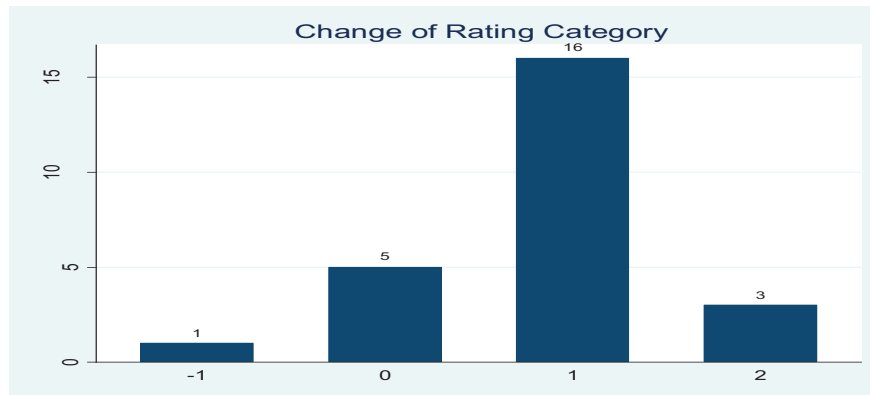

Figure 3. Categorical Ratings After Training

Nineteen of the 25 teachers who participated in the training improved in one or more categorical ratings. Interesting to this particular analysis are the three teachers who moved from the lowest categorical rating of ineffective to an effective rating.

    2.3. Did teachers demonstrate improvement in their subsequent observational rating for each domain after participating in the modules?

The primary portion of the rubric consists of three domains with 19 competencies (IDOE, 2014). The rubric consists of four domains: Domain 1 centers on the area of purposeful planning, Domain 2 focuses on effective instruction, Domain 3 consists of indicators of teacher leadership, and Domain 4 consists of characteristics of core professionalism. These characteristics include attendance, on-time arrival, policies and procedures, and respect (Appendix A). Appendix A lists the domains with the relevant appropriate indicators for each domain as well as the components of Domain 4.

The following analysis lists the results for participants in each domain:

Domain 1- Purposeful planning. Eleven (44%) teachers had improved one category, 12 (48%) had no change, and two (8%) dropped 1 category.

Domain 2- Effective instruction. Sixteen (64%) teachers had improved one category, three (12%) had moved up two categories, and six (24%) had no change.

Domain 3- Teacher leadership. Thirteen (52%) teachers had no change, nine (36%) had moved up one category, and three (12%) dropped one category.

Domain 4- Core professionalism. Twenty-three (92%) teachers had no change, one (4%) move up one category, and one (4%) dropped one category.

The data analysis, in terms of movement of teacher ratings for each domain, reflected improvement for the majority of teachers. Domain 2, Effective Instruction, reflected the most growth over other domains as 19 (76%) teachers improved at least one category or more. All modules taken by teachers in the study focused on Domain 2, Effective Instruction. Teachers were given the choice of modules in which the content and curriculum centered on Domain 2, as all teachers given invitations were rated lowest in Domain 2 for the school year 2012-2013. Also, the evaluation process with regard to Domain 4, Core Professionalism, required the evaluator to either subtract a point if a teacher was deficient in this area. Teachers cannot earn extra points or necessarily improve in this category if points were not deducted during the prior year. This analysis revealed that only one teacher in this training group lost a point during the 2012-2013 school year for Domain 4 and one teacher in the training group, who had not been deducted a point in 2012-2013, was deducted a point in 2013-2014.

2.4. Did teachers perceive that the module changed their performance?

Surveys were sent to all teachers via email to gather input regarding the professional learning. There were 17 respondents of the 25 teachers in the training group, and they responded

to the survey questions regarding the impact of the module training on their overall performance

and teaching behaviors in particular.

Figure 4. Domain Ratings After Training

Overall performance. Twelve (75%) teachers believed that the module training

moderately or greatly changed their overall performance, four (25%) teachers considered that the

training only slightly changed their overall performance, and none of the teachers perceived that

the training led to no change at all on their overall performance. One teacher did not respond to

this question.
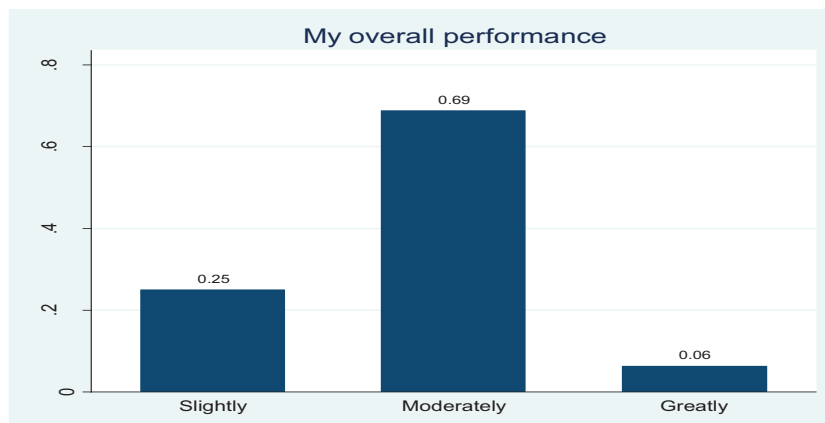
Figure 5. Participants Survey Response for Overall Performance

The majority of teachers who participated in the training believed their overall performance improved after the training.

Behaviors

To gain more insight into the perception of improvement by the participants, four topics specific to the participant's improvement were asked of teachers in the survey. These four topics included planning and preparation, delivery of instruction, behavior toward students, and work with colleagues. Over 70% of the teachers admitted that the module moderately or greatly changed their planning and preparation and how they delivered instruction; about 59% of the teachers thought that the module training moderately or greatly changed their behavior towards students. Regarding how they worked with their colleagues, only 41% of teachers thought that the module training had a moderate or greater impact on this area.
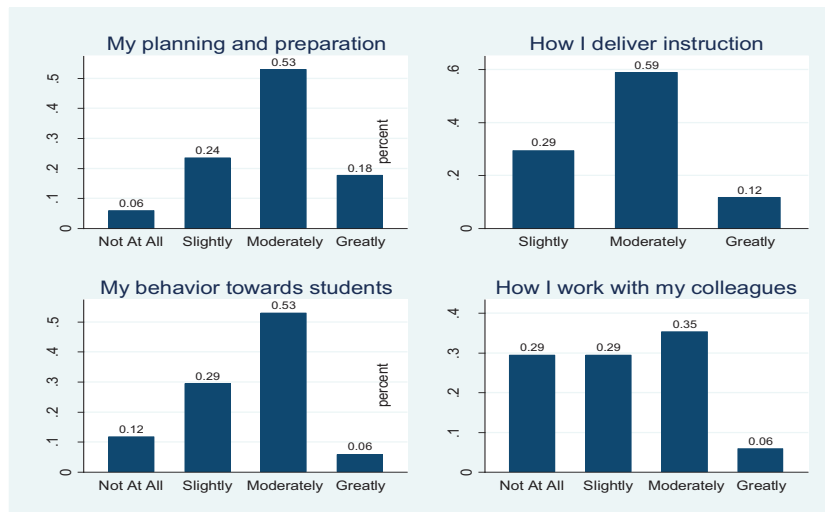

Figure 6. Participants Survey Response

All modules taken during this study centered on effective instruction. This survey question showed a positive perceived improvement by over 70% of the participants in the delivery of instruction.

3. In what ways did the Ball State Modules have an impact on teachers who participated in the program, in comparison to non-training group?

The last set of research questions and the analysis of the data associated with the questions were important to the study in terms of comparisons of participants and non-participants. Encouragingly, all teachers improved, which is always the goal of the district. In terms of this support, participants in the training group improved with a slightly higher score.

The mean score of the training group was 2.79 versus the mean score of the non-training group of 2.67 for the school year of 2013-2014, whereas conversely, the mean score for the training group for 2012-2013 was 2.08 and the non-training group for the same year was 2.1 in support of the improvement (Table 3). However, the differences between the two groups did not reach a significant level, accounting for various factors including the previous scores.

> 3.1. Were needs improvement/ineffective teachers' overall rating score positively and significantly associated with their participation of the module?

Descriptive

Table 7 represents teachers' overall rating scores in school year 2013-2014 in the training and non-training group. The average overall rating score was slightly higher for the training group than the non-training group (Table 8). For the two groups, the average overall rating scores were higher than 2.50, the cutoff point for effective teachers.

Table 8

Overall Rating Scores in 2013-2014 in Training and Non-Training Group

Group	n	M	SD	95% Conf. Interval	Min	Max	Skewness	Kurtosis
NTG	18	2.67	.43	[2.47 2.88]	1.85	3.00	-.63	1.66
TG	25	2.79	.47	[2.60 2.98]	1.25	3.25	-1.80	5.77
Total	43	2.74	.45	[2.60 2.88]	1.25	3.25	-1.31	3.98

Note. NTG = Non-Training Group; TG = Training Group

Correlation. Zero-order correlation among all variables is listed in Table 9. A significant correlation was found between master degrees and rating scores in 2013-2014 as well as between age and teaching experience. All other pairs were not significantly correlated. In this study, variables such as 2012-2013 rating score, teaching experience, school level, age, and degree were planned to be used as covariates in the following regression model. However, given the relative sample size of this study, only three of these covariates were included, 2012-2013 rating score, teaching experience, and degree, in the regression model to minimize the loss of degrees of freedom. These covariates were selected because baseline scores and teaching experience were the major factors influencing teachers' professional learning in the literature. The discussion of teacher quality and characteristics in terms of compensation and evaluation typically included teacher experience and educational levels (Hanushek, 2007). The variable of

degree was chosen because it was significantly correlated with 2013-2014 rating score in the study.

Table 9

Correlations

	1	2	3	4	5	6	7
1.Rating scores 2013-2014	1.00						
2. Rating scores 2012-2013	-.01	1.00					
3.Training group	.13	-.18	1.00				
4.Experience	-.16	-.04	.00	1.00			
5.School level	-.03	.19	-.02	-.13	1.00		
6.Master's degree	-.39*	-.04	.04	.29	.12	1.00	
7.Age	-.02	-.16	.19	.64*	.05	.20	1.00

Note. *p value < .05

Linear Regression Analysis

To further find a relationship in the participants and non-participants observable rating, a linear regression analysis was conducted. The outcome variable was teachers' overall rating scores in school year 2013-2014. The predictor of interest was group status (training group versus non-training group). Covariates such as teaching experience, 2012-2013 rating scores, and degree were included in this model to account for their effects. White's test for homoscedasticity was conducted to investigate whether the variance of error term was constant. The results indicated that error variances were not significantly different from each other in the study (χ^2 (12) = 7.74, p = .81). The assumption of homoscedasticity was not violated.

The results of multiple regression analyses showed that group status was not significantly associated with teachers' overall rating scores in 2013-2014 school year (β = .15, p = .34), accounting for covariates' effects. In other words, teachers in the training group did not differ from teachers in the non-training group in terms of their overall rating scores in school year 2013-2014. Teachers with master's degrees across the groups had significantly lower rating scores in 2013-2014 than teachers with bachelor's degrees in the study (β = -.39, p = .02). About 9% of the variance in 2013-2014 overall rating scores could be explained by the model (adjusted R^2 = .09). This suggested that over 90% of the variance was not explained.

Table 10

Linear Regression Analyses Between Group Status and 2013-2014 Rating Scores

	Coef.	Beta	*SE*	*t*	*p*
2012-2013 rating scores	-.00	-.00	.26	-.01	.99
Experience	-.00	-.05	.01	-.29	.77
Master's Degree	-.35	-.39	.14	-2.51	.02
Training Group	.13	.15	.14	.97	.34
Cons.	2.86		.58	4.90	.00

       3.2.   Were needs improvement/ineffective teachers' observational categorical

score changes positively and significantly associated with their participation

of the module?

Table 11 shows the categorical change of rating from 2012-2013 to 2013-2014 school

year in training group and non-training group. In the training group, the majority of teachers

(76%) moved up at least one category, and about 61% of teachers in the non-training group had

moved up from 2012-2013 to 2013-2014 school year.

Table 11

Categorical Change of Rating From 2012-2013 to 2013-2014 School Year

	Non-Training Group	Training Group	Total
No change or drop	7 (38.89%)	6 (24.00%)	13 (30.23%)
Move up at least 1 category	11(61.11%)	19 (76.00%)	30 (69.77%)
Total	18 (100.00%)	25(100.00%)	43 (100.00%)

Logistic regression was conducted to respond to Research Question 3.2. The outcome

variable was categorical change of rating from 2012-2013 to 2013-2014, which was a binary

variable (move up versus no change or drop). The predictor of interest was group status. The

odds ratio is a measure of association between an exposure and an outcome. In this case, using

logistic regression, the exponential function was the odds ratio associated with a one-unit

increase in the exposure. Further, logistic regression uses maximum likelihood estimator which

can be biased for small samples. Given the small sample size of this study, Firth's penalized

maximum likelihood logistic regression was used to reduce bias in maximum likelihood

estimates. The results showed that group status was not significantly associated with teachers'

overall categorical change of rating. Teachers' categorical change of rating in the training group

was not different from that of teachers in the non-training group ($z = 1.03$, $p = .30$). The likelihood ratio test of the model indicated that this tested model was not significantly different from the null model (Wald $\chi^2 = 1.06$, $p = .30$).

Table 12

Logistic Regression Between Group Status and 2013-2014 Categorical Score Change

	Odds Ratio	*SE*	*z*	*p*	[95% Conf. Interval]
Training Group	1.96	1.28	1.03	.30	[.54 7.03]
Cons.	1.53	.72	.91	.36	[.61 3.85]

There was no significance in the analysis of categorical change from teachers in the training group and teachers in the non-training group.

> 3.3. Were needs improvement/ineffective teachers' categorical score changes in each domain positively and significantly associated with their participation of the module?

Figure 7 shows the categorical change of rating in each domain from 2012-2013 to 2013-2014 school year in training group and non-training group. Over 50% of teachers in both of training and non-training groups had moved up at least one category in Domain 2, Effective Instruction. Teachers across the groups did not make much change in Domain 4, Core Professionalism. There was a higher percent of teachers who moved up in the training group than in the non-training in each of the domains except Domain 4.

Figure 7. Domain Categorical Changes for Training and Non-Training Group

Firth's penalized maximum likelihood logistic regression was conducted for Research Question 3.3. The outcome variables were categorical change of rating in each domain from 2012-2013 to 2013-2014. The predictor of interest was group status. Bonferroni correction was used to mitigate multiple testing problems. The results showed that group status was not significantly associated with teachers' categorical change of rating across all four domains (Table 13). In other words, teachers' categorical change of rating in each of the four domains in the training group was not different from that of teachers in the non-training group.

Table 13

Logistic Regression Analysis With the Four Domains

		Odds Ratio	*SE*	*z*	Bonferroni *p*	[95% Conf. Interval]	
Domain 1, Purposeful Planning	Training Group	1.95	1.25	1.04	1.20	[.55	6.85]
	Cons	.41	.21	-1.78	.32	[.15	1.10]
Domain 2, Effective Instruction	Training Group	1.96	1.28	1.03	1.20	[.54	7.03]
	Cons	1.53	.72	.91	1.44	[.61	3.85]
Domain 3, Teacher Leadership	Training Group	3.8	3.01	1.69	.36	[.81	17.93]
	Cons.	.15	.10	-2.78	.04	[.04	.57]
Domain 4, Core Professionalism	Training Group	.71	.85	-.28	3.12	[.07	7.45]
	Cons	.09	.07	-2.89	0.00	[.02	.45]

Summary of Results

The following is a brief summary of results identified through the previous analysis as related to the research questions as detailed in this chapter.

Research Question 1. How did teachers who were rated needs improvement and ineffective participate in the Ball State Modules? This question posted several opportunities for analysis as the data allowed for variables such as sex, school level, degree, and experience to be applied to participants and non-participants. In all cases, the variables did not predict participation in the training modules. Moreover, there was no difference in the training group compared to those who elected not to participate based on demographic features.

Research Question 2. Did the scores of teachers who participated in the Ball State Modules change after training? Observational scores in each domain of the training group were

compared pre- and post- the module training. Observational scores improved for all participants in each Domain with the exception of Domain 4. This finding is further discussed in Chapter 5.

Research Question 3. Were needs improvement/ineffective teachers' overall rating scores positively and significantly associated with their participation of the module? In the analysis of the observable rating scores and categorical ratings pre- and post- the module training for participants and nonparticipants, overall scores ratings improved for both groups. The research did reveal significantly higher rating scores from 2012-2013 to 2013-2014 for those teachers who participated in the module. The following chapter offers deeper analysis results and the compelling literature associated with the findings.

CHAPTER 5 CONCLUSIONS

Summary Context

Teacher evaluation policy has been a part of school reform for decades. Recently, states such as Indiana, Tennessee, Florida, and Colorado, all have enacted legislation that requires yearly evaluation and precise ratings for teachers. Even as far back as 1983, a *Nation at Risk* recommended an evaluation system that includes rewards for superior teachers, average teachers encouraged, and poor ones improved or terminated. Broadly recognized is that quality teachers impact student achievement, yet few policies exist to ensure quality teachers are recruited and retained in the profession (Hanushek, 2007). Paramount to this dilemma is that once recruited into the profession, teachers need an avenue to hone and improve their practice, especially as standards and expectations for learning change. In order to impact their improvement, a priority should be placed on professional improvement of all teachers at every level as it is clear that educator "effectiveness is associated with student success" (Killion & Treacy, 2014, p. 14). In order to place a priority on professional learning, systems must be in place where support is not an afterthought but rather embedded into the daily work life of teachers and principals. The current systems for evaluation and compensation across the country are "stuck with systems that work against improvements in the teaching force" (Hanushek, 2007, p. 575).

In this final chapter, I explain the findings of this study in relation to the current research. The chapter is organized in order of the research questions. This study examined precise professional learning to support teachers in evaluation. Observational and survey data were analyzed to discern if the training improved instruction. To this end, this dissertation explored the following research questions:

1. How did teachers who were rated needs improvement and ineffective participate in the Ball State Modules?

   1.1 Which invited teachers were more or less likely to register for the module training?

   1.2 For those who participated in the program, how might the teacher's participation be characterized?

2. Did the teacher's observable scores change after training in the Ball State Modules?

2.1 Did teachers demonstrate improvement in their observable rating scores after

participating in the modules?

2.2 Did teachers demonstrate improvement in their observational categorical scores

after participating in the modules?

2.3 Did teachers demonstrate improvement in the subsequent observational rating for

each domain rating after participating in the module?

2.4 Did teachers perceive that the module changed their performance?

3. In what ways did the Ball State Modules have an impact on teachers who participated

in the program in comparison to those invited but did not participate?

3.1 Were needs improvement/ineffective teachers' overall rating score changes

positively and significantly associated with their participation of the module?

3.2 Were needs improvement/ineffective teachers' observational categorical score

positively and significantly associated with their participation of the module?

3.2 Were needs improvement/ineffective teachers' observational categorical score

changes in each domain positively and significantly associated with their

participation of the module?

Although the study could not solely attribute the improvement of those that took

advantage of this particular support, the data does suggest that all of those teachers who

completed the support did improve. It is true that those that chose not to participate in the

training also improved, but the study provides burgeoning evidence that strengthening teachers,

especially with support that is personalized and easily accessible, can benefit teachers in

improving practice. Through the research conducted in this study, the analysis supports

improving professional support.

Research Question 1 considered the participants in the study. It was important to

examine the study participants and understand teachers who chose to participate in professional

learning were not different compared to those who chose not to participate. This was an

important point, as those planning and designing the professional learning need to offer and

encourage teachers of all ages, level of teaching, and years of experience. The results of the

research confirmed that registration in the training was not related to teachers' experience; not

related to teachers' school level; not related to teachers' minority status; not related to teachers'

sex; and not related to evaluation scores. Although the sample size was small, this study showed

that teachers who chose to participate in professional learning are similar to those who did not choose to participate. Conversely, it provided evidence of similarity between the groups as well. These two points should be encouraging to those offering the support as it helps isolate the effect of the treatment because the groups are similar.

Although there was no significant relationship regarding the characteristics of teachers who enrolled, data analysis of the characteristics of teachers who completed the module provided results that might be beneficial to districts. Teachers from secondary schools were more likely to complete at least one module compared to their elementary peers. For the district, this research encourages the continuation of providing the opportunity for growth to all disciplines of teachers. Given that this support was voluntary, it is also complimentary toward teachers that they chose to attempt and complete a module to improve their own practice.

Module completion was not related to teachers' sex, degree, teaching experience (fewer than five years versus equal or more than five years), and categories of 2012-2013 rating (needs improvement versus ineffective). These analyses imply that teachers who enroll are dedicated to finish regardless of any like characteristics. Further, benefits suggested from this study are the support of precise learning that can be monitored for improvement rather than the model of development that may or may not have been personalized to the teacher or monitored for impact. The professional learning standards, (Appendix C) clearly point to a need to support adults learning in a deliberate and personalized fashion. The participants also acknowledge through the survey that the module benefited their instruction, which supports the notion that teachers need an avenue to communication and dialogue regarding their own learning and evaluation (Danielson, 2011; Gullickson, 2009). In this study, the invitees were not random, but participation was voluntary. This important detail is another element of characterization of the trainees, supporting the point that even when earning the lowest rating, teachers in this study have a desire to learn and improve.

Research Question 2 considered the observational scores of participants and non-participants in the training modules. The research applied to observational scores for each domain as part of the observational rubric. For participants and non-participants, all observable scores improved from one year to the next. In order to understand more regarding those teachers who participated and improved, the data analysis results focused on particular characteristics of teachers who improved. Also, the teacher rating was not predictive to finishing the module. The

take away was these teachers had the perseverance to complete the module regardless of years of experience or their initial rating leading one to assume they had a desire to improve.

Also, those who took advantage of the support improved in three of the four domains of the observational score. It is important to note that the module's curriculum content for all teachers centered on Domain 2, Effective Instruction. Teachers in this study did not necessarily show great improvement in Domain 4, Core Professionalism, which would likely mean that these teachers did not have issues in this area. This evaluation process dictates that teachers only lose points for Domain 4 rather than earn points; therefore, if the majority of teachers in this study stayed the same it would be a positive outcome for that domain.

Other results that are encouraging to this study include the perception of the teachers regarding their own improvement. In the analysis, all teachers who took advantage of the support positively responded on the survey about their own professional growth. This is an important element as teacher perception of the support and their own growth must influence future decisions regarding the support choice and method. Danielson (2011) stated that every teacher has the responsibility to be involved in a career-long quest to improve practice. The ownership and commitment to learning by the teachers in this study is evidenced by the point that this was voluntary and the completion rate. The implication is that teachers with low evaluations scores will take advantage of an opportunity to learn and grow if the support is centered on their individuals needs for improvement and convenient. This sample size was small. Although it was possible to capture some effects, they were generally medium to small. Therefore, a recommendation is to increase the sample size for the next iteration. This is a large district, so a study of multiple districts is necessary, ideally assigning districts to different conditions.

This study focused on one particular support based on the observation portion of the Indiana evaluation process. A priority of this support was accessibility in order to entice participation and accommodate teachers knowing that they have a great deal of responsibilities both at school and personally. Easy access facilitates professional learning and contributes the overall process of seeking answers to perplexing instructional challenges and the participation in professional learning (Killion & Treacy, 2014). The online delivery system is sensitive the multiple learning styles of adults and support diverse learners (Renninger et al., 2011). The online format completed by teachers implies that this format meets the needs of a teacher, and

important to note that teachers continued to enroll in these modules post this study. Also, previous literature suggests that teachers feel comfortable in an online format connecting with others, and it is appropriate when access across time and space or personalization of learning are needed (Killion, 2014). An opportunity for future research would be to follow up with teachers and professors who led the module regarding their opportunity to sustain dialogue and collaborate.

Potentially implied from teachers' positive response regarding their improvement, teachers who participated found the element of coaching or mentoring by the professor met their needs for delivery and personal support. Further research regarding this implication needs to be conducted to substantiate this claim. "Effective coaches inspire those they coach to become model learners" (Psencik, 2011, p. 163). Since the module was developed with a model of coaching or mentoring, it might be inferred that teachers found the design useful. Like other professions, having a mentor or coach to guide thinking is considered a best practice. Professors in this survey were not surveyed. This aspect could add another element of understanding in terms of coaching, both to the teacher participating as well as the professor and his or her own growth. There was also another possible implication regarding the added benefit of the training in that the professor also improved and gained new perspectives, ideas, and reflected on their own instruction as a result of their role as mentor (Cavanagh & Prescott, 2011; Fagan & Walter, 2001). Further research might consider the role of professor as mentor in a professional support system.

The last set of research questions focused on the analysis of the support and the overall observational scores from one year to the next in comparison of those that took the training compared to those that did not participate. Research Question 3 analyzed the effect of the support on teacher observational scores. It is important to note the support provided to those who accepted and did not accept the invitation showed an improvement on their observable scores. The average overall rating score was slightly higher for the training group than the non-training group. For training and non-training group, the average overall rating scores were higher than 2.50, the cutoff point for effective teachers in Indiana (Appendix H). To clarify, it is important to note that those who did not take advantage of the treatment also improved their observational score. One noted implication is that teachers rated in the two lowest ratings have both the desire and will to learn. This advancement could result from having participated in

professional learning toward progress provided in other avenues in the district; perhaps on their own, teachers worked to grow in particular areas identified in their observational data. Ultimately, teacher improvement is the goal of the district, and improving the quality of all teachers, especially those with the lowest rating, is certainly a priority. Research has led to considerable changes in teacher evaluation and rating systems (Donaldson, 2009). Although changes to teacher evaluation processes continue to be researched, literature that unites evaluation to specific professional learning is limited. Connecting professional learning to evaluation would validate and heighten the value of the evaluation process for teachers and administrators, and more importantly it would serve to help teachers professionally grow and hone their craft with the inferred benefit of improved instruction and professional practice. Currently, there is a "lack of resources and support for high quality professional learning linked to evaluation data" (Murphy et al., 2014, p. 13). Engagement in precise professional learning promotes change in educator practice and positive effects on student achievement (Learning Forward, 2011). The outcome of professional learning must be teacher effectiveness increases, centered on long term embedded professional learning which is targeted to specific teacher needs.

The theory of action leading to a shift from professional development to professional learning is not easy, and the actions of the district and building leaders must be thoughtful and deliberate to ensure that learning occurs every day for both students and educators (Hirsh et al., 2014). This study supports the importance of deliberate and purposeful adult learning. Hirsh et al. (2014) clearly described what constitutes a system that focuses on learning:

> A learning system vision for professional learning focuses on its dual moral obligation to educators and students. Learning system leaders ensure that all educators have the knowledge and skills they need to teach at a level that improves student learning. School districts fulfill these dual responsibilities by embracing a vision of education that engages every educator in effective professional learning every day. (p. 21)

These findings support need for professional learning in order to improve practice. By focusing on professional learning using evaluation data from a well-defined rubric with clear definitions for expectations, teachers can receive support which is consistent and meaningful. The rubric is then used to monitor improvement post training to continue to identify improvements and strengths. This element of monitoring is supported in this study as scores and ratings from pre-training to post-training was the premise of this study, implying that a consistent measuring tool can provide measurable data.

Implications for Practice

Teacher evaluation has been the topic of educational policy for years (Donaldson, 2009). At the national level, teacher evaluation had a prominent place in *A Nation at Risk* (Garman & Razi, 1988). This study illustrated the efficacy of this particular professional learning support in the context of observational evaluation.

Practitioners

District officials should continue to improve evaluation practice by providing support as identified in the observational rubric. Districts benefit financially by supporting teachers. In Utility Standard 1, the evaluation system must contain an element of oversight in order to ensure that the process is conducted in a professional manner and aligned to the organizational goals (Gullickson, 2009; Appendix A). Districts that create quality processes that support teachers create a culture of goodwill.

Teachers should voice opinions regarding the professional learning that is beneficial. They should also continue to improve their practice by asking for meaningful support and coaching. Teachers support evaluation systems that are focused on growth, for themselves and their students (Murphy et al., 2014). District level administrators should consider finding resources to improve the practice of teachers and administrators. Improving employee practice and supporting professional growth will ultimately raise the level of professionalism throughout the organization. Student achievement benefits from teachers of quality (Hanushek, 2007). Research is clear regarding the gains that occur in student achievement with a quality teacher. As evidenced from this research, these elements reinforce the need for policies to be in place for continuous professional learning, which is best influenced and designed by a rich and rigorous evaluation and support system to professionally grow teachers.

Policy Makers

State and national legislative leaders continue to have an interest in teacher evaluation, but "virtually all of the traditional actions taken in this policy arena fail to work in the direction of improving teacher quality" (Hanushek, 2007, p. 577). As legislators continue to have an interest in teacher evaluation, the results of this study should help them better focus their efforts away from firing teachers but rather finding funds to support teachers toward improving their practice. This research supports the improvement of teachers in the field with a focus on support. Support to teachers should be a requirement of the evaluation process giving way for

legislators to find resources to fund professional learning as part of policy. This research supports focused professional learning that is meaningful and focused on the needs of the teacher. The Indiana Teacher Appraisal and Support System (INTASS) also concluded in their research that evaluations systems must build on the capacity of teachers as well as principal (Murphy et al., 2014). Evaluation processes are incredibly complicated and should not be legislated as a one size fits all.

Recommendations for Future Research

There is benefit to continue to offer this opportunity for professional learning to teachers in this district. Although the results could not conclusively prove improvement resulted solely from the participation in the modules, it is worth noting that teachers acknowledged from the survey they believed the module supported their improvement. As the modules used for professional learning, this district should continue to study this program in order to gain further insight into the benefit. The Ball State Modules were taught by professors with academic qualifications and commitment to teachers seeking improvement. Each professor has created the module and uses best practices in online education to facilitate teacher learning. The professor's reaction and opinion regarding the improvement they believe occurs by the teachers in this study was not included. They are an important element to the modules. The professors serve as a coach during the course by providing dialogue and reactions to real classroom situations. "Coaches have conversations with those they are coaching that go beyond short-term goals . . . they are skilled at listening and questioning" (Psencik, 2011, p. 13). Gathering the professor's perspective on the level of support they provided and their perception of improvement by the teacher is a key element that would be beneficial toward improving their support as well as making appropriate revisions to the modules themselves.

Another area for continued research would be the desire and benefit of online environments to provide professional learning. Research regarding this particular mode of delivery regarding the Ball State Module could be further studied and refined if demonstrated to be a benefit, which might result in better understanding of the cognitive needs of adult learners in this online format (Crews et al., 2014). By expanding the sample size, more reliable data could be analyzed regarding the benefit of the modules as well as expand the qualitative data regarding the perception and beliefs of improvement from the participant and the professor. Although not necessarily new, online learning is ever changing as instructors embrace the full potential of this

modality and improve their delivery, collaboration, and interaction with students (Stein, 2014).

For this district, this research opens the door to investigate other opportunities that teachers and

administrators might find compelling and beneficial to their professional learning. The

implication from this research is teachers can grow from an online learning system, and they

found the format and content to be favorable to their own learning. Another implication of this

study is it supports teachers rated needs improvement and ineffective toward improving through

this modality. Supporting and improving teachers rated in the lowest two categories should be

the priority of district, yet little research can be found on the specific topic. The online format is

an element of this study worth researching further, especially in meeting the needs of teachers in

these lowest ratings.

This study would benefit from a larger number of participants. It might be constructive

to replicate this study with all teachers who have participated in the modules across other

districts. An advantage to the study would be a randomized control trial group where teachers

are randomly assigned to support conditions or not to have a better understanding of the modules

efficacy. This level of research would be very constructive to the university in order to improve

particular elements of the modules as well as provide look at the professor assigned to the

module in terms of their coaching and support success. In the state of Indiana, teacher

evaluations for the observational portion of evaluation must use a rubric. Many districts are

using the RISE rubric provided by the IDOE which would allow a similar analysis to occur by

gathering observational scores prior to module training and after training.

Because of their position, principals had a unique perspective of teachers and their

personal needs for professional growth. Quality school leaders know that adult learners are

complex and meeting their learning needs cannot be overlooked (Fahey & Ippolito, 2014). At

the same time, the professional growth of the principals to become a quality leader who is

knowledgeable and purposeful toward professional learning standards poses another element of

learning critical to the evaluation process. As principals are increasingly being held accountable

for teacher evaluation, they may need support and direction regarding how they consider

teachers' characteristics (Harris et al., 2014). The role of instructional leader rather than building

manager has shifted not only the daily work life of principals but has heightened the need for

deliberate professional learning to exist for principals. As these demands increase, leaders

require continual learning and a cycle of continuous improvement with a focus on schools being

communities of learners and principals as coaches (Psencik, 2011). The results of this study are dependent on clear, concise, and reliable data from observations conducted by principals in order to accurately identify teachers in need of improvement as well as be prescriptive and accurate in the module assigned to each teacher according to their observable needs. A critical variable imposed on the process is the principal, especially with regard to his or her knowledge and understanding of the domains and indicators. In this particular study, for all intent and purposes, the principals were responsible for those teachers invited to participate as the invitation rested on the observational score as decided and calculated by the principal. This study also supports the importance of accurate observational scores post training in order to validate improvement or not. As Kimball and Milanowki (2009) stated from their research, "the potential for inconsistency across evaluators is clearly present" (p. 65). In this research, the principals are a variable difficult to control in terms of knowledge and understanding of the instructional rubric and a calibration of their ratings. In other districts that are more precise in their principal's training, this could be a variable of lesser degree.

A limitation to this study rests with the reliability of the observational score. A critical element to quality evaluation as noted in the research rests with the principal. The principals in this study may not be interpreting the descriptors of the RISE rubric in the same way. In order to provide quality supports for teachers, it is of grave consequences if districts have not supported principals by operationalizing the inter-rater reliability of each observation in order to provide purposeful and precise professional learning. As many districts are using the RISE rubric, standardizing the training and then researching support provided to teachers is a study that can continue in FWCS as training is solidified for principals. With quality training for principals, the observational data would be strengthened and more reliable. After support is provided, then researching the benefits could continue in a similar fashion as this study has represented. This limitation regarding the reliability of the observational data poses a weakness to this study.

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APPENDIX A: PROGRAM EVALUATION STANDARDS STATEMENTS

In order to gain familiarity with the conceptual and practical foundations of these standards and their applications to extended cases, the JCSEE strongly encourages all evaluators and evaluation users to read the complete book, available for purchase at http://www.sagepub.com/booksProdDesc.nav?prodId=Book230597& and referenced as follows:

Yarbrough, D. B., Shulha, L. M., Hopson, R. K., & Caruthers, F. A. (2011). *The program evaluation standards: A guide for evaluators and evaluation users* (3rd ed.). Thousand Oaks, CA: Sage.

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<u>Utility Standards</u>

The utility standards are intended to increase the extent to which program stakeholders find evaluation processes and products valuable in meeting their needs.

- **U1 Evaluator Credibility** Evaluations should be conducted by qualified people who establish and maintain credibility in the evaluation context.
- **U2 Attention to Stakeholders** Evaluations should devote attention to the full range of individuals and groups invested in the program and affected by its evaluation.
- **U3 Negotiated Purposes** Evaluation purposes should be identified and continually negotiated based on the needs of stakeholders.
- **U4 Explicit Values** Evaluations should clarify and specify the individual and cultural values underpinning purposes, processes, and judgments.
- **U5 Relevant Information** Evaluation information should serve the identified and emergent needs of stakeholders.
- **U6 Meaningful Processes and Products** Evaluations should construct activities, descriptions, and judgments in ways that encourage participants to rediscover, reinterpret, or revise their understandings and behaviors.
- **U7 Timely and Appropriate Communicating and Reporting** Evaluations should attend to the continuing information needs of their multiple audiences.
- **U8 Concern for Consequences and Influence** Evaluations should promote responsible and adaptive use while guarding against unintended negative consequences and misuse.

http://www.jcsee.org/program-evaluation-standards-statements

APPENDIX B: RISE TEACHER RUBRIC

Indiana Department of Education

Fort Wayne Community Schools Classroom Teacher Effectiveness Rubric
August 2014

This applies to teachers who provide grade level instruction to students as identified

By the Indiana State Standards.

(Classroom Teacher, Student Interventionist, Special Area Teacher)

DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	**Utilize Assessment Data to Plan**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** **-** Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	**Teacher effectively uses prior assessment data to formulate:** **-** Achievement goals, unit plans, AND lesson plans	**Teacher needs improvement using prior assessment data to formulate:** - Achievement goals, unit plans, OR lesson plans, but not all of the above	**Teacher is ineffective in the use of:** -Prior assessment data when planning
1.2	**Set Ambitious and Measurable Achievement Goals**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** **-** Plans an <u>ambitious</u> annual student achievement goal	**Teacher effectively develops an annual student achievement goal that is:** - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	**Teacher needs improvement developing an annual student achievement goal that is:** - Measurable **The goal may *not*:** - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	**Teacher is ineffective in the** : -Development of achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	**Develop Standards-Based Unit Plans and Assessments**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	**Based on achievement goals, teacher effectively plans units by:** - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	**Based on achievement goals, teacher needs improvement planning units by:** - Identifying content standards that students will master in each unit **Teacher may *not*:** -Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	**Teacher rarely or never plans units by**: -Identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all
Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	**Create Objective-Driven Lesson Plans and Assessments**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	**Based on unit plan, teacher effectively plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies as well as meaningful and relevant activities/assig nments to the	**Based on unit plan, teacher needs improvement planning daily lessons by:** - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. **Teacher may *not*:** - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction	**Teacher is ineffective in:** - Planning daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
		lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction		
1.5 **Track Student Data and Analyze Progress**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals	**Teacher needs improvement using an effective data tracking system for:** - Recording student assessment/ progress data - Maintaining a grading system **Teacher may *not*:** - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals	**Teacher is ineffective in**: - Using a data tracking system to record student assessment/prog ress data and/or has no discernable grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	**Develop student understanding and mastery of lesson objectives**	**Teacher is highly effective at developing student understanding and mastery of lesson objectives** *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	**Teacher is effective at developing student understanding and mastery of lesson objectives** - Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to-understand terms - Importance of the objective is explained so that students understand why they are learning what	**Teacher needs improvement at developing student understanding and mastery of lesson objectives** - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective	**Teacher is ineffective at developing student understanding and mastery of lesson objectives** - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst

| | | | they are learning
- Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students
- Lesson is well-organized to move students towards mastery of the objective | | students as to why the objective is important
- There may be no effort to connect objective to prior knowledge of students
- Lesson is disorganized and does not lead to mastery of objective |

	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2	Demonstrate and Clearly Communicate Content Knowledge to Students	**Teacher is highly effective at demonstrating and clearly communicating content knowledge to students** *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each other's learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	**Teacher is effective at demonstrating and clearly communicating content knowledge to students** - Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional learning	**Teacher needs improvement at demonstrating and clearly communicating content knowledge to students** -Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional learning	**Teacher is ineffective at demonstrating and clearly communicating content knowledge to students** - Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional learning

	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	Engage students in academic content	Teacher is highly effective at engaging students in academic content *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content	Teacher is effective at engaging students in academic content: -3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/ receptive	Teacher needs improvement at engaging students in academic content: - Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	Teacher is ineffective at engaging students in academic content: - Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content

	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.4	Check for Understanding	Teacher is highly effective at checking for understanding *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or	Teacher is effective at checking for understanding: *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher uses a variety of methods to	Teacher needs improvement at checking for understanding: - Teacher sometimes checks for understanding of content, but misses several key moments Teacher may use more than one type of check of understanding, but is often unsuccessful in capturing an accurate "pulse" of the understanding of the class -Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content -Teacher sometimes allows	Teacher is ineffective at checking for understanding: - Teacher rarely or never checks for understanding of content, or misses nearly all key moments -Teacher does not check for understanding, or uses only one ineffective method repetitively to do

| | | lack thereof)
- Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking | check for understanding that are successful in capturing an accurate "pulse" of the understanding of the class
- Teacher uses wait time effectively both after posing a question and before helping students think through a response
- Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students
- Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments | students to "opt-out" of checks for understanding without cycling back to these students
-Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments | so, thus rarely capturing an accurate "pulse" of the understanding of the class
- Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.
- Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students
- Teacher rarely or never assesses for mastery at the end of the lesson |

	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.5	Modify Instruction As Needed	Teacher is highly effective at modifying instruction as needed : *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	Teacher is effective at modifying instruction as needed: - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	Teacher needs improvement at modifying instruction as needed : - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	Teacher is ineffective at modifying instruction as needed : - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.6	Develop Higher Level of Understanding through Rigorous Instruction and Work	**Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work** *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)	**Teacher is effective at developing a higher level of understanding through rigorous instruction and work:** - Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	**Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work:** - Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying	**Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work:** - Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.7	Maximize Instructional Time	Teacher is highly effective at maximizing instructional time *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	Teacher is effective at maximizing instructional time: - Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson	Teacher needs improvement at maximizing instructional time: - Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem	Teacher is ineffective at maximizing instructional time: - Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management. Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common -Classroom management is generally poor and wastes instructional time

	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.8	**Create Classroom Culture of Respect and Collaboration**	**Teacher is highly effective at creating a classroom culture of respect and collaboration** *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves	**Teacher is effective at creating a classroom culture of respect and collaboration:** - Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	**Teacher needs improvement at creating a classroom culture of respect and collaboration:** - Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both	**Teacher is ineffective at creating a classroom culture of respect and collaboration:** - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate or during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior or addresses negative behavior

	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.9	**Set High Expectations for Academic Success**	**Teacher is highly effective at setting high expectations for academic success.** *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important	**Teacher is effective at setting high expectations for academic success:** - Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work -The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work - High quality work of all students is displayed in the classroom	**Teacher needs improvement at setting high expectations for academic success:** - Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom	**Teacher is ineffective at setting high expectations for student success:** - Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	**Contribute to School Culture**	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class	**Teacher effectively:** - Contributes ideas and expertise to further the schools mission and initiatives - Dedicates time efficiently, when needed, to helping students and peers outside of class	**Teacher needs improvement:** - Contributing occasional ideas and expertise to further the school mission and initiatives **Teacher may not:** - Dedicate time to help students and peers efficiently	**Teacher ineffectively:** - Contributes ideas aimed at improving school efforts - Dedicates little or no time outside of class towards helping students and peers
3.2	**Collaborate with Peers**	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Coach peers through difficult situations - Take on leadership roles within Professional Learning Communities	**Teacher effectively:** - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	**Teacher needs improvement:** - Participating in occasional opportunities to work with and learn from others - Asking for assistance when needed **Teacher may not:** - Provide other teachers with assistance when needed	**Teacher ineffectively:** -Participates in opportunities to work with others -Teacher works in isolation and is not a team player
3.3	**Seek Professional Skills and Knowledge**	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	**Teacher effectively :** - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices	**Teacher needs improvement:** - Attendance at all mandatory professional learning opportunities **Teacher may not:** - Seek out ways to provide other teachers with assistance -Pursue optional professional learning opportunities	**Teacher rarely or never:** - Attends professional learning opportunities - Shows interest in new ideas, programs, or classes to improve teaching and learning
3.4	**Advocate for Student Success**	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success	**Teacher effectively:** - Displays commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs	**Teacher needs improvement:** - Displaying commitment to the education of all his/her students **Teacher may not:** - Advocate for students' needs	**Teacher is rarely or never:** - Attends professional learning opportunities -Accepts failure as par for the course and does not advocate for students needs
3.5	**Engage Families in Student Learning**	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Address concerns in a timely and positive manner, when necessary, outside of	**Teacher effectively:** - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent	**Teacher needs improvement:** - Responding to contact from parents - Engaging in all forms of parent outreach required by the school **Teacher may not:** - Proactively reach out to parents to engage them in student learning	**Teacher rarely or never:** - Reaches out to parents and/or frequently does not respond to contacts from parents

		required outreach events	outreach required by the school		

Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

	Indicator	Does Not Meet Standard	Meets Standard
1	**Attendance**	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*
2	**On-Time Arrival**	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	**Policies and Procedures**	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)
4	**Respect**	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner
5	**Goals**	Individual does not demonstrate correlation between the identified Growth Goals for Student Achievement and the School Improvement plan, classroom/student achievement, and professional learning	Individual demonstrates correlation between the identified Growth Goals for Student Achievement and the School Improvement Plan, classroom/student achievement, and professional learning

APPENDIX C: BALL STATE MODULE FLYER

APPENDIX D: LEARNING FORWARD PROFESSIONAL LEARNING STANDARDS

STANDARDS FOR PROFESSIONAL LEARNING

LEARNING COMMUNITIES:
Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

LEADERSHIP:
Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

RESOURCES:
Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

DATA:
Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

LEARNING DESIGNS:
Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

IMPLEMENTATION:
Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

OUTCOMES:
Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Learning Forward. (2011). *Standards for Professional Learning*. Oxford, OH: Author.

APPENDIX E: LETTER OF INTRODUCTION AND INVITATION TO PARTICIPATE IN

THE MODULE

FROM: Kathy Carr, Director of Human Resources
                Todd Cummings, Ph.D., Project Director, Strategic Initiatives

                Ball State Module for Teacher Support

DATE: October 1, 2014

In an effort to focus support on teachers rated *Needs Improvement* on their observational evaluation, Human Resources and Strategic Initiatives are collaborating with Ball State University's online Professional Educators Initiative. This effort is supported by the *Teacher Incentive Fund Grant.*

 It is our hope to provide support based on your individual needs by targeting specific domains on the Teacher Evaluation Rubric. We would like to extend an offer to you to enroll in a Ball State online module at no cost to you.

If you wish to participate, please sign and date this *Letter of Commitment* and return it to Todd Cummings, Ph.D. in Strategic Initiatives by **Friday, October 10 at 4:00 p.m.** You will be enrolled and the registration fee will be paid by the *Teacher Incentive Fund Grant*.

Your principal will be notified of your participation in the module and invited to include this Professional Learning in your *Targeted Support Plan*. We will also notify your principal after you have completed the online module.

The online module will begin on **Monday, October 20** and continue for five weeks. The modules are completely online. After you sign and return this *Letter of Commitment*, we will follow up with additional details as well as the date for a live orientation session to the modules. We look forward to working with you and are excited about your participation. If you have any questions, please feel free to phone or email:

Todd Cummings, Ph.D.
260.467.2107
c.todd.cummings@fwcs.k12.in.us

_____   _____

          Teacher   Date

FROM: Kathy Carr, Director of Human Resources
               Todd Cummings, Ph.D., Project Director, Strategic Initiatives

SUBJECT: Ball State Module for Teacher Support

DATE: October 1, 2014

In an effort to focus support on teachers rated *Ineffective* on their observational evaluation, Human Resources and Strategic Initiatives are collaborating with Ball State University's online Professional Educators Initiative. This effort is supported by the *Teacher Incentive Fund Grant.*

It is our hope to provide support based on your individual needs by targeting specific domains on the Teacher Evaluation Rubric. We would like to extend an offer to you to enroll in a Ball State online module at no cost to you.

If you wish to participate, please sign and date this *Letter of Commitment* and return it to Todd Cummings, Ph.D. in Strategic Initiatives by **Friday, October 10 at 4:00 p.m.** You will be enrolled and the registration fee will be paid by the *Teacher Incentive Fund Grant*.

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The online module will begin on **Monday, October 20** and continue for five weeks. The modules are completely online. After you sign and return this *Letter of Commitment*, we will follow up with additional details as well as the date for a live orientation session to the modules.

We look forward to working with you and are excited about your participation. If you have any questions, please feel free to phone or email:

Todd Cummings, Ph.D.
260.467.2107
c.todd.cummings@fwcs.k12.in.us

_____   _____
Teacher   Date

APPENDIX f: SURVEY

The answers to questions 1-4 were pre-populated. Questions 1-4 covered name of module, position at the school district, work location and years of service. All teachers received an individualized survey.

Ball State Module

It's essential that we provide our staff with continuous professional learning to ensure you have the knowledge and skills to best Educate All Students to High Standards. Through this survey, we would like to hear your thoughts on the professional learning sessions in which you recently participated. Your feedback will be used to assess and focus professional learning sessions in the future, ensuring district-wide facilitation and implementation of highly effective professional learning.
Thank you for your participation.
Strategic Initiatives Department

5. Are you a member of the Quality Improvement Team (QIT)?	
Yes	O
No	O

Follow the branching rules in the sequence given below. Jump to the Question as specified in the branching rule if all the conditions specified in the rule are satisfied. Rule 1: IF ANSWER TO (Question# 5 is (No) THEN GO TO Question# 10

6. To what extent has your QIT planned or developed professional learning in your building around your School Improvement Plan (SIP)?	
Not At All	O
Slightly	O
Moderately	O
Greatly	O

7. To what extent has your QIT implemented professional learning in your building around your School Improvement Plan (SIP)?	
Not At All	O
Slightly	O
Moderately	O
Greatly	O

Follow the branching rules in the sequence given below. Jump to the Question as specified in the branching rule if all the conditions specified in the rule are satisfied. Rule 1: IF ANSWER TO (Question# 6 is (Not At All) AND Question# 7 is (Not At All)) THEN GO TO Question# 9

8. What professional learning opportunities has your QIT created?

Follow the branching rules in the sequence given below. Jump to the Question as specified in the branching rule if all the conditions specified in the rule are satisfied. Rule 1: IF ANSWER TO (Question# 6 is (Not At All) AND Question# 7 is (Not At All)) THEN GO TO Question# 10

9. What obstacles have you experienced with regard to your QIT's work on professional learning?	
Inadequate/Lack of resources	☐
Scheduling and time constraints	☐
Lack of commitment by team members	☐
Low interest from school staff members	☐
Other (Please specify)	☐

10. To what extent has the QIT in your building beneficially impacted professional learning?	
Not At All	O
Slightly	O
Moderately	O
Greatly	O

According to our records, it has been approximately three weeks since you attended the **Ball State Module** session. Please reflect on this session as you respond to the following questions.

How strongly do you agree or disagree with the following statements?

11.	Strongly Disagree	Disagree	Agree	Strongly Agree
The session's objectives were clear.	O	O	O	O
The session met or exceeded my expectations.	O	O	O	O
I learned from the session activities.	O	O	O	O
The level of the session was appropriate.	O	O	O	O
The pace of the session was appropriate.	O	O	O	O
The facilitator(s) was well-prepared.	O	O	O	O
The facilitator(s) was engaging.	O	O	O	O
The session was an effective use of my time.	O	O	O	O
I am able to apply what I learned in the session in my school/classroom/department.	O	O	O	O
I have the resources (physical, technological, human) I need to implement what I learned in this session.	O	O	O	O

To what extent has your learning in the session led to positive changes in the following?				
12.	**Not At All**	**Slightly**	**Moderately**	**Greatly**
My planning and preparation	O	O	O	O
How I deliver instruction	O	O	O	O
My behavior towards students	O	O	O	O
How I work with my colleagues	O	O	O	O
My communication with parents/caregivers	O	O	O	O
My students' academic achievement	O	O	O	O
My students' engagement in learning	O	O	O	O
My ability to be a reflective practitioner	O	O	O	O
My overall performance	O	O	O	O

Learning Communities

13. To what extent did the Ball State Module session connect to the core elements of the Standards for Professional Learning? This session impacted my ability to . . .	I Don't Know	Not at All	Slightly	Moderately	Greatly
engage in continuous improvement.	O	O	O	O	O
develop collective responsibility.	O	O	O	O	O
create alignment and accountability.	O	O	O	O	O

Note: Question# 14 should be answered only if the answer to Question# 13 is in Column 4 Or Else Column 5

14. Are you able to implement the learning related to this core element in your current practice?	No	Somewhat	Yes
engage in continuous improvement.	O	O	O
develop collective responsibility.	O	O	O
create alignment and accountability.	O	O	O

Leadership					
15. To what extent did the Ball State Module session connect to the core elements of the Standards for Professional Learning? This session impacted my ability to . . .	**I Don't Know**	**Not at All**	**Slightly**	**Moderately**	**Greatly**
develop capacity for learning and leading.	O	O	O	O	O
advocate for professional learning.	O	O	O	O	O
create support systems and structures.	O	O	O	O	O
Note: Question# 16 should be answered only if the answer to Question# 15 is in Column 4 Or Else Column 5					

16. Are you able to implement the learning related to this core element in your current practice?	**No**	**Somewhat**	**Yes**
develop capacity for learning and leading.	O	O	O
advocate for professional learning.	O	O	O
create support systems and structures.	O	O	O

Resources					
17. To what extent did the Ball State Module session connect to the core elements of the Standards for Professional Learning? This session impacted my ability to . . .	**I Don't Know**	**Not at All**	**Slightly**	**Moderately**	**Greatly**
prioritize human, fiscal, material, technology and time resources.	O	O	O	O	O
monitor resources.	O	O	O	O	O
coordinate resources.	O	O	O	O	O

Note: Question# 18 should be answered only if the answer to Question# 17 is in Column 4 Or Else Column 5

18. Are you able to implement the learning related to this core element in your current practice?	**No**	**Somewhat**	**Yes**
prioritize human, fiscal, material, technology and time resources.	O	O	O
monitor resources.	O	O	O
coordinate resources.	O	O	O

Data					
19. To what extent did the Ball State Module session connect to the core elements of the Standards for Professional Learning? This session impacted my ability to . . .	**I Don't Know**	**Not at All**	**Slightly**	**Moderately**	**Greatly**
analyze student, educator and system data.	O	O	O	O	O
assess progress.	O	O	O	O	O
evaluate professional learning.	O	O	O	O	O
Note: Question# 20 should be answered only if the answer to Question# 19 is in Column 4 Or Else Column 5					
20. Are you able to implement the learning related to this core element in your current practice?	**No**		**Somewhat**		**Yes**
analyze student, educator and system data.	O		O		O
assess progress.	O		O		O
evaluate professional learning.	O		O		O

Learning Designs					
21. To what extent did the Ball State Module session connect to the core elements of the Standards for Professional Learning? This session impacted my ability to . . .	**I Don't Know**	**Not at All**	**Slightly**	**Moderately**	**Greatly**
apply learning theories, research and models.	O	O	O	O	O
select learning designs.	O	O	O	O	O
promote active engagement.	O	O	O	O	O
Note: Question# 22 should be answered only if the answer to Question# 21 is in Column 4 Or Else Column 5					
22. Are you able to implement the learning related to this core element in your current practice?	**No**		**Somewhat**		**Yes**
apply learning theories, research and models.	O		O		O
select learning designs.	O		O		O
promote active engagement.	O		O		O

Implementation					
23. To what extent did the Ball State Module session connect to the core elements of the Standards for Professional Learning? This session impacted my ability to . . .	**I Don't Know**	**Not at All**	**Slightly**	**Moderately**	**Greatly**
apply change research.	O	O	O	O	O
sustain implementation.	O	O	O	O	O
provide constructive feedback.	O	O	O	O	O

Note: Question# 24 should be answered only if the answer to Question# 23 is in Column 4 Or Else Column 5

24. Are you able to implement the learning related to this core element in your current practice?	**No**	**Somewhat**	**Yes**
apply change research.	O	O	O
sustain implementation.	O	O	O
provide constructive feedback.	O	O	O

Outcomes					
25. To what extent did the Ball State Module session connect to the core elements of the Standards for Professional Learning? This session impacted my ability to . . .	**I Don't Know**	**Not at All**	**Slightly**	**Moderately**	**Greatly**
meet performance standards.	O	O	O	O	O
address learning outcomes.	O	O	O	O	O
build coherence.	O	O	O	O	O

Note: Question# 26 should be answered only if the answer to Question# 25 is in Column 4 Or Else Column 5

26. Are you able to implement the learning related to this core element in your current practice?	**No**	**Somewhat**	**Yes**
meet performance standards.	O	O	O
address learning outcomes.	O	O	O
build coherence.	O	O	O

27. To what degree have you implemented the Ball State Module session in your classroom/school/department?	
Not At All	O
Partially	O
Moderately	O
Fully	O

28. How have you implemented what you learned in this session?

29. If this session were to be held again, which of the following formats would have the biggest impact on teacher learning? [Please select no more than 3 answer options.]

Online Seminar	☐
Lecture Followed by Breakout Sessions	☐
Lecture (only)	☐
Teleconference	☐
Workshop Series	☐
Independent Action Research	☐
Job-Embedded Training (Such as Mentoring or Professional Learning Communities)	☐
Other (Please specify)	☐

30. How could this session be improved?

APPENDIX G: SURVEY EMAIL REQUEST COMPLETION

Sender Name: FWCS Strategic Initiatives
Sender Email: ProfessionalLearning@fwcs.k12.in.us
Subject: Ball State Module Professional Learning Assessment

Ball State Module Professional Learning Assessment

Dear Staff Member,

It's essential that we provide our staff with continuous professional learning to ensure you have the knowledge and skills to best *Educate All Students to High Standards*. Through this survey, we would like to hear your thoughts on the professional learning sessions- the Ball State Modules- in which you recently participated. Your feedback will be used to assess and focus professional learning sessions in the future, ensuring district-wide facilitation and implementation of highly effective professional learning.

<-----Place this line where you wish the survey link to appear----->

Thank you for your participation.

Strategic Initiatives Department

APPENDIX H: RESEARCH QUESTIONS, VARIABLES, ANALYTIC STRATEGIES, AND MDE

	Research Questions	N		Variable Name	Variable Type	Code	Analytic Strategies	MDE
1. How did teachers who were rated needs improvement and ineffective participate in the Ball State Modules?	1.1. Which invited teachers were more or less likely to register for the module training?	43, 25 in treatment and 18 in comparison groups	Independent variables	Teaching experience	Continuous		Logistic regression analysis	Small to medium
				2012-2013 Observation Rating	Continuous			
				Age	Continuous			
				School level	Categorical	0= Elementary; 1= Secondary	Pearson chi-square test of independence: 2X2	Medium to large effect
				Sex	Categorical	0=Female; 1= Male		
				Degree	Categorical	0=Bachelor; 1= Master		
			Outcome Variable	Group status	Categorical	0= non-training 1= training group		
	1.2. For those who participated in the program, how might the teacher's participation be characterized?	25	Outcome variable	Modules Participation	Categorical	1=pilot 2=Module 2	Descriptive	
						1= once; 2= two times	Descriptive	
				Completion	Categorical	0=Not completed; 1= Completed at least one module	Pearson chi-square test of independence: 2X2	large effect
			Independent variables	Sex	Categorical	0=Female; 1= Male		
				Degree	Categorical	0=Bachelor; 1= Master		
				Teaching experience	Categorical	0=less than 5; 1=equal or more than 5 years		
				2012-2013 category	Categorical	0= ineffective; 1=Improvement needed		
2. Did teacher's observable scores change after training in the Ball State Module?	2.1. Did teachers demonstrate improvement in their observable rating scores after taking the modules?	25	Outcome Variable	Classroom observation numerical score change	Continuous	2012-2014 rating score; 2012-2013 rating score;	ANOVA with repeated measures	Medium to large effect
	2.2. Did teachers demonstrate improvement in their observable categorical scores after taking the modules?	25	Outcome Variable	Classroom observation categorical score change	Categorical	0= No change or drop 1= 1 or more level up	Descriptive	
	2.3. Did teachers demonstrate improvement in their subsequent observational rating for each domain after taking the modules?	25	Outcome Variable	Classroom observation categorical score change	Categorical	0= No change or drop 1= 1 or more level up	Descriptive	

	2.4. Did teachers perceive that the module changed their performance?	25	Outcome Variable	?	Categorical	?	Descriptive	
3. In what ways did the Ball State Modules have a positive impact on teachers who participated in the program, in comparison to non-training group?	3.1. Were needs improvement/ineffective teachers' overall rating score positively and significantly associated with their participation of the module?	43; 25 in Treatment and 18 in comparison groups	Outcome Variable	Classroom observation numerical score	Continuous	2013-2014 rating score	Multiple regression analysis	Small to medium effect
			Independent Variable of interest	Group status	Categorical	0= non-training 1= training group		
			Covariates	Teaching experience	continuous			
				2012-2013 rating score	continuous			
				School level	Categorical	0= Elementary; 1= Secondary		
	3.2. Were needs improvement/ineffective teachers' overall categorical score changes positively and significantly associated with their participation of the module?	43; 25 in Treatment and 18 in comparison groups	Outcome Variable	Classroom observation categorical score change	Categorical	0= No change or drop 1= 1 or more level up	Logistic regression analysis	Medium to large effect
			Independent Variable of interest	Group status	Categorical	0= non-training 1= training group		
	3.3. Were needs improvement/ineffective teachers' categorical score changes in each domain positively and significantly associated with their participation of the module?	43; 25 in Treatment and 18 in comparison groups	Outcome Variable	Classroom observation categorical score change	Categorical	0= No change or drop 1= 1 or more level up	Logistic regression analysis	Medium to large effect
			Independent Variable	Group status	Categorical	0= non-training 1= training group		

APPENDIX I: SCALE USED FOR TEACHER RATING

From the Indiana RISE Teacher Evaluation Handbook page 23:

The final score is mapped on to a point scale. The points correspond to the four summative ratings: Highly Effective, Effective, Improvement Necessary, and Ineffective.

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points