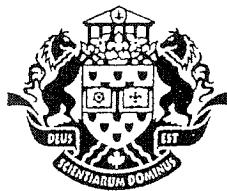


NOTE TO USERS

This reproduction is the best copy available.

UMI[®]



Université d'Ottawa · University of Ottawa



Université d'Ottawa · University of Ottawa

FACULTÉ DE ÉTUDES SUPÉRIEURES
ET POSTDOCTORALES

FACULTY OF GRADUATE AND
POSTDOCTORAL STUDIES

Barry ROWE

AUTEUR DE LA THÈSE - AUTHOR OF THESIS

Ph.D. (Education)

GRADE - DEGREE

Faculty of Education

FACULTÉ, ÉCOLE, DÉPARTEMENT - FACULTY, SCHOOL, DEPARTMENT

TITRE DE LA THÈSE - TITLE OF THE THESIS

A Case Study of the Influence of a Teacher Efficacy and Readiness for Self-Directed Learning on the Implementation of a Growth-Oriented Teacher Performance Appraisal Process in one Newfoundland and Labrador School District

H.B. Mawhinney

DIRECTEUR DE LA THÈSE - THESIS SUPERVISOR

CO-DIRECTEUR DE LA THÈSE - THESIS CO-SUPERVISOR

EXAMINATEURS DE LA THÈSE - THESIS EXAMINERS

B. Cousins

P. Michaud

R. O'Reilly

M. Taylor

J.-M. De Koninck, Ph.D.

LE DOYEN DE LA FACULTÉ DES ÉTUDES
SUPÉRIEURES ET POSTDOCTORALES

DEAN OF THE FACULTY OF GRADUATE
AND POSTDOCTORAL STUDIES

**A Case Study of the Influence of Teacher Efficacy and
Readiness for Self-Directed Learning on the Implementation of a
Growth-Oriented Teacher Performance Appraisal Process
in One School District**

Barry W. Rowe B.A., B.Ed., M.Ed.

**A thesis submitted in partial requirement of the degree of
Doctor of Philosophy**

**Faculty of Education
University of Ottawa**

April 2004

© Barry W. Rowe, Ottawa, Canada, 2004



Library and
Archives Canada

Bibliothèque et
Archives Canada

Published Heritage
Branch

Direction du
Patrimoine de l'édition

395 Wellington Street
Ottawa ON K1A 0N4
Canada

395, rue Wellington
Ottawa ON K1A 0N4
Canada

Your file *Votre référence*

ISBN: 0-494-01753-8

Our file *Notre référence*

ISBN: 0-494-01753-8

NOTICE:

The author has granted a non-exclusive license allowing Library and Archives Canada to reproduce, publish, archive, preserve, conserve, communicate to the public by telecommunication or on the Internet, loan, distribute and sell theses worldwide, for commercial or non-commercial purposes, in microform, paper, electronic and/or any other formats.

The author retains copyright ownership and moral rights in this thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without the author's permission.

AVIS:

L'auteur a accordé une licence non exclusive permettant à la Bibliothèque et Archives Canada de reproduire, publier, archiver, sauvegarder, conserver, transmettre au public par télécommunication ou par l'Internet, prêter, distribuer et vendre des thèses partout dans le monde, à des fins commerciales ou autres, sur support microforme, papier, électronique et/ou autres formats.

L'auteur conserve la propriété du droit d'auteur et des droits moraux qui protègent cette thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

In compliance with the Canadian Privacy Act some supporting forms may have been removed from this thesis.

Conformément à la loi canadienne sur la protection de la vie privée, quelques formulaires secondaires ont été enlevés de cette thèse.

While these forms may be included in the document page count, their removal does not represent any loss of content from the thesis.

Bien que ces formulaires aient inclus dans la pagination, il n'y aura aucun contenu manquant.


Canada

Abstract

A Case Study of the Influence of Teacher Efficacy and Readiness for Self-Directed Learning on the Implementation of a Growth-Oriented Teacher Performance Appraisal Process in One Newfoundland and Labrador School District

In recent years, traditional approaches to teacher supervision have been criticized as giving little impetus for teacher professional growth by scholars sharing a neo-progressive perspective (Beerens, 2000; Johnson, 1993; Tracy & MacNaughton, 1989). Educational research literature is replete with references highlighting the disdain that teachers have for traditional supervision approaches that emphasize teacher evaluation policies and procedures (Blumberg, 1980; Greene, 1992; Popham, 1988). Current thinking indicates that teacher evaluation through a process of teacher performance appraisal for professional growth will yield better results. (Duke, 1990, 1993).

There is evidence to suggest that the goals of teacher performance appraisal processes are dependent on teacher efficacy (TE). TE has been linked to the goals of instructional experimentation (Allinder, 1994; Ross, 1998), teachers' willingness to implement innovations (Guskey, 1984; Smylie, 1988), and teachers' goal setting (Ross, 1998). On the one hand, it appears "High TE teachers are more willing and likely to implement new instructional programs, leading to the acquisition of new teaching skills" (Ross, 1995, p. 231); and conversely, there is indecision as to whether TE is an obstacle to full implementation of a teacher performance appraisal policy that encourages self-directed learning (SDL) as a means for professional growth.

Collaborative teacher performance appraisal processes also align well with current adult learning concepts. For example, SDL, one concept associated with adult learning, has been

referenced as a process to promote ongoing reflective thought, “with learners expected to assume primary responsibility for their own learning” (Caffarella, 1993, p. 26). SDL appears to be consistent with contemporary collaborative models of teacher performance appraisal aimed at teacher professional growth. It is uncertain, however, if lack of readiness for SDL is a barrier to the full implementation of a teacher performance appraisal process.

This research project employed both qualitative and quantitative methods, and was largely exploratory in nature. In phase one of the research methodology, two survey instruments were administered to teacher participants in a teacher performance appraisal process in one Newfoundland and Labrador school district. These instruments were: the Guglielmino (1977) SDLRS to measure readiness for SDL, and the Gibson & Dembo (1984) TE scale to measure teachers’ TE levels. In phase two, a purposive sample of teacher participants were interviewed. In phase three, school-level administrators were interviewed. Phase four involved the presentation of school vignettes, or real school pictures of a teacher performance appraisal process at work.

An increased understanding of the attributes of TE coupled with a knowledge of teachers’ readiness for SDL would allow for more positive teacher professional growth experiences through a teacher performance appraisal process that encourages SDL. The purpose of this study, therefore, was to examine TE and SDL within the context of an actual teacher performance appraisal process. The study identifies gaps in our knowledge base of self-directed teacher performance appraisal processes. Additionally, the study identifies barriers to the implementation of a teacher performance appraisal process that encourages SDL.

The three specific research questions for this research project were:

1. Do teachers' levels of TE influence their professional growth experiences in a teacher performance appraisal process that encourages SDL?
2. Do teachers' levels of readiness for SDL influence their professional growth experiences in a teacher performance appraisal process that encourages SDL?
3. What are the barriers to implementation of a teacher performance appraisal process that encourages SDL?

This study determined that teachers' TE levels influence their professional growth experiences in a teacher performance appraisal process. Specifically, this research project confirmed the assertion that teachers' PTE levels are strong determinants of success in teacher professional growth initiatives. These same professional growth experiences are influenced by teachers' SDL readiness levels, but not to the same extent. SDL readiness appears to be innate. Planners and facilitators of teacher professional growth should consider teachers' SDL readiness levels as another attribute. Additionally, this research project emphasized the importance of teacher awareness of new initiatives prior to implementation. Ownership of involvement is crucial in self-directed teacher performance appraisals and will enhance teacher receptivity.

This research study expanded the knowledge base by providing new theoretical and practical "partnerships" within the areas of TE, SDL, teacher professional growth and teacher supervision.

Acknowledgement

This doctoral dissertation represents the ultimate milestone in my personal educational journey. It would not have reached fruition if certain key individuals were not always there in their supporting, understanding, nurturing and encouraging roles.

First and foremost, my wife and partner in life - Jean. She has been the driving force in my life for nearly 20 years. She has provided me with ongoing encouragement, support and a "raison d'être". With my doctoral studies, she has been constantly by my side - through the most difficult of situations - and always found a positive comment to encourage me. Thank you sweetheart! You are so perfect in my eyes - and I am truly blessed to share my life with you! You have dealt with this "project" as well as you have so many other of our life projects. Just remember dear ... those evenings and weekends of "having work to do" will soon take on a totally different meaning for us ... trust me!

To my parents, William and Therza Rowe of Baie Verte, Newfoundland and Labrador - thanks so very much for everything you have done and continue to do for me! From my undergraduate days at Memorial University of Newfoundland (MUN), to my part-time Masters study at MUN, and on to my full-time doctoral studies at the University of Ottawa, I am truly blessed to have parents so supportive and so understanding. During many, frequent and regular conversations throughout the years (that, coincidentally, were often long distance!) there was always a question or two as to what was happening exactly with respect to my educational pursuits. Thank you - you have instilled in me the desire to be the best that I can be, and to succeed with this life-long dream - the attainment of the highest of all possible university degrees.

To my advisor, Dr. Hanne Mawhinney - thanks for your unrelenting efforts. Your move to the University of Maryland midway through my program provided another challenge, but e-mail is such a fantastic medium! Your ongoing support and constant feedback helped bring this project to its completion. I am truly grateful to have had you to guide me through this enormous task. I will be forever indebted for your efforts. I am confident that our professional relationship will take on a different role as I pursue a career in the academic milieu.

To my doctoral program committee: Dr. Brad Cousins, Dr. Pierre Michaud and Dr. Maurice Taylor, thank you for your constant support and feedback over the years. Your efforts will not be forgotten.

To my good friend and former colleague Ms. Betty King of Corner Brook, Newfoundland and Labrador - thanks for your numerous editorial revisions, and insightful suggestions - all of which have certainly made my final product a "better" one.

To Dr. Bruce Sheppard - a long-time friend and former colleague - thank you for your words of encouragement and your occasional "prompting". It was always reassuring to speak to someone "who had been there".

Thanks B.J. for keeping me company through many late nights and early mornings of "doctoral duties"! I will always remember your looks of comfort and curiosity.

To other family members, friends and past and present colleagues - Merci beaucoup!

Barry William Rowe
Mahone Bay, Nova Scotia
December 2003

Table of Contents

Chapter 1 - Introduction

Background	1
Introduction to the Problem	3
Statement of the Problem	5
Purpose	6
Significance of the Study and Intended Contribution	7
Research Questions	8
Organization of the Thesis	8

Chapter 2 - Review of the Literature

Introduction	10
Statement of Purpose	11
Teacher Professional Growth	11
Teacher Supervision: The Neo-Progressive and Neo-Traditionalist Approaches	18
Teacher Characteristics	22
Teacher Efficacy	26
Teacher Efficacy Measures	29
Teacher Efficacy and Teacher Professional Growth	41
Self-Directed Learning	43
Self-Directed Learning Measures	52
Self-Directed Learning and Teacher Professional Growth	59

Implementation: Teacher Roles	61
Implementation and Teacher Efficacy	62
Barriers to Implementation of Teacher Performance Appraisal Processes	64
Concluding Summary	68
Research Questions	70
Chapter 3 - Method	
Introduction	71
Context	71
Research Design	75
Research Participants	77
Phase 1 - Quantitative (Survey Instruments)	79
Phase 2 - Qualitative (Teacher Participant Interviews)	83
Phase 3 - Qualitative (Administrator Interviews)	88
Phase 4 - School Vignettes (Complete School Pictures)	90
Researcher Orientation, Values and Assumptions	92
Ethical Consideration	93
Concluding Commentary	93
Chapter 4 - Findings	
Introduction	94
Context	95
Phase 1 - Quantitative (TE and SDL Survey Instruments)	96
Gibson and Dembo (1984) TE Scale	97

Guglielmino (1977) SDLRS	101
The Relationship Between TE and SDL	109
Phase 2 - The Teacher Participant Interviews	111
Groups and Categories of Respondents: Interviews	113
Organizational Framework	117
Self-Monitoring	118
Rationale	118
Professional Growth	122
Responsibility and SDL Awareness	131
Collegiality	141
Growth Realization	143
Self Management	148
Knowledge and Awareness.....	148
Curriculum Adjustment	153
Barriers and Difficulties	154
Process Influences	159
Motivation	167
Uniqueness of Process	167
Teacher Confidence	171
Phase 3 - The Principal Interviews	173
Introduction	173
Field Test Set Up	174

Organizational Framework 174

Monitoring 175

 Rationale 176

 Responsibility 177

 Growth Realization 179

Management 180

 Implementation 180

 Barriers 181

Motivational Attributes 183

 Uniqueness 184

Commentary: Administrator Interviews 184

School Vignettes: Complete School Pictures 185

 Benoit Academy 186

 Bay All-Grade School 193

 Crosbie Elementary School 198

 Tobin Junior High 201

Concluding Comments 205

Chapter 5 - Discussion

Introduction 207

Organizational Framework of the Chapter 208

Research Questions Discussion 209

 The Influence of Teacher Efficacy: What We Have Learned 209

Predominant Beliefs: Teacher Efficacy	210
Personal Teacher Efficacy: Connections	210
Teacher Confidence	212
Difficult and Unmotivated Students	214
Identified Deficiencies	215
Closing Commentary: Personal Teacher Efficacy	217
General Teacher Efficacy: Connections	217
Teacher and Parent Influences	218
GTE and Negativity	218
Closing Commentary: GTE	219
Concluding Commentary: The Influence of Teacher Efficacy	219
The Influence of Self Directed Learning: What We Have Learned	220
General Assumptions: Self-Directed Learning	221
Responsibility for Teacher Professional Growth	223
Realization of Teacher Professional Growth	224
Teacher Supervision	226
Self-Directed Learning: Peripheral Connections	226
SDL Unawareness	228
Lifelong Learning	229
Independent Learning	230
Responsibility for Learning	232
Concluding Commentary: The Influence of SDL	233

Barriers to Implementation: What We Have Learned	234
Awareness	235
Communication and Understandings	237
Receptivity	237
Concluding Commentary: Barriers to Implementation	238
Relationships Amongst Constructs: Other “Things” We Have Learned	239
Teacher Characteristics: An Expanded View	239
TE and SDL: Functionality	241
Teacher and Administrator Beliefs: An Insight	242
Discussions Conclusion	244
Chapter 6 - Conclusions and Implications for Research, Policy and Practice	
Introduction	245
Research Method and Focus Summary	246
Implications and Significance for Research	247
Teacher Efficacy	247
Self-Directed Learning	249
Barriers to Implementation	251
Other Areas	253
Implications and Significance for Policy	253
Teacher Efficacy	253
Self-Directed Learning	254
Barriers to Implementation	255

Implications and Significance for Practice	257
Teacher Efficacy	257
Self-Directed Learning	258
Barriers to Implementation	259
Limitations	261
Situational Factors	261
Participants	261
Research Design	262
Supplemental Commentary on Implementation Issues	263
Conclusion	264
Bibliography	267
Appendix A (Cousins (1995) Conceptual Framework).....	293
Appendix B (Noe et al. (1997) Conceptual Framework).....	295
Appendix C (Gibson and Dembo (1984) TE Scale.....	297
Appendix D (Brockett and Heimstra (1991) PRO Model	300
Appendix E (Guglielmino (1977) SDLRS)	302
Appendix F (School Districts - Newfoundland and Labrador).....	307
Appendix G (Correspondence to Teacher Participants).....	309
Appendix H (Teacher Interview Protocol).....	315
Appendix I (Administrator Interview Protocol).....	320
Appendix J (Permission Request and Approval to Conduct Research)	325
Appendix K (Certificate of Ethical Approval)	328

Table 1 (Number of Teacher Participants By School)	78
Table 2 (Teacher Participants)	81
Table 3 (Groups and Categories of Respondents)	85
Table 4 (Teacher Participant Interviews)	89
Table 5 (Gibson and Dembo (1984) TE Scale Item Analysis)	98
Table 6 (Gibson and Dembo (1984) TE Scale Descriptive Statistics)	100
Table 7 (Teacher Efficacy Score Comparisons with Prior Research Literature)	101
Table 8 (Guglielmino (1977) SDLRS Item Analysis)	103
Table 9 (Guglielmino (1977) SDLRS Descriptive Statistics)	107
Table 10 (Guglielmino (1977) SDLRS Score Comparisons - Prior Research Literature)	108
Table 11 (Correlations Coefficients)	111
Table 12 (Teacher Interviews)	112
Table 13 (Interviews Per Group and Category of Respondents)	113
Table 14 (Category A Interviewees)	115
Table 15 (Categories B and C Interviewees)	116
Table 16 (Category E Interviewees)	116
Table 17 (Categories F, G and H Interviewees)	117
Table 18 (High Group Responses to Professional Growth Questions)	123
Table 19 (Mixed Group Responses to Professional Growth Questions)	125
Table 20 (Low Group Responses to Professional Growth Questions)	126
Table 21 (High Group Responses to SDL Questions)	133

Table 22 (Mixed Group Responses to SDL Questions)	135
Table 23 (Low Group Responses to SDL Questions)	136
Table 24 (Professional Growth Realization: High Group)	145
Table 25 (Professional Growth Realization: Mixed Group)	146
Table 26 (Professional Growth Realization: Low Group)	147
Table 27 (Teacher Familiarity With District Policy Document)	149
Table 28 (Category Responses: Barriers in SD Teacher Performance Appraisal)	155
Table 29 (Group Responses to Specific TE Questions)	164
Table 30 (Participant Responses: Uniqueness)	168
Table 31 (Administrator Interviews)	175
Table 32 (School Vignettes: Teacher Participants)	187

CHAPTER ONE

INTRODUCTION

... some claim that although the ships are rocked by the howling winds and the angry seas, the fish deep in the ocean, oblivious to the activity on the surface, remain unaffected. If classroom behaviors are to change, practicing teachers need considerable guidance and support.
(Tremblay, 1996, p. 1)

Background

Scholars sharing a neo-progressive perspective have criticized traditional approaches to teacher supervision as giving little impetus for teacher professional growth (Beerens, 2000; Johnson, 1993; Poole, 1994; Tracy & MacNaughton, 1989). Sergiovanni and Starratt (1998) further posit that traditional supervision approaches “represent a minimum commitment to teacher growth and development” (p. 289). Educational research literature is replete with references highlighting the disdain that teachers have for traditional supervision approaches that emphasize teacher evaluation policies and procedures (Beerens, 2000; Blumberg, 1980; Duke, 1990, 1993; Duke & Stiggins, 1990; Greene, 1992; Popham, 1988). Specifically, Blumberg (1980) suggested that teacher supervision repeatedly became a “cold war” between supervisors and those participating teachers.

Supervision processes and practices have often been viewed as external to teaching

practices themselves and superficial to any actual efforts to improve teaching. The introductory metaphor of the storm at sea suggests that teacher input, teacher cooperation and teacher support are necessary elements of an improvement effort that translates into ameliorated classroom practices. These collective, self-directed efforts of teachers, in concert with collaborative endeavors with supervisors, would minimize any likelihood of “cold war eruptions” in teacher supervision processes and practices.

Recent conceptions of instructional supervision, however, emphasize collaborative, developmental and transformative approaches to “helping teachers discover and construct professional knowledge and skills” (Pajak, 1993, p.318). Zepeda and Ponticell (1998) indicate that increased self-direction in teacher supervision appears to increase the teachers’ willingness to change. Some researchers now consider teacher supervision and teacher evaluation as best done through a process of teacher performance appraisal for professional growth (Beerens, 2000; Cousins, 1995; Duke, 1990, 1993; Duke & Stiggins, 1990).

The purposes and descriptions of formative and summative teacher evaluation are somewhat similar to the neo-progressive and neo-traditionalist conceptions of teacher supervision. There are inherent differences. Both neo-progressive and neo-traditionalist are formative and developmental functions of teacher evaluation. In practice, however, when difficulties persist, formative evaluation often becomes a summative process for accountability reasons, and the process reverts back to more “traditional” approaches of teacher evaluation. Cousins (1995) used the phraseology “performance appraisal” as an umbrella concept under which both accountability and developmental functions coexisted.

Teacher performance appraisal processes have two distinct purposes. The first purpose is

to enhance teacher professional growth and, by extension, to benefit the entire school milieu.

This purpose is collegial in nature, and teachers assume responsibility for their own learning and professional growth (Beerens, 2000; Blase & Blase, 1998, 1999; Cousins, 1995). These professional responsibilities are seen as ongoing and significant. Blase and Blase (1998) clearly outline the relevance of this continuing learning and development of teachers:

The study of teaching and learning (i.e., concepts, models, and research findings) and the expansion of repertoires are primary and ongoing tasks of teachers. This means that the school is a learning environment for teachers as well as students, an environment that emphasizes lifelong learning and experimentation.(pp. 53-54)

The second purpose of teacher performance appraisal processes, in contrast with the first, is more traditional. Supervisors point out to teachers cause-and-effect relationships with respect to instruction and use this information for such personnel and accountability purposes as staffing, tenure, promotion and/or dismissal (Duke & Stiggins, 1990; Garman, 1990; Haefele, 1992, 1993). This second purpose is hierarchical in nature because supervisors assume responsibility for directing teachers' learning and professional growth (Tracy & MacNaughton, 1989). Despite many efforts, researchers report that in most classrooms, "control supervision still dominates professional practice" (Gordon, 1997, p.117).

Introduction to the Problem

Research evidence suggests that the goals of teacher performance appraisal processes that accent teacher professional growth are dependent on teacher efficacy (TE). TE is "...a self-

perception, not an objective measure of teaching effectiveness” (Ross, 1998, p. 49); teachers judge their capabilities in bringing about desired outcomes of student engagement and learning (Tschannen-Moran, 2000). TE has been linked to the goals of instructional experimentation (Allinder, 1994; Berman, McLaughlin, Bass, Pauly & Zellman, 1977; Guskey, 1984,1988; Ross, 1998; Smylie, 1988; Stein & Wang, 1988), teachers’ willingness to implement innovations (Berman et al., 1977; Ghaith & Yaghi, 1997; Guskey, 1984,1988; Ross, 1995; Smylie, 1988), and teachers’ goal setting (Ross, 1995, 1998). Teachers having higher sense of efficacy tend to exhibit greater enthusiasm for teaching (Allinder, 1994; Guskey, 1984, 1988; Hall, Burley, Villeme & Brockmeier, 1992). Ross (1995) states: “High TE teachers are more willing and likely to implement new instructional programs, leading to the acquisition of new teaching skills” (p. 231). Some indecision exists, however, about whether TE is an obstacle to full implementation of a teacher performance appraisal policy that encourages self-directed learning (SDL) as a means of professional growth.

Collaborative teacher performance appraisal processes align well with current concepts of adult learning. For example, SDL, a concept associated with adult learning, has been referenced as a process to promote ongoing reflective thought, “with learners expected to assume primary responsibility for their own learning” (Caffarella, 1993, p 26). Strategies to enhance SDL are consistent with contemporary collaborative models of teacher performance appraisal aimed at teacher professional growth. As Blake et al. (1995) point out: “No matter how teacher performance is appraised, the evaluation that is most meaningful is one that is self-directed” (p. 39). It is uncertain, however, if lack of readiness for SDL is a barrier to the full implementation of a teacher performance appraisal process that encourages SDL as a means of

professional growth and development.

Statement of the Problem

Teacher performance appraisal has become somewhat of an umbrella concept encompassing both teacher professional growth and teacher personnel decisions. In some jurisdictions, teacher performance appraisals have replaced teacher evaluation and become an accepted manner in which to make various personnel decisions and, more importantly, to plan for teacher professional growth. This study within the Northwest School District in Corner Brook, Newfoundland and Labrador, Canada during the 1998-99 school year analyses the following assertions: 1) teacher performance appraisal processes that encourage SDL contribute positively to teacher professional growth; 2) teachers' TE and SDL readiness levels tend to affect their professional growth experiences; 3) teachers' TE and SDL readiness levels influence the full implementation of a teacher performance appraisal process that promotes teacher professional growth through SDL.

The paradox is that teacher professional growth is both necessary and problematic. Bell and Gilbert (1996) posit that learning is at the heart of teacher professional growth and the key to being a successful teacher. There are problematic areas for persons responsible for leading teacher learning. Teachers differ in their capacities for learning, their abilities to learn, and in their attitudes towards learning (Bell & Gilbert, 1996; Lovett & Gilmore, 2001). This study highlights the analysis of TE and SDL readiness levels and the influence of these attributes on teachers' professional growth experiences. TE and SDL are believed to have an impact in this instance. They can be seen as two of those attributes deserving attention as referred to by Bell and Gilbert (1996) and Lovett and Gilmore (2001). This research project adds to our knowledge

base in this area, and to the clarification of issues surrounding teacher professional growth.

Close inspection of the research literature reveals a void in available empirical research-based knowledge about the influence that TE and SDL have on teacher performance appraisal processes. It is inconclusive whether or not teachers' TE and SDL readiness levels affect their professional growth experiences in a teacher performance appraisal process that encourages SDL. Furthermore, uncertainty exists as to whether teachers' TE and SDL readiness levels are obstacles to full implementation of a teacher performance appraisal process that encourages SDL.

This present study highlights the extent to which teachers' TE and SDL readiness levels influence their success or failure in a teacher performance appraisal process that encourages SDL. Finally, the study presents other barriers and obstacles to full implementation of a teacher performance appraisal policy that promotes teacher professional growth.

Purpose

This study was exploratory in nature, and as described by Marshall and Rossman (1999). It focussed on an investigation of a "little understood phenomenon" (p.33). Marshall and Rossman (1999) further suggest that "many qualitative studies are descriptive and exploratory: They build rich descriptions of complex circumstances that are unexplored in the literature" (p. 33). In this instance, the "little understood phenomenon" (Marshall & Rossman, 1999, p. 33) is the scarcity of empirical evidence to link the concepts of TE and SDL to teacher professional growth in a teacher performance appraisal process that encourages SDL. Moreover, an increased understanding of the attributes of TE, coupled with a knowledge of teachers' readiness for SDL, would allow for more positive experiences with respect to teacher professional growth through a teacher performance appraisal process. It is unclear whether or not teachers' TE and SDL

readiness levels influence the implementation of such a teacher performance appraisal process.

This study surveys the current research literature dealing with teacher professional growth, teacher supervision, teacher performance appraisal, TE and SDL and any existing interrelationships. The literature review expands upon a collaborative performance appraisal conceptual framework proposed by Cousins (1995) to facilitate teacher professional growth. It also expounds upon an employee development conceptual framework proposed by Noe, Wilk, Mullen and Wanek (1997). Other pertinent educational research literature in the areas of adult learning, and perspectives from the business employee development are incorporated into these developing frameworks. This study presents a clearer understanding of the individual characteristics that are essential prerequisites for teacher professional growth. These individual characteristics assist in determining the barriers and obstacles to effective implementation of a teacher performance appraisal process that encourages SDL, and accents teacher professional growth and development.

Significance of the Study and Intended Contribution

This study identifies gaps in our knowledge base dealing with self-directed teacher performance appraisals processes. It assesses the impact that TE and SDL readiness levels have on professional growth experiences within such processes. Additionally, the study determines the existing barriers to implementation of a teacher performance appraisal processes that encourages SDL.

The findings of this study will be interest to school district policy development personnel. An increased awareness of the impact of TE and SDL readiness levels on teacher professional growth experiences may permit policy developers to respect these specific individual

characteristics. Also, school level administrators, or those professionals responsible for leading performance appraisals, may profit from this new knowledge. As issues arise vis-à-vis teacher professional growth, administrators will be able to draw upon this new knowledge and also respect and build upon teachers' TE and SDL readiness levels.

Research Questions

Teachers' TE and SDL readiness levels can influence the full and intended implementation of a school district teacher performance appraisal policy. Additionally, teachers' TE and SDL readiness levels can influence their professional growth experiences in an appraisal process that encourages SDL. However, specific barriers and obstacles to the implementation of such a process do exist. Specifically, this study addresses the following research questions:

1. Do teachers' levels of TE influence their professional growth experiences in a teacher performance appraisal process that encourages SDL?
2. Do teachers' levels of readiness for SDL influence their professional growth experiences in a teacher performance appraisal process that encourages SDL?
3. What are the barriers to implementation of a teacher performance appraisal process that encourages SDL?

Organization of the Thesis

This thesis contains six chapters. Chapter 1 provides an introduction to the study. Chapter 2 is an examination of the relevant research literature pertaining to the topics and to the research questions posed. Chapter 3 reports the details of the research design and methodology. Chapter 4 presents the results of the teacher surveys administered, and the teacher and administrator

interviews conducted. Chapter 4 concludes with the presentation of four school vignettes dealing with the policy field-test and implementation in four specific schools in the Northwest School District. Teachers' and administrators' comments in each school setting are presented as one vignette. Chapter 5 is a discussion of the research findings as they relate specifically to the three research questions, and also to the larger knowledge bases and current educational research literature. Chapter 6 presents a summary of the thesis, its conclusions, and the implications for research, policy and practice.

CHAPTER TWO

REVIEW OF THE LITERATURE

As opportunities increase for professional learning that moves away from the traditional inservice training mode and towards long-term, continuous learning in the context of school and classroom and with the support of colleagues, the idea of professional development takes on even greater importance. For if teacher learning takes place within the context of a professional community that is nurtured and developed both within and outside the school, then the effects may be more than just an expanded conception of teacher development. Indeed, such teacher learning can bring about significant and lasting school change. (Lieberman, 1995, p. 596).

Introduction

Teacher performance appraisal processes that encourage teacher professional growth subsume a number of bodies of educational research literature. These include, but are not limited to, teacher professional growth, teacher supervision, teacher characteristics, teacher efficacy and self-directed learning. This literature review highlights important aspects and elements of these research literatures as they relate to teacher performance appraisal processes. It concludes with a discussion of issues related to the implementation of growth-oriented teacher performance appraisal processes.

Statement of Purpose

The purpose of this literature review is to survey current knowledge in several domains of research literature associated with teacher performance appraisal processes. A detailed analysis and critique of current educational research literature in the areas of teacher professional growth, teacher supervision, teacher characteristics, teacher efficacy and self-directed learning are presented. This literature review also identifies gaps in the knowledge base of each area, and critiques the methodology used for research in the domain.

Teacher Professional Growth

“Learning is cumulative in nature - nothing has meaning or is learned in isolation from prior experience” (Merriam & Caffarella, 1991, p. 171). Teacher learning, teacher professional development and teacher professional growth are terminologies that continue to receive wide attention in educational research literature. The opening quotation by Lieberman (1995) supports the notion that a panoramic view of teacher learning is preferable to a narrow view that isolates it from other important educational matters. Teacher learning has profound effects on all aspects of the educational environment. Clarke and Hollingsworth (2002) suggest that teacher professional growth is “an inevitable and continuing process of learning” (p. 948). Repeated calls have been made by educational policy makers, academics and practitioners for more effective approaches to teacher learning (Bosetti, 1994; Bosetti & O’Reilly, 1996; Clarke and Hollingsworth (2002); Corcoran, 1995; Hannay & Telford, 2002; Houghton & Goren, 1995; Lieberman, 1995; Smylie, 1995). Teacher learning requires collaboration and stakeholder participation.

In a discussion of teacher collaboration, Smylie (1995) is very explicit with a description of a positive environment for teacher learning:

An optimal school learning environment would provide teachers opportunities to work and learn together. It would provide ongoing, group-oriented activities with shared goals, responsibilities, and flexible agendas. It would promote sharing experiences and open exchange of opinions and ideas. This environment would encourage teachers to jointly identify and solve problems and develop new programs and practices. It would promote examination and critical analysis of current ideas, practices, and taken-for-granted beliefs and assumptions.

Collaboration would not only be encouraged in this environment; it would be publicly rewarded. (pp. 104-105)

The myriad of individual and organizational influences that affect teacher learning activities remain largely unexplored and misunderstood (Clarke and Hollingsworth, 2002; Darling-Hammond & MacLaughlin, 1995; Guskey, 1995; Lieberman, 1995; Smylie, 1995). Policy makers often proceed with mandated reforms to teaching without understanding exactly what teachers need to know to implement the changes (Corcoran & Goertz, 1995). “Teachers who feel professionally unfulfilled and trapped impede student achievement either directly or indirectly” (Marczely, 1996, p.10). In response to the demands placed upon them, teachers must draw upon a broad repertoire of teaching strategies to meet the individual needs they face on a daily basis (Johnson, Johnson & Johnson-Holubec, 1991; Blase & Blase, 1998). To compensate, adequate opportunities for teacher learning must address teachers’ knowledge and concerns while adhering to policy implementation. Ample opportunities for teacher learning must continue to exist thereby allowing teachers to contemplate a variety of teaching styles and methodologies.

Many interpretations and definitions of teacher professional growth exist ranging from formal and informal learning activities (Scribner, 1999; Smylie, 1988) to professional development embedded in the culture of schools (Fullan, 1995; Scribner, 1999). No consensus has been achieved as to whether or not teacher professional growth opportunities should be designed to meet both individual and organizational needs (Corcoran, 1995; Houghton & Goren, 1995). Research has, however, underscored the importance of the existence of comprehensive school improvement plans that focus all practices and policies on the enhancement of students' learning experiences (Marzcely, 1996; Spady, 1988; Schlechty, 1990).

Owens, Loucks-Horsely and Horsely (1991) offer the following on teacher learning:

A good staff development system for teachers is a model of a good learning environment for young people, and seeing both students and teachers as learners promotes the idea of a school as a learning community for all. In such a community there is much collaboration for learning. In such a community there is much collaboration for learning ... Learners of all ages have input into what they will learn and make real choices. (p.12)

In many school improvement and school development processes, both individual and organizational needs are addressed in the planning stages and throughout the process. Owens et al. (1991) further postulate:

By staff development, we mean valuing and supporting continual growth and

learning of all staff members in the school. This means providing a wealth of opportunities for staff members to expand their knowledge and to increase and refine their skills, all of which are aimed at developing the individual and his or her ability to contribute to the whole school enterprise. This assumes the existence of a school culture in which adults are encouraged to be learners, where they feel cared about, and where they feel fulfilled by the impact they have on young people. (p. 10) (Italics in original)

This reference adds support to the reasoning of some researchers and theorists that teacher professional growth is a dual track entity addressing the needs and priorities of the individual and the organization, (See, for e.g., Fullan, 1995; Scribner, 1998, 1999; Smylie, 1988). Teacher professional growth and teacher learning cannot be separated definitively from organizational learning and other organizational changes. It is advantageous, therefore, to conceptualize teacher professional growth in the broadest sense.

The definition of teacher professional growth espoused by Duke (1993, p. 703) is very inclusive:

Professional growth is not staff development, though it may be stimulated by staff development. Professional growth involves learning, but it is more than learning. While learning may represent the acquisition of new knowledge, growth implies the transformation of knowledge into the development of the individual. Growth is qualitative change, movement to a new level of understanding, the realization of a sense of efficacy not previously enjoyed.

This interpretation of teacher professional growth suggests that although teacher learning and staff development are important components of the process, other elements need to be included. Furthermore, true concern about a change in teacher practice and/or teacher beliefs results from participation in a professional growth process which includes a focus on teachers' actual, visible realization of professional growth.

Duke's (1993) definition is consistent with other available descriptions of teacher professional growth and development. In particular, Corcoran (1995) offers the following definition of professional growth: "... the full range of activities that affect how teachers learn how to teach and how they mature intellectually and professionally" (p.1). Rhuotie (1996) further contends that "Ongoing learning and development by employees are critical to the mission of any modern organization, nowhere more so than in education" (p. 419). The importance of continued opportunities for teacher professional growth are indispensable and requisites for ongoing educational improvements.

Duke (1993) also suggests that all school systems need to analyze hindrances to teachers' professional growth. He further implies that a close inspection of policies dealing with teacher evaluation may reveal what those hindrances are. Moreover, Fuhrman (1995) cautions that policy research reveals that reform is not simply a matter of getting the policy right. Smith and O'Day (1991) contend that policy coherence is a necessary but insufficient prerequisite to system wide reform. Stakeholder needs must be examined and their input sought in conjunction with accentuating the desired improvements. Cousins (1995) indicates that research on the impact of teacher performance appraisal systems has clearly demonstrated the need for reform. Duke (1993) supports this contention and further suggests that renewing approaches to teacher

evaluation may remove some of the barriers that exist with respect to teacher professional growth. Policies and practices in this area have undergone both scrutiny and criticisms.

Sergiovanni and Starratt (1998) sustain these assertions, and indicate that teacher supervision has been redefined as an essential process within the complex and continuous dynamic of reinventing and refocusing schools.

The importance of teacher professional growth continues to grow in stature. There is a consensus among researchers and educational professionals that teacher professional growth is an important, essential and ongoing component of teachers' careers (Blase & Blase, 1998, 1999; Lieberman, 1995). Research dealing with systemic reform has confirmed the critical importance of teacher professional growth and development for school improvement; systemic reform aims to improve teaching and, in turn, improve student learning experiences (Cohen, 1995; Corcoran & Goertz, 1995; Corcoran, 1995). Effective professional development is also seen as a way in which the "instructional capacity" (Corcoran & Goertz, 1995, p. 27) of schools can be enhanced. Corcoran and Goertz (1995) further elaborate:

The literature on organizational effectiveness and job performance suggests three general sets of variables: the intellectual ability, knowledge, and skills of teachers and other staff; the quality and quantity of the resources available for teaching, including staffing levels, instructional time, and class sizes; and the social organization of instruction or instructional culture. (p. 27)

Clinical supervision has been the dominant teacher performance assessment model

(Glickman, Gordon & Ross-Gordon, 2001; Hannay & Telford, 2002; Mertler, 1999). Acheson and Gall (2003) suggest that clinical supervision is best suited “to help teachers develop those aspects of professionalism that concern non-routine problems and the skills, systematic knowledge, and ethical judgement needed to solve them effectively” (p. 29). A more recent objective of teacher supervision through performance appraisal processes is to increase teacher knowledge and skills, with the goal being an improvement in teaching practices. Such endeavors ultimately aim to enhance students’ learning experiences.

Cousins (1995) analyzed collaborative performance appraisal as a means to enhance teachers’ professional growth. A copy of the conceptual framework employed in his study is contained in Appendix A. Based on an extensive literature review, Cousins (1995) suggests that factors influencing the appraisal process include teacher characteristics, supervisor characteristics and organizational characteristics. These characteristics, in turn, affect the growth-oriented appraisal process. Cousins (1995) described this process as “nonlinear and cyclical” (p. 201) and as including three elements: preparation, data collection and feedback/follow up. The last component of the framework is the impact section which describes conceptual and affective differences. These impacts are either positive or negative, and either intended or unintended.

The literature review conducted by Cousins (1995) was followed by a research project. This specific research study entailed a total sample size of 152 teacher supervisors, including vice-principals, principals and department heads. Data were collected using the Teacher Supervision Survey, developed and field-tested by Cousins. Among Cousins’ (1995) findings is the fact that supervisors as respondents agreed that teachers are aware of their own strengths and are motivated to improve their teaching.

Duke (1990) suggests that teacher involvement in the professional growth process is one of the keys to success. Duke (1990) states:

It is a process in which teachers must play an active role. Involvement begins with planning and policy-making and continues through training and goal-setting.

Teachers should participate in the design of growth-oriented evaluation systems as well as the implementation of these systems. (p.137)

Teacher input and involvement in teacher supervision processes are seen as key components. Bosetti (1994) posits that past experiences indicate that: “Teachers are evaluated for “doing things right” rather than for “doing the right things” to meet the educational needs of students” (p. 52). The participation of teachers in the process, therefore, alleviates some of the redundancy and ineffectiveness of teacher evaluation procedures.

Teacher Supervision: The Neo-Progressive and Neo-Traditionalist Approaches

The incorporation of teacher professional growth opportunities in a model of teacher supervision such as “teacher performance appraisal processes” is a relatively new idea. Hannay and Telford (2002) provide the following supporting commentary:

Teacher development strategies and performance appraisal practices should be congruent and consistent and yet in practice, often they are divorced from each other ... Traditionally, clinical supervision (with a pre-conference, observation, and post-conference) has been the dominant performance assessment model [of

teachers]. However, recently, attention has shifted to the need for a more collaborative approach to supervision facilitating teacher control and development. (p. 1)

New directions aimed at empowering teachers in areas of staff development have been proposed (Beerens, 2000; Bosetti, 1994; Louis, Marks & Kruse, 1996; Louis & Kruse, 1995).

“The transition to empowering forms of teacher supervision has emerged from a long-standing debate about the purpose of the supervisory process in education” (Poole, 1994, p. 284).

Additionally, Beerens (2000) posits that these newer approaches to evaluation are encouraging in that they promote better ways to work cooperatively toward the common goals of both administrators and teachers. “Teachers have powerful effects on students learning. Consequently, administrators should focus their energies on teachers if they want to affect students’ achievement” (Beerens, 2000, p.39).

Teachers appear to want professional development opportunities, but do not necessarily see the teacher evaluation process as a source of professional development (Duke & Stiggins, 1990). This may be partially attributed to past, negative experiences that some teachers have encountered with teacher evaluation processes. It may also be their belief that professional development activities exist only outside the confines of their day-to-day working milieu. Haefele (1992; 1993) and Popham (1988) have supported the notion of renewing the commitment and approaches to teacher evaluation. Teacher professional growth through a teacher performance appraisal process is among the newer approaches to teacher evaluation and supervision.

Tracy and MacNaughton (1989) suggest that proponents of a collaborative approach to

teacher supervision have often had negative experiences with the more neo-traditionalist processes. This idea of teacher input and involvement in the supervision process is highlighted by Tracy and MacNaughton (1989) in their discussion of the neo-progressive perspective of clinical supervision. This neo-progressive approach to supervision is located within the realm of cognitive development (Poole, 1994). The central focus of this approach is “on the reflective, collegial and professional aspect of the clinical supervision model” (Poole, 1994, p. 286). This approach concurs with the view of teacher professional growth as espoused by Duke (1990, 1993). This neo-progressive standpoint is at the opposing end of the continuum from the neo-traditionalist perspective in that it situates the teacher as an equal partner in the supervision process. Darling-Hammond and Sclan (1992) have aptly described both the neo-progressive and neo-traditionalist views of supervision:

Neo-progressives are concerned with the developing deliberate classrooms that support both teachers and students in constructive meaning from their interactions with each other and with the world they study. Neo-traditionalists are concerned with specifying and producing teacher behaviors thought to increase those student behaviors thought to be associated with learning ... The goal is to coach teachers to display these behaviors rather than to identify and solve actual problems of practice. (p. 15-16)

The neo-traditional approach emphasizes behavioral factors and is rooted in behavioral psychology; it is “dominated by a technological, hierarchical view of teaching and learning”

(Poole, 1994, p. 286). A neo-progressive orientation to teacher performance appraisal subscribes to the idea that the process ought to follow the teachers' agenda and be collegial in nature, which is similar to the assertions by Cousins (1995) and Duke (1990, 1993). This contrasts with the various traditional accountability roles associated with teacher evaluation in that the traditional roles follow the supervisors' agendas and are not collegial in nature. During the 1980's, clinical supervision became almost synonymous with the behavioral and technical approach of Madelaine Hunter. Many school districts accepted the Hunter model and interpreted it "as a convenient research-based set of criteria for judging the competence of teachers" (Poole, 1994, p. 286).

School districts and provincial governments have embraced teacher evaluation processes and procedures that foster teacher professional growth (See, for e.g., *Accountability in Education: Teacher Growth, Supervision and Evaluation, Policy 2.1.5*, Alberta Learning: Government of Alberta, 1998; *Professional Growth and Evaluation Policy, Policy 621*, Avalon East School District, St. John's, NL., 2003; *Teacher Support and Evaluation, Policy 780*, South Shore District School Board, Bridgewater, NS., 2001). Bosetti (1994) in a discussion of alternate approaches to teacher supervision in Alberta states:

There is logic which links teacher evaluation to the goals of schooling. Careful evaluation which assesses a teacher's strengths and weaknesses and leads to a commitment to professional development should result in improved practice and enhanced student learning. (p. 55)

Personal empowerment is viewed as essential in the professional process of supervision

(Garman, Glickman, Hunter, & Haggerson, 1987). The neo-progressive, collaborative approach to teacher professional growth exists in some teacher performance appraisal processes in theory only. The extent to which it exists in practice, however, is unknown. In order to describe the gap between theory and practice more clearly, it is necessary to examine the many individual teacher characteristics associated with teacher professional growth.

Teacher Characteristics

Glickman, Gordon and Ross-Gordon (2001) submit that “In helping teachers grow, supervisors must consider characteristics of the teacher as a client. For example, one would not work with a highly abstract teacher in the same way as with a concrete and rigid teacher” (p. 87). Individual teacher characteristics have an impact on teacher professional growth initiatives. Not all teachers learn in the same manner. Lieberman (1995) suggests that a shift in thinking about teacher professional growth is essential before more obvious improvements are attainable and sustainable. She has indicated that “teachers have been told ... that other people’s understandings of teaching and learning are more important than their own” (Lieberman, 1995, p. 592). Lieberman extends this premise by indicating that teachers learn differently, and that it is very important for providers and facilitators of teacher professional growth to link individual professional characteristics, needs and learning activities to collegial, communal needs and learning activities. Cousins’ (1995) literature review suggested the individual teacher characteristics which influence the teacher performance appraisal process are “the desire for constructive feedback, growth objectives, experience, knowledge of self” (p.200). While these particular attributes of teachers may seem inclusive, other research literature offers more specificity of elements.

In a discussion of employee development, for example, Noe et al. (1997) add more definition to the specific characteristics of the individual and the organization. A pictorial of their conceptual framework of employee development is included in Appendix B. The conceptual framework begins with individual and organizational antecedents of the development activity followed by the decision process. This leads to the development activity that, in turn, leads into the actual learning process which terminates with the learning outcomes. Several possible theoretical frameworks are associated with the decision process, and several attributes of the learning environment are also connected with the learning process. The Noe et al. (1997) framework depicts a process very similar to the Cousins' (1995) framework in that both are developing conceptual frameworks with some empirical evidence, and each contributes to a greater understanding of the other. In addition, the Noe et al. (1997) version adds specificity to the individual characteristics highlighted by Cousins (1995).

Noe et al. (1997) present several immutable characteristics that they refer to as individual antecedents of development activities. "Immutable characteristics, such as age, race, gender, and even cognitive ability, may play a role in an individual's level of participation in development activities" (Noe et al., 1997, p.170). These stable elements are consistent with the individual characteristics presented in the Cousins' (1995) framework. This discussion continues and postulates that an individual's attitudes and beliefs are important determinants to participation, and that past experiences often play a significant role.

In a depiction of a quality approach to performance appraisal processes in business contexts, Cardy (1998) affirms the existence and importance of individual characteristics, similar to those highlighted by Cousins (1995) and Noe et al. (1997). He suggest that "people are not

interchangeable parts of a [performance appraisal] process” (p. 145). Cardy (1998) concludes his discussion by suggesting that the quality approach to performance appraisal “is not a fad” (p. 158). Furthermore, he suggests that “individual differences are important and that performance appraisal is a necessary and important tool” (p. 158).

Greene (1992) supports this notion of individual differences when she highlights teachers’ beliefs as one of several factors that contribute to the success of a process of teacher supervision that encourages teacher professional development. Eltis (1997) also supports these assertions in a discussion of workforce competencies for teachers. He suggests that teachers have always been encouraged to engage in discussions about their performance and to share experiences, work samples and successful approaches. These individual traits often go unnoticed amongst educators in performance appraisal processes, but are extremely pertinent to the success of the process. Eltis (1997) states: “An essential component of such discussions is the way teachers can be encouraged to reflect critically on their achievements in order to determine how they can enhance their performance” (p. 146). The importance of teachers’ convictions is highlighted in this instance.

Attitudes and beliefs are two important issues in any discussion of individual teacher characteristics or self-directed teacher professional growth. “The assumption is that individuals who have had positive experiences in development activities are more likely to participate in the future than individuals who have had negative experiences” (Noe et al., 1997, p. 172). Noe and Wilk (1993) found that individuals’ perceptions of constraints on their participation in development activities influenced their future plans to participate. “Individuals who had negative development experiences were less likely to participate in development activities in the future”

(Noe et al., 1997, p. 172). Greene (1992) also suggests that teacher receptivity to a new model of teacher supervision is related to “teachers’ individual beliefs” (p. 144). Teachers’ past experiences influence their willingness to participate in professional growth opportunities. This notion is mirrored in the work of Cousins (1995) who suggests that “supervisors need to attend, however, to the critical importance of teacher input into the appraisal process” (p. 218). A knowledge of such important individual characteristics as teachers’ attitudes and beliefs can assist in the process, and can certainly support implementation efforts.

Noe et al. (1997) continue their discussion of attitudes and beliefs by focusing on motivation to learn, motivation to transfer, and self-efficacy. The authors refer to the definition of self-efficacy espoused by Bandura (1977) as the confidence of individuals to cope with challenging situations. The indication is that self-efficacy can influence the motivation to learn, the motivation to transfer learning, and the participation in a development activity. Noe et al. (1997) highlight self-efficacy as an important element of motivation through its influence on choice of task, effort towards the task, and persistence in the achievement of the task. These are very relevant principles and ideas that emanate from any professional discourse on teacher professional growth. Noe et al. (1997) conclude their discussion by stating “individuals with high levels of self-efficacy are more likely to participate in new and challenging situations than individuals with low levels of self-efficacy” (p. 173).

The issue of self-efficacy, and specifically TE, is accentuated here. With experience, teachers develop a relatively stable set of core beliefs about their abilities, and the relationship between experience and teacher efficacy is reciprocal (Ross, 1998). Research on TE can inform efforts in teacher professional growth; therefore, TE is deserving of a more detailed discussion.

Given the fact that a high sense of efficacy indicates a greater enthusiasm for teaching (Allinder, 1994; Guskey, 1984, 1988; Hall et al., 1992), it can be anticipated that if a teacher scores high on a TE measurement, more success in teacher professional growth initiatives may be apparent.

Teacher Efficacy

Ross, Hogaboam-Gray and Gray (2003) posit that TE is “a teacher’s expectation that he or she will be able to bring about student learning” (p. 3). Moreover, Ross (1995) submits that TE is a multi-dimensional construct, and distinguishes between two types of TE: “*Personal* TE (PTE) is a teacher’s expectation that he or she can bring about student learning. *General* TE (GTE) is the belief that teachers are able to do so despite the impact of environmental factors beyond their control” (p. 228). Both types of TE are referenced in the research literature, and have relevance to teacher professional growth through teacher performance appraisal processes. Ross (1998) specifies that: “Teacher efficacy is a self-perception, not an objective measure of teaching effectiveness. It represents teachers’ beliefs that their efforts, individually and collectively, will bring about student learning” (pp. 49-50).

TE has been linked to instructional experimentation, which involves trying a variety of materials and approaches, finding better ways of teaching, and implementing more progressive and innovative methods. (Allinder, 1994; Fuchs, Fuchs & Bishop, 1992; Ross, 1995; 1998). It seems that increased levels of TE lead to a greater willingness to try new methods. One intent of teacher professional growth initiatives is to provide an avenue for experimentation with teaching. This is possible during a teacher performance appraisal process which includes regular feedback and communication. Fritz, Miller-Heyl, Kreutzer and MacPhee (1995) support this idea. They indicate “A boost in one’s sense of efficacy increases the effort expended to reach a desired

outcome” (p. 200). This issue was also referenced in the employee development literature by Noe et al. (1997), when the authors discussed self-efficacy and the impact on employee motivation to learn, to participate in learning activities and to transfer the newly acquired knowledge. The research literature indicates that an increase in the level of TE allows for more self direction of professional growth activities. Additionally, TE is related to teachers’ planning and organization (Allinder, 1994). Tschannen-Moran and Woolfolk-Hoy (2001) support this contention. They state: “Efficacy affects the effort they invest in teaching, the goals they set and their level of aspiration” (p. 784). Self direction for professional growth would entail copious planning by teachers.

The willingness of teachers to implement innovations is also related to TE (Ghaith & Yaghi, 1997; Guskey, 1984; Smylie, 1988). Teachers need to see relevance and importance attached to initiatives in order to afford it their concentrated efforts. Fritz et al. (1995) uphold this idea and reference the role of facilitators: “Staff developers need to better understand *personal teaching efficacy* and develop ways to augment a strong sense of efficacy among teachers” (p. 200).

Although teacher performance appraisal processes are largely self-directed, supervisors and facilitators have a role to play. A better understanding of TE can also assist these participants in the supervision process. Tschannen-Moran (2002) submits that a knowledge of teachers’ PTE levels is a clearer indication of teachers’ sense of efficacy than is GTE; she suggests that PTE presents a more accurate representation of teachers’ efficacy beliefs. An awareness of these levels could be of great assistance to staff developers and policy implementation teams. Lee, Dedick and Smith (1991) suggest that principals’ knowledge of teachers’ TE levels could be of assistance

in planning for professional growth, and other educational improvement endeavors.

“Teacher efficacy is enhanced when teachers have greater control of their workplace ... when they have opportunities to use their skills” (Ross, 1998, p. 56). Teachers’ levels of TE influence their persistence when things do not go smoothly and their resilience in the face of setbacks (Ashton & Webb, 1986). Lee, Dedick and Smith (1991) posit that strong principals can enhance TE. “By coordinating, supervising, and rewarding teachers, principals can influence teachers’ appraisals of their performance, heighten the exchange of vicarious experience and engage in verbal persuasion” (Ross, 1998, p. 57). These specific attributes play a major role in teacher performance appraisal processes.

TE has also been linked to levels of professional commitment for teachers (Coladarci, 1992; Evans & Tribble, 1986; Trentham, Silvern & Brogdon, 1985; Tschannen-Moran, Woolfolk-Hoy & Hoy, 1998; Tschannen-Moran & Woolfolk-Hoy, 2001; Tschannen-Moran, 2000). Evidently, a commitment to professional growth is necessary for teachers to experience success. “Higher teacher efficacy is consistently associated with the use of teaching techniques that are more challenging and difficult, with teachers’ willingness to implement innovative programs, and with classroom management practices that promote student responsibility” (Ross, 1998, p. 58). This assertion is also supported by Scribner (1998) in his suggestion that TE, specifically PTE may act as a “professional filter through which new ideas and innovations must pass before teachers internalize them and change their behaviors” (p. 148).

Teacher commitment is an essential prerequisite to participation in a professional growth process. In addition, teachers with a high sense of TE are more likely to stay in the teaching profession (Burley, Hall, Villeme & Brockmeier, 1991) and are therefore more committed to

improvement in their day-to-day activities. Coladarci (1992) also found that GTE and PTE are two of the strongest predictors of teaching commitment. Teachers with a high sense of efficacy exhibit a greater enthusiasm for teaching (Allinder, 1994; Burley et al., 1991). This aspect of TE is mirrored somewhat in SDL research literature where “the learner assumes primary control” (Brockett & Heimstra, 1991, p. 20) for his or her own learning, an approach that emphasizes autonomy.

It is evident that “teacher efficacy is a simple idea with significant implications” (Tschannen-Moran & Woolfolk-Hoy, 2001, p. 783). The measurement of TE has also received much attention in educational research literature.

Teacher Efficacy Measures

Tschannen-Moran (2000) suggests that the study of TE “has born much fruit in the field of education” (p.2) and that it “is a little idea with big consequences” (p.2). This wealth of knowledge about TE is based on extensive research using a number of instruments to measure the levels and effects of TE. According to Ross (1998), the most widely used instrument used to measure TE is the Gibson and Dembo (1984) “Teacher Efficacy Scale”. This contention by Ross (1998) is supported by Tschannen-Moran (2000) who contends that “Gibson and Dembo has become the standard measurement” (M. Tschannen-Moran, personal communication, April 2000). This particular instrument (i.e., the Gibson & Dembo (1984) TE Scale) was originally a thirty item measure which was later modified to a sixteen item measure (Ross, 1998, 1999; Tschannen-Moran et al., 1998; Tschannen-Moran, 2000).

Early studies of TE were conducted by the RAND Corporation. One of the earliest measures of TE was the two item “RAND measure”. These two items, which were hidden in an

otherwise extensive questionnaire developed by a group of RAND researchers, turned out to be among the most powerful factors examined (Tschannen-Moran, 2000). The researchers used the work of Rotter (1966) and social learning theory as a theoretical base from which to work.

RAND researchers indicated that their interest was sparked by a Rotter (1966) article entitled “*Generalized Expectancies for Internal Versus External Control of Reinforcement*”. Tschannen-Moran et al. (1998) explain the internal / external control idea as follows:

Teachers who concur that the influence of the environment overwhelms a teacher’s ability to have an impact on a student’s learning exhibit a belief that reinforcement of their teaching efforts lies outside their control, or is *external* to them. Teachers who express confidence in their ability to teach difficult or unmotivated students evidence a belief that reinforcement of teaching activities lies within the teacher’s control, or is *internal*. (p. 204) (Italics in original)

TE was viewed as the extent to which teachers believed that they, rather than the environment, could control the reinforcement of their actions (Armour et al., 1976). The two item RAND measure was a five point Likert scale; TE levels were determined by summing the two scores. The two items were phrased as follows:

Item 1: *When it comes right down to it, a teacher really can’t do much because most of a student’s motivation and performance depends on his or her home environment.*

Item 2: *If I try really hard, I can get through to even the most difficult or unmotivated students.*

The aspect of TE examined in Item 1 has been labeled *General Teaching Efficacy* ((GTE) as referenced by Ross (1995)), and it presents teachers' beliefs about the power of various external factors compared to the influence of teachers and schools (Ashton, Olejnik, Crocker & McAuliffe, 1982; Tschannen-Moran et al., 1998). These factors may include the conflict, violence or substance abuse in the home or community; the value placed on education at home; the social and economic realities concerning class, race, and gender; and the physiological, emotional and cognitive needs of a particular child (Tschannen-Moran, 2000).

Information gleaned from Item 2 has been designated *Personal Teaching Efficacy* ((PTE) as referenced by Ross (1995)). It is more specific, explicit and individual than a belief about what teachers can accomplish in general (Tschannen-Moran et al., 1998; Tschannen-Moran, 2000). As a matter of illustration, teachers who are in agreement with this phrase indicate a certain confidence level in their abilities to overcome factors that could make learning difficult for students. Teachers' beliefs in their capabilities proved to be significantly related to teacher success in teaching reading to minority students in an urban context (Armour et al., 1976). Spurred by success of the RAND studies, researchers sought to expand and refine the notion of TE. Several longer, more comprehensive measures of TE were developed by researchers. They expected that these instruments would capture more definitively this powerful, relatively new construct, and that concerns with respect to the reliability of the two item scale RAND scale would be alleviated.

The "Responsibility for Student Achievement (RSA) Measure" was developed by Guskey (1981). The thirty item instrument was designed to challenge participants to distribute one hundred percentage points between two alternatives: one indicating that the event was caused

by the teacher, and the other stating that the event occurred because of factors outside the teacher's immediate control. Respondents gave a weight or percentage to each of the two choices dealing with either the responsibility for student success or the responsibility for student failure. Tschannen-Moran et al. (1998) make the following commentary with respect to the RSA scale:

Consistent with explanations from attributional theory (Weiner, 1979, 1992, 1994), four types of cause were offered for success or failure: specific teaching abilities, the effort put into teaching, the task difficulty, and luck. Scores on the RSA yielded a measure of how much the teacher assumed responsibility for student outcomes in general, as well as two subscale scores indicating responsibility for student success (R+) and for student failure (R-).
(p. 206)

When RSA scores and the scores from the RAND items were compared and analyzed, Guskey (1982, 1988) found significant positive correlations between TE and student success (R+) and student failure (R-). Also, greater efficacy was related to more positive attitudes about teaching as well as a high level of confidence in teaching abilities on a measure of teaching self-concept (Guskey, 1984). "more efficacious teachers tended to rate mastery learning as more important, more congruent with their current teaching practices, and less difficult to implement than teachers with weaker efficacy beliefs" (Tschannen-Moran et al., 1998, p. 207). This specific research project involving teachers receiving training in mastery learning was carried out by Guskey (1988).

During the same time as Guskey (1981) developed the RSA Measure, the Teacher Locus of Control (TLC) Instrument was developed by Rose and Medway (1981). It comprises a twenty-eight item instrument with a forced choice format where half of the items describe situations of student success and half describe incidents of student failure. On the instrument itself, teachers are asked to assign responsibility for student successes or failures by choosing between two competing explanations for the situations described. For each success situation, one explanation attributes the positive outcome internally to the teacher while the other assigns responsibility outside the teacher, usually to the students. Similarly, for each failure situation, one explanation gives an internal teacher attribution while the other blames external factors.

Much research has been conducted in the meaning of TE and the many relationships among existing measures. For example, scores on the TLC have been weakly but significantly related to the individual RAND items, GTE and PTE; correlations generally ranged from 0.11 to 0.41 (Tschannen-Moran et al., 1998). Specifically in this instance, Coladarci and Fink (1995) found correlations ranging from 0.27 to 0.41 between the TLC and the two individual RAND Items. This only explains between 8% and 16% of the variance, which is not strong (M. Tschannen-Moran, personal communication, March 2003).

Rose and Medway (1981) found that the TLC was a better predictor of teacher behaviors than Rotter's Internal-External (I-E) Scale, probably because it was more specific to a teaching context. For example, the TLC predicted teachers' willingness to implement new instructional techniques whereas Rotter's I-E Scale did not. To further examine the TLC and the two RAND items, Greenwood, Olejnik and Parkay (1990) dichotomized teachers' scores on the two RAND questions and cross partitioned them into four efficacy patterns. They found that teachers with

high efficacy on both measures (“I can”, “teachers can”) had more internally-oriented scores on the TLC for both student success and student failure than teachers who scored low on both (“I can’t”, “teachers can’t”). This measure never did receive wide acceptance and has received even less in the last decade (Tschannen-Moran, 2000).

A third group of researchers sought to expand the RAND efficacy questions to increase their reliability at about the same time as the RSA and the TLC were developed. The Webb Scale (Ashton et al., 1982) was an attempt to extend the measure of teacher efficacy while maintaining a narrow conceptualization of the construct itself. To reduce problems associated with social desirability biases, Webb and her colleagues used a forced choice format with items matched for social desirability. The scale itself included seven items where participants must determine if they agree most strongly with the first or second statement. Ashton et al. (1982) found that teachers who scored higher on the Webb Scale evidenced fewer negative interactions and a less negative effect on their teaching style.

The RAND Study, the RSA Measure, the TLC Instrument and the Webb Scale all employed Rotter’s theory as a basis to elaborate upon the study of teachers’ beliefs about whether reinforcement is internally or externally controlled. A second conceptual strand grew out of Bandura’s social cognitive theory and his construct of self-efficacy as was initially described in his 1977 article *“Self-Efficacy: Toward a Unifying Theory of Behavioral Change”*. More recently, Bandura (1997) defined perceived self-efficacy as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (p.3). Self-efficacy is a future-oriented belief about the level of competence a person expects he or she will display in a given situation. Self-efficacy beliefs influence thought patterns and emotions that

enable actions in which people expend substantial effort in pursuit of goals, persist in the face of adversity, rebound from temporary setbacks and exercise some control over events that affect their lives (Bandura, 1986, 1993, 1996, 1997).

Social cognitive theory proposes a second kind of expectation, outcome expectancy, that is distinct from efficacy expectations. An efficacy expectation is the individual's conviction that he or she can orchestrate the necessary actions to perform a given task. This conceptualization has been equated to *Personal Teaching Efficacy* (Ashton & Webb, 1986; Gibson & Dembo, 1984; Ross, 1995, 1998). Additionally, the outcome expectancy is the individual's estimate of the likely consequences of performing that task at the expected level of competence (Bandura, 1986). *General Teaching Efficacy* parallels outcome expectancy (Ashton & Webb, 1986; Gibson & Dembo, 1984; Ross, 1995, 1998). Bandura (1986, 1997) further asserts that because they stem the projected level of competence a person expects to bring to a given situation, outcome expectancies add little to the predictive power of efficacy measures. However, outcome expectancies in the form of physical or social rewards, recognitions, punishments, criticisms, or self-evaluations can provide incentives and disincentives for a given behavior (Bandura, 1986, 1997).

Woolfolk and Hoy (1990) interpret Bandura's (1977) social cognitive theory a little differently. They posit that an outcome expectation is a judgement of the likely consequences of an action, whereas an efficacy expectation is a judgement about ability to perform an action. This leads to another possible interpretation of the PTE and GTE scores.

One TE measure conforming to the Bandura conceptual strand is "The Ashton Vignettes" (Ashton, Buhr & Crocker 1982). This series of vignettes includes fifty items describing problem

situations that teachers may encounter concerning various dimensions of teaching including motivation, discipline, academic instruction, planning, evaluation, and working with parents. The vignettes tested two frames of reference. Tschannen-Moran (2000) explains the difference between the two frames, namely the self-referenced and the norm-referenced:

The first asked teachers to judge how they would perform in the described situation on a scale of “extremely ineffective” to extremely effective” (self-referenced). The second version asked teachers to make comparisons to other teachers, from “much less effective than most teachers” to “much more effective than most teachers” (norm-referenced). (p. 6)

Ashton et al. (1982) developed this series of vignettes based on the assumption that TE is context specific (Tschannen-Moran et al., 1998). Statistical analyses has shown that the norm-referenced vignettes in which teachers compare themselves to other teachers were significantly correlated to the RAND items, but the self-referenced vignettes, which rated effectiveness to ineffectiveness, were not (Ashton et al., 1982; Ashton & Webb, 1986). This measure has not received wide acceptance (Tschannen-Moran, 2000).

Gibson and Dembo (1984) developed a more extensive and reliable TE measure. They began their research with the formulations of the RAND studies, and accepted the conceptual underpinnings of Bandura; that is, they agreed with the assumption that the two RAND items reflected the two expectancies of Bandura’s cognitive theory, self-efficacy and outcome efficacy (Tschannen-Moran et al., 1998; Tschannen-Moran, 2000).

Gibson and Dembo (1984) began their instrument development by interviewing teachers and analyzing previous research studies of teachers who were reported to possess a strong sense of efficacy. They developed a thirty item measure of TE which, when subjected to factor analysis, precipitated the emergence of a two factor structure To substantiate the claim that the two factors reflected the two expectancies of Bandura; Gibson and Dembo (1984) stated:

If we apply Bandura's theory to the construct of teacher efficacy, outcome expectancy would essentially reflect the degree to which teachers believed that environment could be controlled, that is, the extent to which students can be taught given such factors as family background, IQ, and school conditions. Self-efficacy beliefs would be teachers' evaluation of their abilities to bring about positive student change. Bandura's theoretical predictions of initiation and persistence of coping behavior suggest that persons high on both variables will respond with active, assured responsiveness and persons low on both variables will give up readily if they do not get results. One would predict that teachers who believe student learning can be influenced by effective teaching, and who also have confidence in their own teaching abilities, should persist longer, provide a greater academic focus in the classroom and exhibit different types of feedback than teachers who have lower expectations concerning their ability to influence student learning. (p. 570)

Consequently Gibson and Dembo (1984) called the first factor of their TE measure

Personal Teaching Efficacy (PTE, $\alpha = 0.75$) with the assumption that this reflected self-efficacy. The second factor they called *General Teaching Efficacy* (GTE, $\alpha = 0.79$) assuming that it would capture the essence of outcome expectancy (Tschannen-Moran et al., 1998; Tschannen-Moran & Woolfolk-Hoy, 2001; Tschannen-Moran, 2000). This treatment of PTE and GTE is consistent with that of Ross (1995; 1998).

Other researchers have confirmed the existence of the two factors when using the Gibson and Dembo (1984) items (Anderson, Greene & Loewen, 1988; Burley et al., 1991; Hoy & Woolfolk, 1993; Moore & Esselman, 1992; Saklofske, Michaluk & Randhawa, 1988; Soodak & Podell, 1993). Alphas ranging from 0.75 to 0.81 for PTE, and 0.64 to 0.77 for GTE were obtained by these researchers (Tschannen-Moran, 2000; Tschannen-Moran & Woolfolk-Hoy, 2001). When the RAND items were included in the factor analysis with the Gibson and Dembo (1984) measure, item 1 from the RAND study loaded on the GTE factor, and item 2 from the RAND study loaded on the PTE factor (Coladarci, 1992; Woolfolk & Hoy, 1990; Tschannen-Moran et al., 1998; Tschannen-Moran & Woolfolk-Hoy, 2001).

Inconsistencies were identified with the Gibson and Dembo (1984) 30 item measure. Tschannen-Moran et al (1998) indicate: "Factor analysis of the 30-item instrument indicated that several items loaded on both factors. Consequently, some researchers have used a shortened version containing only the 16 items that load uniquely on one factor or the other (Soodak & Podell, 1993; Woolfolk & Hoy, 1990)" (p. 213). Hoy and Woolfolk (1993) used an even more shortened version which included only 10 items: five personal and five general teaching efficacy items.

The 16 item Gibson and Dembo (1984) TE measure has become the most widely used

instrument to measure PTE and GTE (J. Ross, personal communication, July 1999; M. Tschannen-Moran, personal communication, July, 2000; Tschannen-Moran & Woolfolk-Hoy, 2001). A copy of this instrument is included in Appendix C. It is a 16 item Likert scale survey with 6 possible responses:

- 1 *strongly disagree*
- 2 *moderately disagree*
- 3 *slightly disagree*
- 4 *slightly agree*
- 5 *moderately agree*
- 6 *strongly agree*

Other measures of TE include the *Science Teaching Efficacy Belief Instrument* (STEBI) which was developed by Riggs and Ennochs (1990). It is a 25 item 5 point Likert scale ranging from agree to strongly disagree which is designed to assess the effects of TE on science teaching and learning. Following is a sample item from this instrument: *I understand science concepts well enough to be effective in teaching elementary science*. Emmer and Hickman (1990) also adapted the Gibson and Dembo (1984) instrument which resulted in a 36 item measure to more appropriately deal with the domain of classroom management. The measurement tool included three efficacy subscales: efficacy for classroom management and discipline, external influences, and personal teaching efficacy.

In an effort to explore efficacy in the context of special education, Coladarci and Breton

(1997) also modified the Gibson and Dembo (1984) instrument and employed a 30 item instrument reworded specifically for special education. Midgley, Feldlaufer and Eccles (1989) developed a 5 item PTE measure consisting of the RAND item, two items of academic futility, one item from the Webb Scale, and one original item. Lastly, Raudenbush, Rowen, and Cheong (1992) decided to use a very brief measure of efficacy in asking teachers to respond to this single question: *To what extent do you feel successful in providing the kind of education you would like for this class?* Responses were sought along a 4 point Likert scale.

Bandura (1997) offered his own *Teacher Self Efficacy Scale* in the middle of all the debate and confusion with respect to how best to measure TE. He believed that teachers' sense of efficacy is not necessarily uniform either across the many different types of tasks that teachers are asked to perform or across different subject matter. Bandura (1997) constructed a 30 item instrument with seven subscales: efficacy to influence decision making, efficacy to influence school resources, instructional efficacy, disciplinary efficacy, efficacy to enlist parental involvement, efficacy to enlist community involvement, and efficacy to create a positive school climate. This particular instrument attempts to provide a multi-faceted picture of TE beliefs without becoming too narrow or specific. Each item of the instrument is measured on a 9 point scale anchored with the notations: nothing, very little, some influence, quite a bit, a great deal. Reliability and validity information about this measure is not available (Tschannen-Moran, 2000).

Indeed, the construct and study of TE "has born much fruit" (Tschannen-Moran, 2000, p. 2) and also "research on TE has matured" (Ross, 1998, p. 67). There have been numerous studies dealing with the effects and measurements of TE (See, for e.g., Allinder, 1994; Coladarci, 1992;

Coladarci & Breton, 1997; Gibson & Dembo, 1984; Guskey, 1984,1988; Ross, 1995, 1998; Ross, Cousins & Gadalla, 1996; Rose & Medway, 1981; Scribner, 1998, 1999; Smylie, 1988; Soodak & Podell, 1996; Tschannen-Moran et al., 1998; Tschannen-Moran, 2000; Woolfolk & Hoy, 1990). Bandura (1993) asserted that the collective efficacy of a faculty could be a stronger predictor of student achievement than the socioeconomic level of the student. Therefore, the TE construct is deserving of more direct attention and deliberation in ongoing educational reform efforts, particularly in educational administration, and specifically in teacher performance appraisal processes that encourage teacher professional growth.

Teacher Efficacy and Teacher Professional Growth

A knowledge and clear interpretation of TE can positively influence the professional growth experiences for teachers involved in teacher performance appraisal processes. A gap exists in our knowledge base with respect to high PTE and GTE scores from teachers and their impact on teacher professional growth experiences. The following quotation links TE with teacher professional growth and underscores the inherent possibilities that each has of informing the other:

Gibson and Dembo (1984) predicted that teachers who score high on both general teaching efficacy and personal teaching efficacy would be active and assured that these teachers would persist longer, provide a greater academic focus in the classroom, and exhibit different types of feedback than teachers with lower expectations of their ability to influence student learning. Conversely, teachers who scored low on both general and personal teaching efficacy were expected to

give up readily if they did not get results. (Tschannen-Moran et al., 1998, p. 213)

An increased familiarity with TE allows for more positive teacher professional growth experiences through a teacher performance appraisal process that encourages SDL. If teachers' self-perceptions of teaching are high, it would follow that teachers assume the responsibility for their own professional growth. As teachers take ownership and a leading role in efforts to improve their teaching effectiveness, elements of self-direction are apparent. The attributes of SDL are discussed in the adult learning literature.

Ross et al. (1996) investigated within teacher predictors of teacher efficacy in an attempt to probe teachers' feelings of PTE toward teaching different classes. Their study determined that TE "is a specific rather than a generalized expectancy" (p. 395). The findings concluded that teachers' performance expectancies varied among teaching assignments and that within teacher factors such as *feeling successful*, *feeling well prepared*, and *student engagement* accounted for 21% of the variance in TE (p. 385). Ross et al. (1996) determined that between teacher variables such as *subject*, *experience*, *education*, *gender*, *preference for student-directed instruction* and *innovative assessment* are also important factors in any deliberations dealing with TE. These between teacher variables bear strong resemblances to the *immutable characteristics* as referenced in the employee development literature by Noe et al. (1997).

In a more recent and similar study, Ross, Cousins, Gadalla and Hannay (1999) suggest that TE is threatened when teachers move away from their regular departments, "either by teaching a course outside their subject or by facilitating curriculum activities that cross departmental lines" (p. 800). The authors also suggest that it may be less of a problem for

elementary teachers than for secondary teachers, “but the issue is hardly moot” (p. 797).

Undeniably, TE has a major impact on educational reform efforts, particularly with those efforts that involve teacher professional growth. TE is a predictor of teacher willingness and ability to innovate and, therefore, should be indiscernible. As highlighted, there are within and between predictors of TE. These items can assist with attempts to improve teacher learning initiatives. Furthermore, an expanded knowledge of self-directed learning can also assist with efforts to improve teacher professional growth activities.

Self-Directed Learning

The concept of *self-directed learning* has provoked much debate amongst adult educators and within the wealth of research literature on adult learning. According to Garrison (1997), SDL continues to carry much confusion and debate. He further explains that although the terminology remains worded as “self-directed”, “the overriding theme of self-directed learning has been the external management of the learning process” (Garrison, 1997, p. 18). In this instance, the learner “exercises a great deal of independence in deciding what is worthwhile to learn and how to approach the learning task, regardless of entering competencies and contextual contingencies” (Garrison, 1997, p. 18). The learning activity itself is secondary to the management aspect.

Candy (1991) supports these contentions by Garrison (1997) and additionally suggests that the characteristic of autonomy creates imbalances with respect to self-directed learning. Candy (1991) suggests that the differences are often obscured by the use of a single term and further elaborates:

It has been argued ... that the term *self-direction* actually embraces dimensions of process and product, and that it refers to four distinct (but related) phenomena: “self-direction” as a personal attribute (personal autonomy); “self-direction” as the willingness and capacity to conduct one’s own education (self-management); “self-direction” as a mode of organizing instruction in formal settings (learner control); and “self-direction” as the individual, noninstitutional pursuit of learning opportunities in the “natural societal setting” (autodidaxy). (p. 23)

Early research literature dealing with SDL dates back to the 1960s and the research of a doctoral dissertation by Allen Tough. Tough (1966) suggested that, while self-teaching implies a degree of independence or autonomy, the learning that occurs through self-teaching does not generally take place in isolation. The tenets of Tough’s (1966) work are apparent in the preceding Candy (1991) description. Also, specific to the idea of non-isolation, Brockett and Heimstra (1991) state: “Those individuals who engage in self-teaching are highly likely to seek the assistance of others, such as close friends and relatives, subject-matter experts, and fellow learners” (p. 41).

Tough (1966) focused on individuals engaged in self-learning projects, or a series of related episodes of learning totaling at least seven hours. He concentrated his efforts on attempting to highlight “highly deliberate learning efforts” of adults, and on ascertaining the emphasis placed on planning and deciding the various aspects of the “project”. Tough’s (1966) most significant finding was that the majority of projects in his study (i.e., 68%) were *planned* by the individual learners themselves (Brockett & Heimstra, 1991). The significance of Allen

Tough's research and findings is described below by Brockett and Heimstra (1991). It states the impact on the notion of SDL.

It is this finding about individual planning preferences that lies at the heart of the current emphasis on self-direction research. While self-direction has long been assumed as a major goal of adult education, it was not until Tough's investigation that the impact of this preference for individual responsibility in planning was made apparent. In fact, Tough used the analogy of an iceberg to describe adult learning. Only a very small portion of each (i.e., an iceberg and learning) is clearly visible, while the rest lies beneath the surface. The point here is that the vast majority of what adults learn is not easily observed as through rates of participation in formal adult education programs. (p. 43)

Tough (1982) has more recently expanded his focus from learning projects to the broader sense of intentional changes, although this tactic has not been as widely accepted as the project paradigm (Brockett & Heimstra, 1991; Merriam & Brockett, 1997). The early work of Allen Tough has influenced SDL. Brockett & Heimstra (1991), Candy (1991), Merriam and Brockett (1997) and others continue to reference his research in ongoing efforts dealing with SDL. There are traces of Tough's suppositions throughout the research literature dealing with SDL available since his seminal work in 1966.

The neo-progressive perspective on teacher professional growth is mirrored in the adult learning literature with the tenets of SDL specifically highlighting collegiality and shared

decision-making. These terminologies and ideas exist in the work of Tough (1966) and Candy (1991) as previously noted. A clear picture of a teacher's readiness for SDL could serve to define the steps necessary to the process of translating *theory* into *practice*. In other words, SDL readiness awareness may assist facilitators of teacher professional growth in attaining more visible signs of growth realization within teachers. Additionally, this knowledge may serve as preparatory information advantageous to professional growth facilitators as they plan to begin work with individual teachers. A knowledge of SDL readiness levels could determine where and how one would begin a process aimed at improving teaching practices.

The collaborative process of teacher professional growth as outlined by Duke (1990, 1993) and Cousins (1995), in conjunction with the process and product attributes of SDL as outlined by Candy (1991), are prerequisites for success in teacher performance appraisal processes. Cousins (1995) suggests that a review of prior research yields a rich base of data that presents an image of effective practice. Specifically, he highlights that:

the participation of teachers in the process, taking an active role in negotiating growth objectives, deciding on the nature and frequency of information collection, and engaging in transactional, constructive feedback is clearly the most salient feature of the process. This observation is in keeping with findings in other domains that underscore the advantages of participation ... (p. 214)

This finding is consistent with the suggestion that the teacher performance appraisal processes are most effective, and result in more identifiable and desirable teacher professional

growth outcomes, if clearly self-directed by the teacher. This autodidaxy element as referenced by Candy (1991) illuminates learner autonomy or learner “ownership” which seems to drive the process to the maximum growth potential. As Blake et al. (1995) point out: “No matter how teacher performance is appraised, the evaluation that is most meaningful is one that is self-directed” (p.39). They continue by stating that “Self assessment is motivating; it helps teachers to feel challenged, to possess enhanced self-esteem, and to be excited about professional growth” (p.39). This inherent characteristic influences motivation for participation in the process as does one’s sense of self-efficacy as noted by Noe et al. (1997) in the employee development literature. SDL is, therefore, pertinent to ongoing educational reform efforts, in general, and to teacher professional growth and appraisal, in particular.

Knowles (1975) description of SDL is grounded in his conceptualization of andragogy, which holds as one of its assumptions that, as learners mature, they become increasingly more self-directed (cited in Merriam & Caffarella, 1991). Defined by Knowles (1984) as “the art and science of helping adults learn” (p. 43), *andragogy* is a learner-centered approach to instruction for adults as opposed to the traditional instructor-centered approach. Fundamentally, andragogy “is a way of thinking and working with adult learners” (Merriam & Brockett, 1997, p. 135). It is sometimes referred to as theory, but most often has been referred to as “a set of assumptions and methods pertaining to the process of helping adults learn” (Darkenwald & Merriam, 1982, p. 14). This description is pertinent to teacher professional growth in that the primary objective is to facilitate adult (teacher) growth and development or adult (teacher) learning. Knowles (1980, 1987) is best known for this andragogical model of instruction, a model for designing and operating comprehensive programs for adults, within which the adult is viewed as a mutual

partner. Knowles (1980) states: “The ideal situation is when ... all participants ... [are] ... involved in every aspect of planning every phase of the learning activity” (cited in Merriam & Caffarella, 1991, p. 25).

According to Caffarella (1993), SDL is humanistic in nature. “The process of learning, which is centered on learner need, is seen as more important than the content; therefore, when educators are involved in the learning process, their most important role is to act as facilitators or guides, as opposed to content experts” (Caffarella, 1993, p.26). The teacher’s role in the collaborative process of teacher performance appraisal appears to be self-directed. Sergiovanni has described teachers as self-directed learners (cited in Blake et al., 1995). If teachers are self-directed learners in continuing professional development aimed at professional growth, they may concentrate their efforts on their identified needs, and, in turn, identify their desired growth areas. This is also referenced in the TE literature by Ross (1995, 1998) in that TE is, for example, dependent on teachers’ goal setting. Teachers who predict that they will experience success for themselves and their students, accept more responsibility for the eventual outcomes of instruction, and persist through impediments.

More recently, Garrison (1997) has proposed a comprehensive, theoretical model of SDL that incorporates three overlapping dimensions, namely, *self-management*, *self-monitoring*, and *motivation*. “*Self-management* is concerned with task control issues. It focuses on the social and behavioral implementation of learning intentions, that is, the external activities associated with the learning process” (Garrison, 1997, p. 22; italics in original). This indicates that learners should be provided with choices as to how they would like the learning activities to proceed. This would make the learning more continuous and meaningful. However, Garrison (1997) clearly

points out that this idea of self-management does not translate into freedom from influence. Learners must feel a degree “of perceived and negotiated control of learning tasks and activities” (Garrison, 1997, p. 24). This aspect of negotiation, of collegiality and of “togetherness” are notions often espoused with respect to teacher professional growth.

The dimension of self-monitoring refers to the process whereby the learner takes responsibility for the integration of new ideas and concepts with prior knowledge, or “the construction of personal meaning” (Garrison, 1997, p. 24). According to Garrison (1992, 1997), cognitive ability is a core variable of SDL. Learners require cognitive abilities and available strategies in order to succeed. This presents a conundrum, as is described by Garrison (1997):

Self-monitoring is intimately linked to the external management of learning tasks and activities. An interesting and important issue arises with regard to responsibility (self-monitoring) and control (self-management). The dilemma is whether responsibility must precede control or vice-versa. Although theoretically they go hand in hand, it is very difficult for learners to assume responsibility for their own learning without feeling they have some control over the educational transaction. (p. 25)

Without the option of choice, it may be unrealistic to expect students (that is, teachers) to assume responsibility for their own learning.

Motivation plays a very significant role in SDL; it is indeed a pivotal issue in the whole area of self-direction. It reflects the perceived value and anticipated success of the goals of

learning. Garrison (1997) presents entering motivation and task motivation as issues to assist with a more comprehensive understanding of motivation itself. Establishing a commitment to a particular goal and the intent to act are seen as entering criteria; the tendency to focus on and persist in various learning activities illustrate the task motivation idea.

Garrison's (1997) model of SDL "attempts to integrate contextual, cognitive and motivational dimensions of the educational experience" (p. 29). He suggests that issues of motivation and control are central to a comprehensive understanding of SDL. This belief is supported in other SDL literature. Gower and Cunningham (1995), for example, after studying a self-directed staff development program for teachers, reported that school leaders need to support self-directed efforts for teachers within a personally structured framework. "They observed that when given the opportunity for self-reflection, collegiality, and goal sharing, teachers were more likely to perceive innovation and change as a positive growth experience" (Guglielmino & Nowocien, 1998, p.4). SDL can be seen as consistent with a collaborative constructivist view of learning in that it encourages learners "to approach learning in a deep and meaningful manner" (Garrison, 1997, p. 30).

SDL can be defined as a form of learning in which participants have primary responsibility for planning, carrying out, and evaluating the learning experiences (Candy, 1991; Merriam & Brockett, 1997; Merriam & Caffarella, 1991). If, as Guskey (1997) indicates, "...professional development is an ongoing activity woven into the fabric of every educators life" (p.39), then SDL ought to be the thread that keeps the fabric intact. The notion of "learner control" espoused by Guskey (1997), that of "personal responsibility" as advocated by Brockett and Heimstra (1991), and that of "autonomy" as presented by Candy (1991) is discussed in the

SDL literature and has relevance to teacher professional growth.

Finding ways to individualize professional learning activities has been, and still is, a major challenge for facilitators of professional development (Sparks, 1994; Sparks & Hirsh, 1997). Caffarella (1993) suggests that “One way to accomplish individualization is to provide a self-directed learning option as part of staff development programs” (p.30). The inclusion of the tenets of SDL in teacher professional growth initiatives and, specifically, in a teacher performance process, is an agenda for increased success.

Brockett and Heimstra (1991) suggest that “learner self-direction” (p. 29), or factors internal to the individual, influence an individual in taking responsibility for personal learning endeavors. They propose that an emphasis on the personality characteristics of the individual play a major role in the learning endeavors of individuals. This aspect has been referenced by both Candy (1991) and Garrison (1997) in relation to “self-directed learner” attributes. In this instance, “learner self-direction” is presented in a similar way. Brockett and Heimstra (1991) advance a “Personal Responsibility Orientation (PRO) Model” which posits four interrelated factors within the social context. These are *personal responsibility*, *learner self-direction*, *self-direction in learning* and *SDL*. A schematic of the PRO model is included in Appendix D.

Personal responsibility in this model espouses the same ideals as does autonomy as presented earlier. The central theme is that by accepting responsibility for one’s own learning, one subscribes to a proactive approach to the learning process. The issue of *learner self-direction* deals with characteristics of the learner that predispose an individual toward taking responsibility for personal learning pursuits, and it concerns itself with those traits or ideals that exist *within* the individual, or are *internal* to the individual. These may include, but are not limited to,

personality, creativity and life satisfaction. (Brockett & Heimstra, 1991). The PRO Model adds further specificity to both Cousins (1995) and Noe et al (1997) frameworks in this instance.

Self-direction in learning is seen as the “vital link” (Brockett & Heimstra, 1991, p. 29) in this model. It can be capsulized as the umbrella concept under which both the *external* and *internal* factors can be situated. The characteristics of the teaching and learning situation are positioned within this element. The final principle of the PRO model, *SDL*, embodies all the other elements and represents the social context in which the learning takes place.

Thus, while the individual is the “starting point” for understanding self-direction in learning, this social context is seen as the arena in which the activity is played out. In order for us to truly understand the phenomenon of self-direction in adult learning, it will be crucial to recognize and deal with the interface between these individual and social dimensions (Merriam & Brockett, 1991, p. 32-33).

In teacher professional growth initiatives, both *SDL* and learner self-direction as referenced from the PRO model are apparent in varying degrees. The measurement of *SDL* has provided researchers, academics and practitioners with many challenges. The following section will highlight the research literature in this area. Studies designed to measure an individual’s level of *SDL* have moved the body of knowledge and the level of understanding about the concept forward tremendously.

Self-Directed Learning Measures

The level of self-direction in teacher supervision appears to influence teachers’

willingness to change (Zepeda & Ponticell, 1998). The employee development literature cites that the motivation to learn is important. The level of readiness for SDL is an equally important aspect for consideration. Moreover, motivational factors have been revealed to be connected and related to SDL (See, for e.g., Bulik, 1997; Brockett & Heimstra, 1991; Garrison, 1992, 1997; Wlodkowski, 1999). The SDL readiness level may inhibit or obstruct motivation. Guglielmino (1977) developed the Self-Directed Learning Readiness Scale (SDLRS) as an instrument to measure SDL readiness. This instrument has been widely used and validated. Merriam and Brockett (1997) and Brockett and Heimstra (1991) indicate that the SDLRS is the most widely used quantitative measure of self-direction in learning. Long (1999) supports this contention (H. Long, personal communication, April, 1999). Brockett and Heimstra (1991) refer specifically to the Guglielmino (1977) SDLRS:

Developed in 1977 by Lucy M. Guglielmino, for a doctoral dissertation at the University of Georgia, the SDLRS was designed to assess the extent to which individuals perceive themselves to possess the skills and attitudes frequently associated with self-directedness in learning. The instrument was designed through a three round Delphi survey process involving 14 individuals considered to be experts on self-directed learning. Upon revision, the instrument was administered to 307 persons in Georgia, Vermont and Canada. From this administration, additional revisions were made and a reliability coefficient of 0.87 was estimated. (p. 56)

The instrument is a 58 item, 5 point Likert scale that yields a total score for self-directed readiness. A copy of it is included in Appendix E. To assist those who complete the Guglielmino (1977) SDLRS, the numerical responses on the instrument have the following descriptors attached:

- 1 *Almost never true of me; I hardly ever feel this way*
- 2 *Not often true of me; I feel this way less than half the time*
- 3 *Sometimes true of me; I feel this way about half the time*
- 4 *Usually true of me; I feel this way more than half the time*
- 5 *Almost always true of me; there are very few times when I don't feel this way*

A factor analysis by Guglielmino (1977) identified the following eight factors: 1) love of learning; 2) self-concept as an effective, independent learner; 3) tolerance of risk, ambiguity, and complexity in learning; 4) creativity; 5) view of learning as a lifelong, beneficial process; 6) initiative in learning; 7) self-understanding; and 8) acceptance of responsibility of one's own learning (Brockett & Heimstra, 1991, pp. 56-57).

More recently, McCune, Guglielmino and Garcia (1990) in a meta analysis of research endeavors using the Guglielmino (1977) SDLRS described the state of knowledge regarding adult self-direction in learning as measured by the instrument. Their findings highlight five variable categories in the meta analysis of thirty-five studies using the instrument: 1) autonomy; 2) dependence; 3) growth orientation; 4) degree of involvement; and 5) perceived contentment.

The Guglielmino (1977) SDLRS has been used in two major ways. It has been used to

explore the relationships between self-directed readiness and other personal variables through experimental, quasi-experimental and correlational research designs. The instrument has also been used as a diagnostic tool for assessing learners' perceptions for SDL readiness. The validity and reliability of the SDLRS have been examined by a number of researchers.

Torrance and Mourad (1978) provided support for the construct validity of the Guglielmino (1977) SDLRS. Further support was provided in a later study by the same two individuals (Mourad & Torrance, 1979). Long and Agyekum (1983; 1984) also conducted studies of validation of the Guglielmino (1977) SDLRS. Brockett and Heimstra (1991) make specific reference to the Torrance and Mourad (1978) analysis:

Significant positive correlations were found between SDL readiness and the following: three measures of originality, the ability to develop analogies in the description of photographs, creative personality, creative achievements, and right hemisphere style of learning. A significant negative correlation was found between SDLRS scores and the left hemisphere style of learning. The authors thus concluded that a link exists between creativity and the tendency toward self-directedness. (p. 57)

In a different study, Hall-Johnsen (1986) found evidence of a link between SDL readiness and actual involvement in the learning process. His findings were based on a sample of 65 professional staff at Iowa State University. The study's final report states that "a positive, predictive relationship between readiness and the number of self-planned projects conducted, as

well as the amount of time spent on them” (Hall-Johnsen, 1986, cited in Brockett & Heimstra, 1991, p. 60).

There has been an ongoing debate over the continued use of the Guglielmino (1977) SDLRS (See, for e.g., Bonham, 1991; Field, 1989,1991; Guglielmino, 1989; Guglielmino, Guglielmino & Long, 1987; Long, 1987, 1989; McCune, 1989; West & Bentley, 1989). Field (1989) contends that the Guglielmino (1977) SDLRS is structurally unsound and invalid. Specifically, he offers the following commentary with respect to the validity of the instrument: “The findings which have been presented in this section represent additional evidence that the SDLRS measures a homogeneous construct that is not closely linked with readiness for self-directed learning” (Field, 1989, p. 138). Field (1991) proceeded with another study that was precipitated by his ongoing concerns about the construct validity of the SDLRS, and also by the responses of Guglielmino (1989), Long, (1989) and McCune (1989). He posits that there are serious flaws in the instrument, and concludes his discussion by suggesting that conceivably SDL may not be a “stable, context-independent construct that can be measured by a pencil and paper instrument” (Field, 1991, p. 102-103).

Landers (1990) found evidence that the internal reliability of the Guglielmino (1977) SDLRS was weak. Bonham (1991) also has concerns about the construct validity of the SDLRS and offers a somewhat different criticism of the instrument. She suggests: “One way to examine this issue of construct validity is to determine what is represented by low scores on the SDLRS. In other words, do low scores on the SDLRS measure the opposite of readiness for self-directed learning?” (Bonham, 1991, p. 92). Bonham (1991) suggests that there are two opposites to SDL, namely: “other” directed learning and a dislike for and avoidance of all learning. She suggests

that the Guglielmino (1977) instrument, in this instance, is measuring the opposite of SDL. Bonham (1991) states that "... it seems more logical to say that the opposite of self-directed learning is not to seek learning at all" (p. 93).

Determining whether SDL is more productive of learning undertakings than other-directed learning may vary "with such factors as the learners' prior awareness of the content, the teacher's content expertise, and the nature of learning to be done" (Bonham, 1991, p. 97). These factors are unique and differ amongst individuals. In essence, Bonham (1991) suggests that SDL is conceivably a bi-polar construct, with SDL on one end of the continuum and non-SDL on the other end. She suggests that the Guglielmino (1977) SDLRS may actually measure "non-learning as the opposite of self-directed learning" (Bonham, 1991, p. 93). Other references dealing with the validity and reliability of the Guglielmino (1977) SDLRS include Mourad (1979), Sabbaghian (1979) and Hassan (1981).

Oddi (1984, 1985) developed the Oddi Continuing Learning Inventory (OCLI) as an alternative measure of SDL. Using a theoretical framework based on individuals' personality characteristics whose behavior was characterized by initiative and persistence in learning over time through a variety of modes, Oddi (1985) identified three clusters of personality dimensions of self-directed continuing learners: 1) proactive drive versus reactive drive, which refers to an individual's ability to initiate and persist in learning activities without immediate or external reinforcement; 2) cognitive openness versus defensiveness, which refers to openness to new ideas, adaptability to change, and ambiguity tolerance; and 3) commitment to learning versus apathy or aversion to learning, suggesting that many individuals learn for the sake of learning, and that self-directed continuing learners fall into this category (p. 98). Brocket and Heimstra

(1991) explain the instrument's development:

Based on these theoretical dimensions, Oddi constructed 100 items that were subjected to a content validation by panels of graduate students and experts in psychological constructs or self-directed learning. The 65 remaining items were organized into a seven point Likert scale and, in this pre-pilot form, were administered to 30 volunteers. Emerging from this preliminary scale was a 31 item instrument, which was administered to 287 graduate students in law, nursing and education. Five items from this instrument proved unreliable; however, the 26 remaining items yielded a raw score coefficient alpha of 0.75. (p. 76)

The OCLI has been used in few studies. Studies by Six (1989) and Landers (1990) raised questions about the appropriateness of this instrument to measure SDL.

Landers (1990) concluded that the Guglielmino (1977) SDLRS is the preferred instrument for measuring the concept of self-direction. The most frequent measure of SDL continues to be the Guglielmino (1977) SDLRS (Brockett & Heimstra, 1991; Merriam & Brockett, 1997). Long (1991) posits that the availability of the Guglielmino (1977) SDLRS has been a major impetus to research on SDL. The Guglielmino (1977) SDLRS has been used by more than 500 major organizations around the world. It has been translated into more than fourteen languages and more than 50,000 adults have completed it (L. Guglielmino, personal communication, July 1997). Heimstra (1994) provides a very specific commentary vis-à-vis the utilization of the Guglielmino (1977) SDLRS: "The instrument appears to have some limitations in terms of with whom and

how it is used, but if employed appropriately appears to be appropriate in helping to better understand aspects of self-directed learning” (p. 6).

Self-Directed Learning and Teacher Professional Growth

The process of teacher professional growth, punctuated by events such as needs assessments and identification, consensus forming, and effective follow-through, is a process of learning very similar in nature to that espoused by SDL. The effective follow-through, for example, can be seen as the appraisal process in the conceptual framework presented by Cousins (1995). The reciprocity of SDL and teacher professional growth and development is indubitable. The theory of SDL is present in the process of teacher performance appraisal and in teacher professional growth. As was previously referenced in the TE discussion, instruments such as the Guglielmino (1977) SDLRS and the Oddi (1985) OCLI have been developed to assess levels of readiness for SDL.

The tenets of SDL, in relation to teacher professional development and teacher professional growth, are not being used to the extent that they ought to be. Increased application and utilization of the assumptions of SDL would allow for improved teacher professional development experiences, which could result in more positive teacher professional growth through the teacher performance appraisal process. The belief that such a process ought to be teacher-directed, collaborative and subscribing to the attributes of SDL fall within the neo-progressive orientation that suggests “that the primary focus for growth is the teacher’s agenda and that the process is agreement-oriented and collegial” (Cousins, 1995, p.214).

Individual teachers can best decide on which areas of professional growth they should concentrate. Candy (1991) supports this notion by stating that “It is the belief that giving learners

control over certain instructional functions leads to demonstrably superior learning outcomes” (p. 215). This argument has been used in the adult learning literature as a rationale for increased learner control. SDL has a powerful, overwhelming influence on teacher professional development efforts in this instance. As with the neo-progressive approach to supervision, the agenda becomes teacher-driven in the professional growth process itself. To participate fully in this process, to be comfortable with it, and to derive maximum benefit from it, an element of readiness for SDL is necessary. Consequently, self-direction, or SDL readiness, are characteristics that can be added to the Cousins (1995) conceptual framework which was developed to organize thinking about the nature, causes and consequences of collaborative teacher performance appraisal.

Teacher professional growth is influenced by TE, SDL and a variety of other individual characteristics. High self perceptions of TE and readiness to participate in SDL, in particular, are indicators of success in a process of teacher professional growth. An expanded knowledge of successful implementation is relevant to an analysis of the barriers and obstacles to implementation. More research dealing with successful implementation of professional growth processes would be of great assistance to future endeavors in this area.

This research project is, however, less about actual implementation of an educational innovation than about the barriers and obstacles to implementation. It specifically identifies the kinds of barriers that hinder the implementation of a teacher performance appraisal process that encourages SDL. This research project highlights the impact of both TE and SDL on the implementation of teacher performance appraisal process. Supporting evidence and research findings accentuating the same is provided. This knowledge will contribute to the research

literature on implementation of growth-oriented teacher performance appraisal processes.

The succeeding sections in this chapter deal with the relationship between TE and implementation, and SDL and implementation. Specifically, the discussion is organized around the implementation of teacher performance appraisal processes. Research literature dealing with implementation is referenced in these discussions, and efforts to integrate and to synthesize the same within the current research project are made.

Implementation: Teacher Roles

Teachers are seen as central to the process of educational reform efforts (Fullan, 1993, 1995, 1999; Stoll & Fink, 1996) . School improvement efforts range from changes in classroom methodologies, to new curricula, and to new school and school district policies and procedures. Most of these improvement efforts necessitate the implementation of new practices. The role, importance and the impact of teachers in bringing together theory and practice is paramount in implementation efforts vis-à-vis school improvement endeavors in various educational settings. Fritz et al. (1995) support this contention, “Teachers are key change agents in the classroom, yet inadequate attention has been paid to traits that optimize teachers’ success in implementing innovations” (p. 200).

An analysis of the various effects on implementation efforts would permit a heightened awareness of the value of teachers’ efforts. Moreover, an analysis of barriers and obstacles to implementation efforts would allow facilitators of the implementation process to experience more success. There is little published research dealing specifically with the implementation of teacher performance appraisal processes. More specifically, educational research dealing with the implementation of a teacher performance appraisal processes that encourage self-directed

learning is unavailable. Research findings dealing with the effects on educational implementation in this area fills a gap in the knowledge base in this area. An identification of the barriers and obstacles to the implementation of a teacher performance appraisal process that encourages self-directed learning provides an empirical contribution to educational research literature in this area. It will assist school and school district policy developers and implementers in their difficult tasks.

Some educational research efforts have dealt with teacher efficacy and implementation. There is some research literature available in this instance. There is very little published educational research literature dealing specifically with SDL and the implementation of teacher performance appraisal processes.

Implementation and Teacher Efficacy

The construct of teacher efficacy has been described and discussed in previous sections of this chapter. It was first conceptualized in two RAND Corporation studies (Dembo & Gibson, 1985). Some prior research has investigated the relationship between teacher efficacy and the implementation of educational innovations. Guskey (1988) explored the relationship among teachers sense of efficacy and their attitudes toward the implementation of mastery learning as a form of instructional innovation; he reported a significant relationship.

The results from the present investigation indicate that there are fairly strong and statistically significant relationships between teachers' perceptions of teachers that are generally associated with instructional effectiveness, and attitudes towards the implementation of instructional innovation. (p. 67)

Additionally, Guskey (1988) found that the more efficacious teachers rated the new practices as more congruent with their current practices as teachers, and less difficult to implement.

Assuming that teachers who express a high level of personal efficacy, who like teaching, and who feel confident about their teaching abilities are, indeed, highly effective in the classroom, these teachers also appear to be more receptive to the implementation of new instructional practices (Guskey, 1988, p. 67).

The author further suggested that those teachers who may be considered less effective appear to be the least receptive to implementation. The research of Guskey (1988) posits that teachers sense of personal efficacy is a clear determinant to teachers' adoption of educational innovations.

Another study dealing with teacher efficacy and implementation was undertaken by Ghaith and Yaghi (1997). They investigated the relationship among teacher experience, teacher efficacy and teacher attitude toward the implementation of instructional innovations. They found a positive correlation between teachers' PTE levels and teachers' attitudes toward the implementation of new instructional practices. Teachers willingness to implement new instructional processes is a key factor influencing educational improvement and teachers are seen as central to the process (Ghaith & Yaghi, 1997). This finding supported earlier findings of Guskey (1988).

Additionally, Ghaith and Yaghi (1997) found teachers' GTE not to be correlated in this

instance. These suppositions are supported by Allinder (1994) who posits that teachers PTE levels “appear to be related to how teachers perceive their roles, conduct instruction, and interact with students” (p. 92). Allinder (1994) further suggests that teachers with high PTE levels are more apt to implement new instructional programs. Similarly, Stein and Wang (1988) suggest that teachers with a greater sense of efficacy were more willing to try new innovations.

An improved awareness of TE would have a positive impact on the implementation efforts. TE can assist in the implementation of teacher performance appraisal processes that encourages self-directed learning. TE may be a barrier or obstacle to this implementation.

Barriers to the Implementation of Teacher Performance Appraisal Processes

Individual characteristics are of paramount importance in any implementation effort; the efforts and contributions of teachers are very important. Additionally, teacher perceptions compel leaders and facilitators of implementation efforts to be clear about intent, expectations, and possible benefits. Doyle and Ponder (1977) discuss issues of instrumentality, congruence and cost as they relate to teacher involvement in implementation. They suggest that teachers will adopt and support implementation changes if they envision them as practical and “congruent” with their work environments, and understand the importance of the desired change.

Cousins (1995) has highlighted specific teacher characteristics inherent in a collaborative teacher performance appraisal process. Noe et al. (1997) have provided a similar attributes dealing with employee development. Duke (1990, 1993) has indicated that awareness of personal issues and characteristics is also indicative of teacher professional growth success. These three researchers have collectively identified many individual characteristics that require consideration in teacher professional growth settings.

In a discussion of teacher participation in growth-oriented teacher performance appraisal processes, Cousins (1995) suggests that a review of prior literature informs a perspective for effective practice. He states: "The participation of teachers in the process, taking an active role in negotiating growth objectives, deciding on the nature and frequency of information collection, and engaging in transactional, constructive feedback is clearly the most salient feature of the process" (p. 214). This aspect of teacher input, teacher ownership and teacher "control" are also seen as important components affecting the implementation of such a process.

Additionally, Duke (1990) suggests ways to develop evaluations systems that promote the ongoing professional growth of teachers. He posits that we must emphasize three essential factors to maximize teacher growth: motivation, awareness, and imagination. Each of these factors, in concert with the teacher participation concept highlighted by Cousins (1995) all point to an emphasis on the individual. Furthermore, in their assertions and research findings, Allinder (1994), Doyle and Ponder (1977) and Ghaith and Yaghi (1997) concur that individual characteristics are important. TE is an important individual teacher characteristic worthy of consideration in implementation efforts (Guskey, 1984; 1988; Ghaith & Yaghi, 1997). Higher levels of teacher TE would allow for more positive experiences in implementation.

Also, according to Duke (1990) and Cousins (1995), awareness, motivation, and involvement would also help promote teacher professional growth. Involvement in one's own professional growth suggests elements of self-direction. Teacher performance appraisal processes that encourage professional growth through self-directed learning also encourage teacher involvement in professional growth. Merriam and Brockett (1997) believe that those learners who engage in SDL are more likely to seek the assistance of others.

In implementation efforts, teachers must connect and engage with others. Both Hall and Hord (1987; 2001) and Pankake (1998) have highlighted the human element associated with implementation. This is indicative of highly self-directed learners and could assist implementation efforts of growth-oriented teacher professional growth processes. It appears that high TE and SDL readiness levels would permit facilitators to experience maximum success in implementation endeavors.

Additionally, research literature dealing with implementation suggests that time is a definitive barrier and obstacle to full, intended implementation (Doyle & Ponder, 1977; Hall & Hord, 2001). Time is required for teachers participating in the process and also for administrators leading the process. It appears as though the lack of this time definitively impedes the inherent success of any implementation undertaking. Implementation can be enhanced with an increased understanding and awareness of teachers' TE and SDL readiness levels. High TE and SDL readiness levels suggest that time would be maximized and utilized efficiently.

Educational research literature is void of any reference to implementation of teacher performance appraisal processes that encourage self-directed learning. While these types of issues and/or factors that have been mentioned are likely to have an impact, it is uncertain if they are barriers to the implementation of such processes. This research project will ascertain the same. While educational implementation has received wide discussion in educational research literature, barriers and obstacles to the implementation growth-oriented teacher performance appraisal processes have not. Both TE and SDL readiness are believed to have an impact on educational implementation in this instance.

In ideal circumstances, teachers assist their peers at the classroom/school level with

implementation and with “making it work”. In the broadest sense of the concept, implementation is the point at which things move beyond “talking and planning” and “really begin to happen”. A knowledge of the barriers and obstacles to the implementation of a teacher performance appraisal process that encourages SDL will fill a gap in our knowledge base in this area.

Teachers with high TE levels exhibit greater confidence in their professional competence and are more likely to experiment in the classroom (Guskey, 1984). Conversely, low efficacy teachers are more likely to rely on teaching approaches which are weaker and easier to adapt, such as whole class teaching. Ross (1998) indicates that high TE teachers have high expectations of their teaching efforts, and this trait enables them to take risks. Risk-taking and confidence would appear to be types of elements that would assist successful implementation. Tschannen-Moran et al. (1998) support this contention by indicating that high TE teachers are more open to new ideas. Additionally, Tschannen-Moran et al. (1998) have suggested that high TE teachers have less difficulty in implementing new initiatives. A knowledge of teachers’ TE levels can assist implementation efforts. High TE teachers appear to have a greater impact on the implementation of innovations. The implementation of a teacher performance appraisal process involves some risk taking, and it appears that high TE teachers would be more successful in this venture.

These issues deal with implementation in its truest sense. Questions surrounding who is involved in implementation, what are the roles of these individuals and what is the intended impact of the innovation takes precedence in any discussion of implementation. Other issues, such as the effects on implementation, do exist. Hall and Hord (1987, 2001) have researched the implementation of educational innovations and have presented several assumptions about change

that lead to a heightened awareness of the effects on innovation implementation. Findings of this research, however, do not provide evidence suggesting that TE and SDL readiness levels assist implementation efforts.

In a preceding section of this chapter dealing with teacher professional growth, Corcoran and Goertz (1995) suggest that policy makers proceed with mandated reforms without understanding exactly what it is teachers need to know to implement these suggested changes. Duke (1990, 1993) also references policy adherence as a hindrance to teacher professional growth. Teachers attitudes and beliefs are important determinants to participation (Greene, 1992; Noe et al., 1997). This information can assist with implementation efforts. As has been highlighted by Doyle and Ponder (1977), Hall and Hord (1987; 2001), and Pankake (1998) attention must be paid to individual characteristics, attributes and idiosyncrasies. Specifically, it is believed that TE and SDL readiness levels can influence the implementation of growth-oriented teacher performance appraisal processes that encourages SDL, and also teacher professional growth experiences.

Teacher participation was evident in the development of the Northwest School District's teacher performance appraisal process. This participation is often the only visible representation of the many change efforts that occur regularly in society, particularly to those who are not involved in the planning and development of these innovations. The extent to which TE and SDL influenced the implementation of the Northwest School District implementation of a new teacher performance appraisal process is highlighted in this research project.

Concluding Summary

This literature review highlights individual characteristics associated with effective

teacher professional growth. It draws extensively from the conceptual frameworks of both Cousins (1995) and Noe et al. (1997). The Cousins' (1995) conceptual framework was compiled to organize thinking about the nature, causes and consequences of collaborative appraisal in an educational personnel appraisal setting. The Noe et al. (1997) conceptual framework describes the relationship between antecedents, development activities and learning outcomes in an employee development setting.

These developing conceptual frameworks both have some empirical evidence and some methodological limitations. These limitations include dealing solely with administrators in the Cousins' (1995) study, and in the Noe et al. (1997) study, the research focused on employee development initiatives and not specifically teacher professional growth. This research project moves beyond these designs and closely scrutinize the implementation of a growth-oriented teacher performance appraisal process. This chapter broadens the perspective of these two conceptual frameworks in defining the influence of TE and SDL on a teacher performance appraisal process. In addition, relevant research literatures dealing with teacher professional growth, teacher supervision, teacher characteristics and implementation are incorporated.

Teachers' TE and SDL readiness levels are key individual characteristics to consider in the implementation of a teacher performance appraisal policy that encourages SDL. This research project analyzes the influences of both TE and SDL on teacher professional growth experiences. Hord, Rutherford, Huling-Autsin and Hall (1989) suggest that "the single most important factor in any change process is the people who will be most affected by the change" (p. 6). In a more recent publication some of these same authors and researchers state: "Change is not only, however, about the implementors -- those who will change their practices -- but also about those

who will facilitate the implementors in doing so” (Hall & Hord, 2001, p. 27).

This study presents an analysis of the barriers and obstacles associated with the implementation of a new teacher performance appraisal policy and provides an empirical contribution to the research literature in this area. It presents the effect that TE and SDL readiness levels have on teacher professional growth experiences and also on implementation. Another presentation of the research questions for this research project will assist in summarizing this chapter and identifying once again the gaps in the knowledge base in these areas. The re-presentation of the research questions concludes this chapter, Chapter 2.

Research Questions

Teachers’ level of TE and readiness for SDL can influence the full and intended implementation of a school district teacher performance appraisal policy that encourages SDL. Additionally, teachers’ levels of TE and readiness for SDL could influence their professional growth experiences within an appraisal process that encourages SDL. There are, however, specific barriers and obstacles to the implementation of such a process. Specifically, this research study addresses the following research questions:

1. Do teachers’ levels of TE influence their professional growth experiences in a teacher performance appraisal process that encourages SDL?
2. Do teachers’ levels of readiness for SDL influence their professional growth experiences in a teacher performance appraisal process that encourages SDL?
3. What are the barriers to implementation of a teacher performance appraisal process that encourages SDL?

CHAPTER THREE

METHOD

Life would be substantially different were it not for research. Again, the diet you follow, the car you drive and the medications you take are the results of someone else's research. Without it, life would probably be shorter, less pleasant, and substantially more hazardous. Put quite simply, research is important because it keeps us from making incorrect decisions, or behaving in ways that are nonproductive. (Schloss & Smith, 1999, p. 2)

Introduction

The research design, methodological procedures, and the research context for the study are presented in this chapter. Coverage of the research strategy is followed by a description of specific techniques that were used to collect, organize and analyze the data. These discussions are divided into sections that deal specifically with the four phases of the research, including the quantitative and qualitative approaches utilized in the study. The chapter concludes with a statement of the researcher's orientation to the inquiry and a brief discussion of the ethical considerations.

Context

Prior to January 1997, the education system in Newfoundland and Labrador was governed by Boards having religious affiliations. Denominational education ended in Newfoundland in

January 1997 when school district boundaries were reorganized and denominational control of the school system was removed. Twenty-seven former denominational school districts became ten interdenominational (public) school districts. In some jurisdictions, as many as seven former districts came together to form one new district. The requirement of, and desire for, common policies and procedures was evident and, during the 1997-98 school year, many school districts undertook the major initiative of policy development. This desire was expressed by teachers, school-level administrators, district office administrators as well as school board trustees and parents.

The school district of interest for this research project is the Northwest School District. The boundaries for this educational jurisdiction extend from Daniel's Harbour in the north to Corner Brook and the Bay of Islands area in the west and east to include the White Bay area. The Northwest School District operates thirty-one schools, containing approximately nine thousand students and five hundred and sixty teachers. The administrative offices are located in the city of Corner Brook. An outline of the school districts in Newfoundland and Labrador is presented in Appendix F.

During the 1997-98 school year, the Northwest School District placed a priority on the development of policies and guidelines for teacher evaluation. A working group was established in November 1997 to develop a professional staff evaluation policy for classroom teachers, specialist teachers, principals and program specialists or program staff personnel working out of the district office. Invitations for participation were sent to all schools and a representative group of teachers, principals and district office staff was chosen. The researcher was asked to represent the staff positions at district office on the development team. The administrative structure at the

Northwest School District office included senior district administrators or those in “line” positions, program consultants or those in “staff” positions, and the secretarial and maintenance support staff.

The researcher attended all the policy development meetings representing the views of the program consultants. Between development team meeting dates, the researcher met with the other program consultants at the district office to ensure that they were aware of the progression of the development team and also to solicit any input the program consultants wanted into the policy development process. During phase one of the research methodology, the researcher was still in the employ of the school district. It was during this phase that the quantitative survey instruments were administered. During phases two and three of the research methodology, the researcher was on a sabbatical leave from his district office position. It was during this period of educational leave that data were collected in these two phases.

Early in its discussions, the working group decided to minimize the use of the words “teacher evaluation” owing to their negative connotation amongst teachers. In the past, teacher evaluations in the Northwest School District had been too narrowly defined in both purpose and method. The working group agreed that the main objective of staff evaluation is professional growth, and it adopted the terminology “teacher appraisal, professional growth and improvement” for these reasons.

It was decided that the following philosophical principles would guide this new process of teacher appraisal, professional growth and improvement:

1. *Teachers are committed to professional growth, and it is the responsibility of the School District to support the process through ongoing appraisal and feedback.*
2. *The primary focus of teacher professional growth and appraisal is to enhance opportunities for student learning.*
3. *Teachers are competent, dedicated individuals who want to grow professionally to improve their performance.*
4. *Teacher professional growth and appraisal must encourage self-directed reflection.*
5. *The professional strengths and needs of teachers should guide the process.*
6. *The professional growth and appraisal process should be a constructive, cooperative undertaking.*
7. *Effective teaching practices can be defined, learned and practiced by a professional.*

The preceding principles are evidence that the Northwest School District promotes a teacher performance appraisal process that encourages SDL for professional growth. The principles emphasize professional growth and teachers' personal needs and self-reflection. Proponents of SDL suggest that the approach permits and encourages individual differences (See, for e.g., Brockett & Heimstra, 1991; Candy, 1991; Merriam & Brockett, 1997; Merriam & Caffarella, 1991; Garrison, 1992,1997; Tough 1966).

Teacher performance appraisal and teacher professional growth are individualized processes. There appears to be a relationship between TE and teacher professional growth.

Teachers who have greater beliefs in their ability to teach and to affect learning are more likely to try new ways of teaching, to be confident and enthusiastic about teaching (Allinder, 1994; Fuchs et al., 1992; Ross, 1998), and to stay in the field of education (Glickman & Tamashiro, 1982).

The Northwest School District working group agreed with Marczely (1996) that effective teacher professional development must be personalized to address the needs of individual teachers. Guskey (2000) concurs with this notion stating:

We always hope that participants' reactions to a professional development experience will be positive. Ideally, the program or activity will be carefully planned and carried out so that all those who take part consider it helpful and a valuable use of their time. (p. 121)

This aspect of personalization will result in more desirable outcomes for teacher professional growth in a teacher performance appraisal process.

Research Design

This research project is a mixed method single case study. Some researchers and theorists consider the "case" to be an object of study (Stake, 1995) and others consider it a methodology (Merriam, 1988, 1998). This research project subscribes to the definition as espoused by Creswell (1998). He states that "a case study is an exploration of a "bounded system" or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context" (p. 61).

A case study seeks to explain the complexity of a single case. This research strategy is

often used in order to better understand an activity within important circumstances (Stake, 1995). The case study approach “is employed to gain an in-depth understanding of the situation and meaning to those involved. The interest is in the process rather than outcomes, in context rather than a specific variable, in discovery rather than communication” (Merriam, 1998, p. 19). This research project can be categorized as such a case in that it pertains to teachers and administrators participating in a field-test of a new approach to teacher performance appraisal in one Newfoundland and Labrador school district during the 1998-99 school year. It involves a “little understood phenomenon” (Marshall & Rossman, 1999, p.33) not previously researched.

The project highlights some of the attributes of successful professional growth experiences within the field-test of the teacher performance appraisal process in the Northwest School District. It also highlights whether TE (both PTE and GTE) and SDL readiness levels influence these teacher professional growth experiences in such a process. Furthermore, the study spotlights the barriers and obstacles to full, intended implementation of a teacher performance appraisal process that encourages teacher professional growth.

In order to address the three research questions, this research project employs both qualitative and quantitative methods and it is largely exploratory in nature. Qualitative and quantitative research methods gain strength from each other when used together (Woods, 1992). Additionally, Yin (1989) advocates using combined quantitative and qualitative approaches to case study development and research. In order to maintain the highest degree of reliability and validity possible, and to fulfill the purpose and intent of the study, both research approaches are used. Greene, Caracelli & Graham (1989) suggest that although triangulation is an important reason to combine qualitative and quantitative methods, the ways in which they complement each

other are also important. “in that overlapping and different facets of a phenomenon may emerge (e.g., peeling layers of an onion)” (cited in Creswell, 1994, p. 175).

The four phases of the research methodology are explained in detail in this chapter, and they are interrelated and presented as a cascading research model. Each phase of the research can be seen as necessary and preparatory for the subsequent phases of the research. Phase one involved the administration of two quantitative instruments to all research participants. In phase two, teacher participants were interviewed. Administrator interviews took place during phase three. Phase four was a blending and combination of the three prior research phases. This research phase was a procedure used by the researcher to process, to integrate and to synthesize the findings of the previous three research phases. There were no new data collected in phase four.

Research Participants

The participants in this study are teachers from the Northwest School District involved in the field-test of this teacher performance appraisal process during the 1998-99 school year. Those participants were selected based on a sampling strategy described by Miles and Huberman (1994) as appropriate for qualitative studies. They state: “Qualitative samples tend to be *purposive*, rather than random (Kuzel, 1992; Morse, 1989)” (p. 27). Sampling involves first setting the boundaries to define aspects of the case and secondly framing to help uncover basic constructs of the study. The sampling strategy used in this study was what Miles and Huberman (1994) refer to *Intensity* sampling. In this type of sampling, “Information-rich cases that manifest the phenomenon intensely, but not extremely” (Miles & Huberman, p. 28) were used.

District office administrators suggested to the thirty-one school-level administrators

within the district to follow the new process with at least one staff member (i.e., teacher) due for “evaluation” during the 1998-99 school year. From the outset, a minimum of thirty-one participants was anticipated. There were ten school-level administrators who led the field-test with one teacher. Some school administrators followed the process with more than one teacher. The actual research sample consists of ninety-eight participants involved in the field-test in twenty-nine different schools. Two schools chose not to participate in this study for reasons unknown to the researcher. This information is outlined in Table 1.

Table 1

Number of Teacher Participants By School
(N=98)

	Number of Participants (Teachers) Per School	Number of Schools	Total Participants
	1	5	5
	2	5	10
	3	8	24
	4	5	20
	5	3	15
	7	2	14
	10	1	10
Total		29	98

School-level administrators were interviewed in phase three of the research methodology. Both the school-level administrators and teacher participant interviews facilitated the inclusion of school vignettes, or complete school pictures, as the fourth methodological phase.

While the research sample may seem small, “qualitative researchers usually work with *small* samples of people nested in their context and studied in-depth -- unlike quantitative researchers, who aim for larger numbers of context-stripped cases and seek statistical significance” (Miles & Huberman, 1994, p. 27). This Northwest School District field-test is an example of a “bounded system” as espoused by Creswell (1998). Specifically, this research project study “explores a single entity or phenomenon (“the case”) bounded by time and activity (a program, event, process, institution, or social group) and collects detailed information by using a variety of data collection procedures during a sustained period of time (Merriam, 1988; Yin, 1989)” (Creswell, 1994, p.12).

Additionally, this research project was exploratory in the sense that Marshall and Rossman (1999) describe as focusing on an investigation of a “little known phenomenon” (33). It is a mixed method single case study as opposed to a multiple case study, and investigates a largely unexplored area of educational administration. There are four phases to the research methodology.

Phase 1 - Quantitative (Survey Instruments)

Phase one of the research methodology involved the administration of two quantitative survey instruments. In early May 1999, all ninety-eight participants were mailed two surveys: 1) the Gibson and Dembo (1984) Teacher Efficacy (TE) scale; and, 2) the Guglielmino (1977) Self-Directed Learning Readiness Scale (SDLRS). Participants were sent a covering letter explaining

the intent of the research project. They were also asked to complete these instruments and return them to the researcher in a provided, stamped, addressed envelope. These ninety-eight sets of questionnaires were sent out to the forty-two male and fifty-six female teacher participants.

A total of ninety sets of questionnaires, representing an overall 92% response rate were returned to the researcher by school closing in late June 1999. This response rate reflects thirty-nine male respondents, or a 93% response rate, and fifty-one female respondents, or a 91% response rate. No additional responses were received by the researcher after this 1999 school closing date. Correspondence sent to the research participants is located in Appendix G. This began the data collection process of this case study and the beginning of the cascading research model.

The two survey instruments were administered for specific reasons. “The SDLRS is designed to measure the complex attitudes, abilities, and characteristics which comprise readiness to engage in self-directed learning” (L. M. Guglielmino, personal communication, July 1999). The Guglielmino (1977) SDLRS comprises fifty-eight items where respondents are requested to choose a response between 1 and 5 on a Likert scale. The Gibson and Dembo (1984) Teacher Efficacy (TE) Scale was administered to identify TE levels, including both PTE and GTE. It is a sixteen item Likert scale survey with six possible responses. The Gibson & Dembo (1984) TE scale generated two scores: a *General Teacher Efficacy* (GTE) score and a *Personal Teacher Efficacy* (PTE) score. These separate and distinct TE scores were obtained by totaling separately some of the scores provided for specific items, and, in some instances, reverse coding others. A breakdown of the sample of teacher participants, (i.e., N=98), and the respective response rates are outlined in Table 2.

A form requesting that teacher participants take part in an interview with the researcher was also included in the package sent to teacher participants. No respondent was forced to participate in this phase of the research project; no respondent was coerced by his/her principal to participate. All participants were briefed on the intent of the research project and that no harm would be incurred as a result of participation. Additionally, respondents were given the opportunity to withdraw from the interviews at any time. As was outlined in documentation to the University of Ottawa's *Human Research Ethics Committee*, participation was completely

Table 2

Teacher Participants
(N=98)

	Total Possible Teacher Participants	Sets of Questionnaires Sent	Sets of Questionnaires Returned	Percentage
Male	42	42	39	93
Female	56	56	51	91
Total	98	98	90	92

voluntary and there would be no uneasiness or discomfort to any participant. This ethical verification and approval is outlined in Appendix K. Thirty-six teacher participants, or 40%,

indicated they would be willing to participate in an interview with the researcher. Copies of correspondence sent to the teacher participants are included in Appendix G.

Descriptive statistics are used to organize, describe, and summarize the characteristics of the data. They were calculated for the two survey instruments. Statistical analyses of these permitted the researcher to obtain a clear conception of participants' TE (both PTE and GTE) and SDL readiness levels. Gay and Airasian (2003) submit that: "Descriptive statistics permit the researcher to meaningfully describe many pieces of data with few indices" (p. 413). Specifically, the mean scores, standard deviations and range of each of SDLRS, GTE and PTE scores were computed. These quantitative results are presented in detail in Chapter 4.

Preliminary statistical analyses also enabled the researcher to obtain a clear picture of the actual research sample. Means scores, standard deviations, and score ranges for both the quantitative instruments facilitated comparisons of past administrations of these same measures. Comparisons with past administrations are provided in Chapter 4. The findings associated with the two concepts (i.e., TE and SDL readiness levels) assisted in the development of the interview protocols for teachers.

For each of the 58 items of the Guglielmino (1977) SDLRS and each of the 16 items of the Gibson and Dembo (1984) TE Scale, the same descriptive statistics (i.e., mean score, standard deviation, and range) were computed. This permitted the researcher to investigate specific items of each of the survey instruments in greater detail. Finally, correlation coefficients were calculated among the three specific features of the study, namely PTE, GTE and SDL readiness. Again, these findings and statistics are presented and discussed in detail in Chapter 4 and Chapter 5 respectively.

The quantitative results obtained from the administration of these two survey instruments in phase one were significant to the remaining research methodology phases. They assisted the researcher in making certain decisions vis-à-vis interviewing in phases two and three. This began the cascading methodological procedure as was referenced in the introductory section of this chapter. Based on TE (both PTE and GTE) and SDL readiness levels, participants were invited to take part in an interview with the researcher in phase two. Some of the administrators of these teacher participants were interviewed in phase three.

The descriptive statistics obtained highlighted the respondents for the researcher, and possible questions for the teacher interviews were then developed. The relevant research literature in the areas of teacher professional growth, TE and SDL was revisited by the researcher. This process, along with questions specific to the Northwest School District's "*Teacher Appraisal, Professional Growth and Improvement*" document, aided the development of questions for the teacher interviews. Research themes emerged for possible questions. Copies of the teacher interview protocols are attached in the Appendix H. In this instance, phase two was supported by phase one, and was most critical in answering research questions 1 and 2. A description of phase two follows.

Phase 2 - Qualitative (Teacher Participant Interviews)

This research study is mainly qualitative and exploratory in nature. This approach is best suited because of the need to present a detailed view of the topic (Creswell, 1998). Interviewing is primarily a qualitative data collection strategy. Many researchers and theorists have supported the use of interviews as a reliable and effective means of research data collection. (See, for e.g., Bogdan & Biklen (1992); Fontana & Frey (2003); Guba & Lincoln (1981); Locke, Spiriduso &

Silverman (1987); and Miles & Huberman (1994)). Additionally, Yin (1989) supports these contentions and suggests that interviewing allows for exploratory and descriptive analysis within case studies.

In phase two of this research project, the interview method was chosen with an understanding of its inherent strengths and weaknesses. Interviewing requires some flexibility which sometimes prevents the researcher from reaching goals, and different interview subjects will present different challenges to the researcher. For logistical reasons, the researcher attempted to maintain the total number of interviews within the range of twenty-five to thirty. Interviews ranged in length from thirty-five to sixty-five minutes. All interviews were recorded by the researcher and subsequently transcribed verbatim by the researcher.

When identifying teacher participants for interviewing, several conditions were recognized. It was the researcher's intention to cover as many of the existing interview possibilities as was feasible. It was desirable to interview both male and female teacher participants with varying educational experiences, at different grade levels, in different communities, and at different stages of their careers. It was also planned to connect with as many of the twenty-nine schools participating in the study as was possible.

In reality, there were eight categories of respondents possible for interviewing purposes. These categories are outlined in Table 3 and are based on teacher participants' TE scores (both PTE and GTE) and SDL readiness scores from phase one of the research methodology. It was necessary to speak to respondents in each category to glean as broad a sense as possible in order to respond effectively to the three research questions.

Additionally, in order to facilitate qualitative data analysis, it was necessary to divide the

Table 3

Groups and Categories of Respondents
(N=90)

Group	Category Label	No. of Cases	No. of Interviews	SDLRS		PTE		GTE		Category Description
				≤M	≥M	≤M	≥M	≤M	≥M	
High	A	18	8	✓	✓	✓	✓	✓	✓	Above M in all score results
High	B	10	3	✓	✓	✓	✓	✓	✓	Below M in GTE only
Mixed	C	16	1	✓	✓	✓	✓	✓	✓	Below M in PTE only
Mixed	D	7	0	✓	✓	✓	✓	✓	✓	Above M in SDLRS only
Low	E	15	3	✓	✓	✓	✓	✓	✓	Below M in all scores results
Low	F	11	3	✓	✓	✓	✓	✓	✓	Above GTE M only
Mixed	G	9	2	✓	✓	✓	✓	✓	✓	Above PTE M only
Mixed	H	4	1	✓	✓	✓	✓	✓	✓	Below SDLRS M only
Total		90	21							

categories of respondents into groups of respondents. These groups are also identified in Table 3. The High Group are those respondents from Categories A and B; the Mixed Group are those respondents from Categories C, D, G and H; and the Low Group are those respondents from Categories E and F. In this qualitative phase, it was desirable to analyze the data with an obvious and direct focus toward respondents' TE and SDLRS scores. As highlighted in Chapter 2, PTE has been viewed as more 'telling' of teachers' TE levels. For these reasons, the researcher decided to focus on all groups of respondents in the qualitative data analysis. This aspect is discussed in greater depth in both Chapters 4 and 5.

After careful analysis and consideration, it was determined that most of these categories and groups of respondents existed in four of the possible twenty-nine school sites. Furthermore, it was important to have complete school pictures or vignettes of the field-test. It was therefore decided to request that all seventeen teachers in these four schools participate in an interview with the researcher. These four schools are: Benoit Academy, Bay All-Grade, Crosbie Elementary, and Tobin Junior High.

Of the seventeen possible teacher participants from these schools, sixteen had returned the two completed questionnaires to the researcher and nine of these sixteen teachers, or 56%, had indicated that they would participate in an interview with the researcher. In addition, all four school principals had indicated their willingness to participate in the research project. All sixteen teachers were subsequently asked to participate in an interview with the researcher and eleven agreed to take part in an interview. These eleven participants represent seven of the eight categories outlined in Table 3.

In addition to the teacher participants already isolated for interviewing in the four schools

to be used for vignettes, it was deemed necessary to identify other participants for interviews. Detailed interviews were required with a purposeful sample of participants. In addition to the eleven identified interviewees, a random, purposeful sample of participants who completed and returned both the Gibson and Dembo (1984) TE scale and the Guglielmino (1977) SDLRS measure was earmarked. This random, purposeful sampling “adds credibility to sample when potential purposeful sample is too large” (Miles & Huberman, 1994, p. 28), and is further evidence of the cascading nature of the four phases of research methodology.

Moreover, a stratified purposeful sample of those participants who scored high on the TE scale and the SDLRS instrument was interviewed. This latter method of sampling will “facilitate comparisons” (Miles & Huberman, 1994, p. 28). This within-case sampling is necessary, as Merriam (1998) points out: “First, you must select “the case” to be studied. Then, unless you plan to interview, observe, or analyze *all* the people, activities, or documents within the case, you will need to do some sampling within the case” (p.65). In this instance, “the case” was the actual field-test of the Northwest School District new policy.

In the end, twenty-one teachers representing thirteen schools were interviewed; a total of eight teachers representing two additional schools refused participation in an interview with the researcher. This information is outlined in Table 4. The detailed and specific findings from these interviews will be presented in Chapter 4.

Table 4 highlights teacher respondents selected to participate in an interview. No interviews took place in the Mixed Group (Category D). Two respondents were earmarked for an interview and both refused while logistics did not permit that another teacher from this category to be identified and interviewed. Although this particular category of respondents was unique, it

was not extremely unusual. The mean SDL readiness score of these respondents was just at, or just above, the overall SDL readiness mean score.

The detailed interviewing allowed participants to express a range of perspectives dealing primarily with TE (both PTE and GTE), SDL readiness and the implementation of a teacher performance appraisal policy that promotes SDL. Participants were asked in one part of the interview to interpret some of the quantitative results from their own perspectives. This permitted a data quality check for the researcher.

A detailed portrayal of the twenty-one teachers who were interviewed during the period October 1999 to April 2000 is presented in Chapter 4. Specificity and further commentary with respect to their TE (both PTE and GTE) and SDL readiness levels will also be presented. The analysis of the interview data followed an inductive process, where patterns and relationships emerged from the data. Ryan and Bernard (2003) suggest that: "Themes are abstract (and often fuzzy) constructs that investigators identify before, during, and after data collection. Literature reviews are rich sources for themes, as are investigators' own experiences with subject matter" (p. 275). Several of the themes from the teacher participant interviews assisted with the formulation of questions for the administrator interviews.

Phase 3 - Qualitative (Administrator Interviews)

The third phase of this research project entailed interviewing school administrators who were responsible for leading the field-test in their respective schools. These interviews focused on policy implementation or on the barriers and obstacles to implementation of such a policy. Administrators were also asked to describe the process that took place in their respective schools during 1998-99. Themes that emerged from the teacher interviews formed the basis for th

Table 4

Teacher Participant Interviews
(N=21)

School Code	Interviews Requested	Actual Interviews	Categories Represented
003	2	1	C
009	1	0	D
013	2	1	C
016	1	1	E
017	1	1	G
018	2	2	A
022	4	3	A, B, F
026	5	5	A, E, G, H
027	1	0	D
028	6	2	A, E
029	2	2	E, C
030	2	2	A, F
031	1	1	A
Total	30	21	

administrator interviews. Questions dealing specifically with the rationale for the process, barriers and obstacles to implementation, the responsibility for the process and the uniqueness of it, along with influences and determinations of precise professional growth experiences formed the basis for the interview protocol. Additionally, relevant research literature dealing with teacher professional growth, TE, SDL and implementation was revisited by the researcher to assist with the overall structure and contents of the interview protocol. The administrators interviewed in this research phase were administrators who had teachers interviewed in phase two. Copies of the administrator interview protocols are included in the Appendix I.

Once again, this was a random purposeful sample as espoused by Miles & Huberman (1994) and Creswell (1998). In addition to the administrators of the four schools chosen for vignettes, three other school principals were interviewed. A total of seven principals were interviewed, all of whom had teachers interviewed in this research project. These interviews ranged in length from thirty-five to sixty-five minutes. Additionally, all interviews were recorded by the researcher and subsequently transcribed verbatim by the researcher. Similar to the teacher participant interviews, an inductive process of data analysis was adhered to; there was a constant comparing and contrasting of the data thereby allowing for the construction of a synthesis. A detailed presentation of findings and subsequent discussion outlining the information gleaned from these interviews is presented in Chapter 4 and Chapter 5 respectively.

Phase 4 - School Vignettes (Complete School Pictures)

As was referenced earlier in this chapter, several “full” pictures of the field test procedure were sought. It was decided to use the terminology “vignettes” as defined by Miles and Huberman (1994). They describe a vignette as follows:

A vignette is a focused description of a series of events taken to be representative, typical, or emblematic in the case you are doing. It has a narrative, story-like structure that preserves chronological flow and that normally is limited to a brief time span, to one or a few key actors, to a bounded space, or to all three. (p. 81)

These vignettes entailed speaking to all teacher participants and school-level administrators in one specific school setting. A “full” school example would consist of all participants (teachers and administrators) thus enabling the researcher to scrutinize the research findings and to integrate and synthesize the same.

Four schools were identified in this research project for this purpose and, owing to participation refusal, three “partial” pictures and one “full” picture were possible. A “partial” vignette is one in which there is less than 100% participation of all involved participants. These vignettes are described and expanded upon within this thesis, particularly in Chapter 4. The choices of teacher participants and actual experiences, episodes, and interactions were driven by the research questions, and not by a concern for representativeness. Descriptors and discussion of these vignettes (both full and partial) are presented in Chapter 4 and Chapter 5.

This phase of the research methodology is unlike the preceding three phases in that it is largely a discussion and integration phase. As has been referenced, attempts were made to secure “full” implementation pictures. In addition, in the initial stages of the research project, tentative plans were made to hold focus group sessions with the participants in each vignette. These focus group sessions were not held for logistical and other reasons including retirements, resignations,

relocations, transfers, and illness.

Researcher Orientation, Values and Assumptions

With respect to the questions associated with researcher orientation, Sandelowski (1986) states that “any study and its findings are at least as much a reflection of the investigator as the phenomenon studied” (p. 34). The various tactics of researchers, their personal frames of reference, and their mind sets influence data collection, data analyses and the presentation of findings. In outlining the orientation for this study, the researcher was conscious that the adoption and acknowledgment of this stance was not intended to discredit other possible methods of inquiry. The researcher agrees with Kaplan’s (1964) statement that, “When one doctrine, method, or technique becomes to be regarded as the sole repository of truth, or the one avenue of truth, for my part I have no doubt that it is the truth which suffers” (pp. 275-276). Myrdal (1978) expresses the notion that more than one reputable orientation to research projects and activities exist:

Valuations are always with us. Disinterested research there has never been and can never be. Prior to answers there must be questions. There can be no view except from a viewpoint. In the questions raised and the viewpoints chosen valuations are implied. Our valuations determine our approaches to a problem, the definition of our concepts, the choice of our models, the selection of our observations, the presentation of our conclusions – in fact the whole pursuit of a study from beginning to end. If we remain unaware of the valuational basis to our research, this implies we proceed to reason with one’s premise missing, which implies an indeterminateness that opens the door for biases. (pp. 778-779)

The researcher's view of teacher professional growth and teacher performance appraisal processes concurs with the neo-progressive stance as posited by Poole (1994) and Tracy & MacNaughton (1989). The Cousins' (1995) framework clearly presents a process of teacher performance appraisal for professional growth. Providing specificity as a contribution to empirical research evidence in this regard is the intent of this research project.

Ethical Consideration

Involvement of the teacher participants and school principals in this study was voluntary, and participants were advised from the beginning that they could withdraw at any time. No physical or mental harm resulted, and the interests and protection of the research subjects were safeguarded at all times. All opinions and information provided to the researcher were treated in a strict confidential manner. All respondents remained anonymous except to the researcher and pseudonyms were used for teacher, principal and school names in Chapter 4. Detailed discussions of teachers' perceptions of influence follow in Chapter 5. Administrators' perceptions of influence are also addressed in this chapter.

Concluding Commentary

This chapter has presented the research design, methodological procedures and the research context. A detailed description of the four research phases has been presented. This research project began with a sample size of ninety-eight. A total of ninety respondents returned the completed survey instruments to the researcher. Subsequently, a total of twenty-one teacher participants and seven school principals were interviewed. The research project findings, discussions and conclusions are presented in the remaining chapters of this thesis.

CHAPTER FOUR

FINDINGS

If behaving as a professional means a commitment to inquiry then it is necessary to examine what this involves for the teacher. Reflection lies at the heart of inquiry, but whilst this is a necessary condition it is not sufficient in itself. . . . In the broadest sense, teachers who reflect in, on and about the action are engaging in inquiry which is aimed not only at understanding themselves better as teachers, but also at improving their teaching.
(Day, 1999, p. 22)

Introduction

This chapter presents the quantitative and qualitative data of this research project. Data were gathered from teacher participants in the Northwest School District policy field-test, and from school principals who were their supervisors and/or administrators. By way of conclusion to this chapter, four school vignettes or complete school pictures of the actual field test procedures and practices are presented. These vignettes give both teacher and administrator perspectives on the new teacher performance appraisal process, and are very specific to each school setting.

The Northwest School District field-test of this new teacher performance appraisal and professional growth policy invoked inquiry amongst teacher participants. As suggested in the opening commentary by Day (1999), this type of activity focuses not only on the self-amelioration, but also on personal teaching approaches and on student success. One of the stated

objectives of the Northwest School District policy document is “to improve the teaching and learning process” (p. 4). Indeed, this objective situates itself well in current educational research dealing with teacher professional growth. It is also indicative of the positive stance taken by the Northwest School District vis-à-vis teacher performance appraisal, a relatively newer approach to teacher supervision and evaluation.

Teacher participants in this study appear to differ in levels of TE (both PTE and GTE) and SDL readiness. Furthermore, these differences seem to affect the way in which teachers experience their own professional growth initiatives. Also, the implementation of a teacher performance appraisal process that encourages SDL is influenced by the varying teacher levels of these attributes. This study attempts to determine whether teachers’ TE levels (both PTE and GTE) and teachers’ SDL readiness levels influence their professional growth experiences in a teacher performance appraisal process. Additionally, this study seeks to determine the barriers and obstacles to the full, intended implementation of a teacher performance appraisal process that encourages SDL.

Context

The Northwest School District encompasses thirty-one schools in western and northern Newfoundland and Labrador. A pictorial of the school district is included in Appendix F. Each year a number of first year, probationary and tenured teachers are “evaluated” at all school sites. Senior district administrators suggested to school level administrators to field-test this new policy document with at least one teacher in each of their schools. The school district development team was seeking feedback on the new policy and suggested procedures. The senior school district administration felt that if each principal could work with one teacher, this information would

assist the development team in any future refinements to the policy and its eventual implementation. More importantly, this would allow for an authentic field-test of the suggested change in policy and practice. Contrary to this (mandated) suggestion by district administration of one teacher per school, a total of twenty-nine of thirty-one schools, and a total of ninety-eight teachers participated in the field test. Why two schools did not participate in this field test is not clear.

The response to the new policy indicates that many school level administrators employed the new policy and process with several teachers during this school year. The twenty-nine schools can be divided into seven categories of schools with numbers of teacher participants per school ranging from one to ten as is outlined in Table 1 in Chapter 3. The presentation of research findings commences with the analysis of the quantitative data collected in phase one of the methodology. The findings from the teacher participant interviews in this research project are presented next. These findings reflect what they envision as influences on their professional growth experiences in the field test of the new Northwest School District policy dealing with teacher performance appraisal. Data gathered from teacher participants with both the quantitative survey instruments and through the interview phase are presented. Perspectives of school administrators as gleaned from the administrator interviews are also presented in this chapter. This chapter ends with the presentation of four vignettes outlining the field-test procedure and process in four specific schools.

Phase 1 - Quantitative (TE and SDL Survey Instruments)

As was outlined in Chapter 3, a set of two questionnaires was collated and sent to each of the ninety-eight teacher participants. Participants were sent a copy of each of the Gibson and

Dembo (1984) Teacher Efficacy (TE) Scale and the Guglielmino (1977) Self-Directed Learning Readiness Scale (SDLRS). These instruments were sent to the ninety-eight teacher participants in May 1999, and prior to school closing in June 1999, the researcher received a total of ninety responses. This equates to a 93% response rate. The findings from each of these quantitative instruments are now presented.

Gibson and Dembo (1984) TE Scale

A complete portrayal of all the responses provided to the Gibson and Dembo (1984) TE Scale administration is provided in Table 5. It presents an item analysis of the sixteen items of the Gibson and Dembo (1984) TE Scale. It also presents the mean score (M), the standard deviation (SD), and the score range of each item. Table 5 further indicates those items of the Gibson and Dembo (1984) TE scale that were reverse scored. The coding of the negatively stated items was inverted to ensure that high scores meant high efficacy on all items of the scale; all high scores would therefore be in the same direction.

Some of the descriptive statistics from this administration of the Gibson and Dembo (1984) TE Scale are shown in Table 6. It is interesting to note the range of scores obtained for both GTE and PTE. The lowest GTE score was 16 and the highest score was 40; the mean score was 24.87. The mean PTE score was 40.97; PTE scores ranged from a high of 51 to a low of 24. The internal consistency was calculated to be 0.76 for PTE, and 0.68 for GTE.

Additionally, Table 7 compares the results of the Gibson and Dembo (1984) TE Scale administration of this research project with previous results obtained, and it cites all available research literature in this instance. Blank responses or (–) in Table 7 indicate that this information was not presented in the research account. Table 7 situates the current research

Table 5

Gibson and Dembo (1984) TE Scale Item Analysis
(N=90)

Gibson and Dembo (1984) Teacher Efficacy Scale Item	PTE Mean (SD)	GTE Mean (SD)	Score Range	Reverse Scoring
1. When a student does better than usual, many times it is because I exerted a little extra effort.	4.23 (0.94)		1 - 6	
2. The hours in my class have little influence on students compared to the influence of their home environment.		3.97 (1.23)	1 - 6	✓
3. The amount that a student can learn is primarily related to family background.		4.12 (1.19)	1 - 6	✓
4. If students aren't disciplined at home, they aren't likely to accept any discipline.		3.23 (1.50)	1 - 6	✓
5. When a student is having difficulty with an assignment, I am usually able to adjust to his/her level.	5.13 (0.91)		2 - 6	
6. When a student gets a better grade than he/she usually gets, it is usually because I found better ways of teaching that student.	4.31 (0.86)		2 - 6	
7. When I really try, I can get through to most difficult students.	4.73 (0.91)		1 - 6	
8. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.		3.87 (1.18)	1 - 6	✓

Gibson and Dembo (1984) Teacher Efficacy Scale Item

	PTE Mean (SD)	GTE Mean (SD)	Score Range	Reverse Scoring
9. When the grades of my students improve, it is usually because I found more effective teaching approaches.	4.34 (0.85)		2 - 6	
10. If a student masters a new math concept quickly, this might be because I knew the necessary steps in teaching that concept.	4.23 (1.17)		1 - 6	
11. If parents would do more with their children, I could do more.		2.56 (1.36)	1 - 6	✓
12. If a student did not remember information I have in a previous lesson, I would know how to increase his/her retention in the next lesson.	4.31 (0.84)		1 - 6	
13. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.	4.97 (0.91)		1 - 6	
14. The influence of a student's home experiences can be overcome with good teaching.		3.80 (1.08)	1 - 6	
15. If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.	4.70 (0.98)		2 - 6	
16. Even a teacher with good teaching abilities may not reach many students.		3.32 (1.38)	1 - 6	✓

project with past similar research projects. It permits the reader to view mean PTE, GTE and SDLRS scores, alpha levels and correlation coefficients for this research project in relation to past, similar research projects. This current research project has attained similar, comparable findings to past administrations of both the Gibson and Dembo (1984) TE Scale and the Guglielmino (1977) SDLRS.

Table 6

*Gibson and Dembo (1984) TE Scale: Descriptive Statistics
(N=90)*

	Number of Items	Mean (M)	Standard Deviation (SD)	Alpha (α)	Range
PTE	9	40.97	4.92	0.76	27.00
GTE	7	24.87	5.23	0.68	24.00
Total	16				

Table 7

Teacher Efficacy Score Comparisons with Prior Research Literature

Literature Reference	PTE (M)	PTE (SD)	PTE (α)	GTE (M)	GTE (SD)	GTE (α)	PTE / GTE Correlation (r)
Current Study (Rowe, 2003)	40.97	4.92	0.76	24.87	5.23	0.68	0.02
Allinder (1994)	--	--	0.76	--	--	0.56	0.21
Coladarci (1992)	37.12	4.94	0.75	18.31	4.29	0.55	0.07
Fritz et al. (1995)	--	--	0.78	--	--	0.75	-0.17
Ghaith and Shaaban (1999)	26.42	8.60	0.78	25.41	9.59	0.75	-0.03
Gibson and Dembo (1984)	--	--	0.78	--	--	0.75	0.15
Hoy and Woolfolk (1993)	23.38	3.62	0.77	19.12	4.96	0.72	0.07
Podell and Soodak (1993)	--	--	0.75	--	--	0.65	-0.07
Ross (1992)	39.20	4.96	0.69	26.20	5.61	0.73	0.23
Soodak and Podell (1993)	34.47	5.43	0.76	25.64	5.62	0.70	0.24

Guglielmino (1977) SDLRS

The Guglielmino (1977) SDLRS was administered to the teacher participants in this Northwest School District policy field test in order to determine levels of readiness for participation in self-directed learning. A copy of the Guglielmino (1977) SDLRS is attached in

Appendix G. Specifically, it was desirous to ascertain teacher readiness for professional growth and learning activities within a teacher performance appraisal process that encourages SDL. It was also important to ascertain whether this SDL readiness level would actually affect participants' professional growth experiences in a teacher appraisal process that encourages SDL.

Descriptive statistics were calculated for both of the administered quantitative survey instruments. These statistics are presented in Table 5 through to Table 10. As with the Gibson and Dembo (1984) TE Scale responses, an interesting aspect of the results of the Guglielmino (1977) SDLRS was the range of scores obtained from the ninety participants who returned the completed questionnaires to the researcher. The lowest score was 198 and the highest score was 297; the mean score was 240 and the standard deviation was 20.07. Guglielmino (1999) reports that a mean score for past administrations of the SDLRS is 214. A standard deviation report is unavailable from Guglielmino (L.M. Guglielmino, personal communication, July 1999).

The sample in this research project may be considered atypical in that the respondents were all professional people who had experienced a wealth of formal learning situations. This might explain the difference between the mean scores. Guglielmino (1999) indicated that this sample was "somewhat skewed" (L.M. Guglielmino, personal communication, July 1999). In a more recent administration of the Guglielmino (1977) SDLRS with teachers in the United States, a mean score of 242.89 was obtained (L.M. Guglielmino, personal communication, April 2002). Further comparisons to past administrations of the Guglielmino (1977) SDLRS are presented in Table 10.

Table 8 provides an item by item analysis of the administration of the Guglielmino (1977) SDLRS for this research project. It highlights the mean (M), standard deviation (SD) and score

Table 8

Guglielmino (1977) SDLRS Item Analysis
(N=90)

Guglielmino (1977) SDLRS Item	M	SD	Score Range
1. I'm looking forward to learning as long as I live.	4.82	0.38	4 - 5
2. I know what I want to learn.	4.16	0.62	3 - 5
3. When I see something that I don't understand, I stay away from it.	4.08	0.84	2 - 5
4. If there is something I want to learn, I can figure out a way to learn it.	4.32	0.63	3 - 5
5. I love to learn.	4.71	0.48	3 - 5
6. It takes me a while to get started on new projects.	3.32	0.98	2 - 5
7. In a classroom, I expect the teacher to tell all class members exactly what to do at all times.	3.03	1.21	1 - 5
8. I believe that thinking about who you are, where you are, and where you are going should be a major part of every person's education.	4.44	0.66	2 - 5
9. I don't work very well on my own.	4.41	0.85	1 - 5
10. If I discover a need for information that I don't have, I know where to get it.	4.23	0.66	3 - 5
11. I can learn things on my own better than most people.	3.17	0.90	1 - 5
12. Even if I have a great idea, I can't seem to develop a plan for making it work.	4.01	0.76	2 - 5
13. In a learning experience, I prefer to take part in deciding what will be learned and how.	3.88	0.72	2 - 5

Guglielmino (1977) SDLRS Item	M	SD	Score Range
14. Difficult study doesn't bother me if I'm interested in something.	4.49	0.71	2 - 5
15. No one but me is truly responsible for what I learn.	4.09	1.00	1 - 5
16. I can tell whether I'm learning something well or not.	4.37	0.81	1 - 5
17. There are so many things that I want to learn that I wish there were more hours in a day.	4.01	0.95	1 - 5
18. If there is something that I have decided to learn, I can find time for it, no matter how busy I am.	3.76	0.80	2 - 5
19. Understanding what I read is a problem for me..	4.43	0.78	2 - 5
20. If I don't learn, it's not my fault.	4.41	0.82	2 - 5
21. I know when I need to learn more about something.	4.28	0.81	1 - 5
22. If I can understand something well enough to get a good grade on a test, it doesn't bother me that if I still have questions.	3.53	1.11	1 - 5
23. I think libraries are boring places.	4.64	0.72	2 - 5
24. The people I admire most are always learning new things.	3.92	0.93	1 - 5
25. I can think of many ways to learn about a new topic.	3.93	0.85	1 - 5
26. I try to relate what I am learning to my long-term goals.	3.97	0.77	2 - 5
27. I am capable of learning for myself almost anything I may need to know.	3.76	0.80	2 - 5
28. I really enjoy tracking down the answer to a question.	4.07	0.73	2 - 5
29. I don't like dealing with questions where there is not one right answer.	3.71	1.14	1 - 5
30. I have a lot of curiosity about things.	4.33	0.75	2 - 5
31. I'll be glad when I'm finished learning.	4.67	0.62	1 - 5

Guglielmino (1977) SDLRS Item

	M	SD	Score Range
32. I'm not as interested in learning as some other people seem to be.	4.16	0.98	1 - 5
33. I don't have any problems with basic study skills.	4.39	0.92	1 - 5
34. I like to try new things even if I'm not sure how they will turn out.	4.19	0.78	1 - 5
35. I don't like it when people really know what they're doing point out mistakes that I am making.	3.72	1.03	1 - 5
36. I'm good at thinking about unusual ways to do things.	3.48	0.97	1 - 5
37. I like to think about the future.	4.22	0.72	2 - 5
38. I'm better than most people are at trying to find out the things I need to know.	3.24	0.92	1 - 5
39. I think of problems as challenges, not stopsigns.	4.10	0.74	3 - 5
40. I can make myself do what i think I should.	4.06	0.67	2 - 5
41. I'm happy with the way I investigate problems.	3.94	0.61	3 - 5
42. I become a leader in group learning situations.	3.50	0.96	1 - 5
43. I enjoy discussing ideas.	4.24	0.75	2 - 5
44. I don't like challenging learning situations.	4.19	0.83	1 - 5
45. I have a strong desire to learn new things.	4.40	0.73	1 - 5
46. The more I learn, the more exciting the world becomes.	4.43	0.60	3 - 5
47. Learning is fun.	4.49	0.66	2 - 5
48. It's better to stick with the learning methods that we know will work instead of always trying new ones.	3.92	0.92	2 - 5
49. I want to learn more so that I can keep growing as a person.	4.51	0.64	3 - 5

Guglielmino (1977) SDLRS Item

	M	SD	Score Range
50. I am responsible for my learning – no one else is.	4.36	0.75	2 - 5
51. Learning how to learn is important to me.	4.41	0.63	3 - 5
52. I will never be too old to learn new things.	4.71	0.71	1 - 5
53. Constant learning is a bore.	4.70	0.66	2 - 5
54. Learning is a tool for life.	4.86	0.35	4 - 5
55. I learn several new things on my own each year.	4.21	0.86	1 - 5
56. Learning doesn't make any difference in my life.	4.73	0.75	1 - 5
57. I am an effective learner in the classroom and on my own.	4.30	0.74	1 - 5
58. Learners are leaders.	4.29	0.85	2 - 5

range for each of the fifty-eight items contained in the Guglielmino (1977) SDLRS. Some of the descriptive statistics from the Guglielmino (1977) SDLRS administration results are shown in Table 9.

Table 10 presents a comparison of past Guglielmino (1977) SDLRS score comparisons with the current research project. It provides past mean scores (M), past standard deviations (SD) and past alpha levels. Additionally, the number of cases in previously reported research and a description of the samples of these studies are provided. This information was gleaned from an analysis of past research literature dealing with this instrument and also from personal correspondence with Dr. Lucy Guglielmino. It situates the current research project’s statistical findings with past administrations of the Guglielmino (1977) SDLRS. Several research reports were incomplete; these are apparent in that the specific table column remains blank.

Table 9

Guglielmino (1977) SDLRS: Descriptive Statistics
(N=90)

Mean(M)	Standard Deviation (SD)	Alpha (α)	Range
240.72	20.07	0.92	87

Table 10

Guglielmino (1977) SDLRS Score Comparisons with Prior Research Literature

Literature Reference	SDLRS (M)	SDLRS (SD)	SDLRS (Alpha)	Number of Cases	Sample Details
Current Study (Rowe, 2003)	240.72	20.07	0.92	98	Teachers participating in School District field-test of new Teacher Performance Appraisal Process
Bulik (1997)	219.99	28.09	--	68	Male juvenile offenders
Guglielmino (1977)	--	--	0.87	14	Delphi Technique using panel of experts.
Guglielmino (1988)	--	--	0.94	3151	A compilation of respondents who had completed the SDLRS to this date.
Guglielmino (1999)	214.00	--	--	--	Personal Correspondence with Guglielmino.
Guglielmino (2002)	248.60	--	--	162	Top Florida Entrepreneurs.
Guglielmino (2002)	242.89	--	--	54	Recent survey of U.S. Teachers.
Field (1989)	--	--	0.89	--	N/A
Field (1991)	--	--	0.87	--	N/A
Long and Agyekum (1983)	229.90	21.71	--	92	Undergraduate College Students.
Long and Agyekum (1984)	227.82	24.42	--	136	Undergraduate College Students.
McCune, Guglielmino and Garcia (1990)	227.70	--	--	4596	Meta-analysis of previous research.

Participants' responses on forty-six of the fifty-eight items on the Guglielmino (1977) SDLRS encompassed all possibilities, ranging from 1 to 5 on the Likert scale. This equates to 79.4% of the items on the instrument where no clear consensus of responses existed. The remaining 20.6% of responses fell into the category of responses ranging from 3 to 5. Ten responses were given, or 17.2 %, of the 58 items in the 3 to 5 range, with only two of these, or 3.4%, being responded to as 4 or 5. This information is presented in Table 8, which included the actual item by item analyses of the entire Guglielmino (1977) SDLRS.

The relationship between SDL and TE, particularly PTE, can also assist educational practitioners in elucidating the importance of ongoing, sustained efforts to improve teacher professional growth opportunities and experiences. Tschannen-Moran (2002, 2003) indicates that PTE is more of a determinant to teachers' sense of efficacy than is GTE (M. Tschannen-Moran, personal communication, April 2002 & March 2003). For this reason, categories and groups of respondents with high (above mean) PTE scores will be analyzed more closely. This aspect and these results are discussed in depth in the succeeding chapter, Chapter 5.

The Relationship Between TE and SDL

Many references in the research literature have accentuated the need and desire for teacher professional growth opportunities to be self-directed and to take into account the needs of the participants themselves. (See, for e.g., Blase & Blase, 1998 & 1999; Darling-Hammond, 1998; Fritz et al., 1995; and Guskey, 1997.) However, little empirical evidence links SDL and TE in this manner. That is, their influences on teacher professional growth experiences have not been accentuated.

Correlation coefficients were calculated with data from the Gibson and Dembo (1984) TE

Scale and the Guglielmino (1977) SDLRS from this research project. Specifically, GTE, PTE and SDLRS scores were cross correlated. These correlation coefficients are presented in Table 11. A significant correlation of 0.33 exists between SDLRS and PTE. Furthermore, the relationship between SDLRS and GTE correlated at 0.29. This indicates that teachers' perceptions of their collective efforts is slightly positively correlated to their levels of readiness for SDL. Researchers and theorists have begun to recognize PTE as a more definite measure and insight into TE (Tschannen-Moran, 2002, 2003). A critique of PTE has become an accepted manner in which to discuss the effects of TE in the general sense (M. Tschannen-Moran, personal communication, April 2002).

No recognized correlation was found between PTE and GTE. This correlation equated to 0.02 and was indicative of the fact that the two concepts are relatively not connected. This is consistent with past research, and examples of past correlation coefficients between PTE and GTE are included in Table 7 along with other past descriptive statistics of the Gibson and Dembo (1984) TE Scale. These correlation coefficients of past administrations ranged from -0.17 to 0.21 as is highlighted in Table 7.

Table 11

Correlations Coefficients
(N=90)

Variable	GTE*	PTE*	SDLRS*
GTE	–	0.02	0.29
PTE		–	0.33
SDLRS			–

* $p \leq 0.05$ **Phase 2 - The Teacher Participant Interviews**

As described in Chapter 3, a total of thirty respondents were identified to participate in an interview but nine of those refused participation. The remaining twenty-one represent thirteen of the twenty-nine participating schools. An attempt was made to include all varieties and combinations of SDLRS, GTE and PTE scores as laid out in Table 2 in Chapter 3. Table 3, also in Chapter 3, provides more specific information and details vis-à-vis respondent category and group. This information is discussed in detail in the succeeding section of this chapter.

In addition, several complete school pictures or school vignettes were sought in an effort to provide an organizational depiction of the teacher performance appraisal process policy field-test within the Northwest School District. This factored into the choice of teacher participants as

was described throughout the discussion of the cascading model of research and the four phases of the research methodology in Chapter 3.

Table 12 outlines the mean SDLRS, GTE and PTE scores of those teacher participants interviewed in this research project. The specific groups and categories of respondents are presented throughout this chapter. Table 13 depicts the entire sample of teachers interviewed in this study and indicates how many participants fall into each group and category.

Table 12

Teacher Interviews
(N=21)

SDLRS(<M)	SDLRS(>M)	PTE(<M)	PTE(>M)	GTE(<M)	GTE(>M)
9	12	9	12	7	14

Table 13

Interviews Per Group and Category of Respondents
(N=21)

Group	Category	Number of Interviews
High	A	8
High	B	3
Mixed	C	1
Mixed	D	0
Low	E	3
Low	F	3
Mixed	G	2
Mixed	H	1
Total		21

Groups and Categories of Respondents: Interviews

Each of the groups and categories of respondents as outlined in Table 13 have characteristics of their own. More detailed information about the “members” of these groups and categories facilitates comparisons, discussions and the highlighting of specific information throughout the remaining chapters of this thesis. The following four tables provide this detailed information: category, years of teaching experience, grade levels taught/teaching and other

relevant information. Some categories have been portrayed in the same tables respectively since numbers did not warrant their actual separation into separate, distinct tables.

Tschannen-Moran (2002; 2003) posits that teachers' PTE levels are the best measure of teacher efficacy and closer to what is commonly thought of as teacher efficacy (M. Tschannen-Moran, personal communication, April 2002; March 2003). For this reason PTE was analysed more closely than GTE. The division of respondents into groups also helps facilitate the qualitative data presentation and discussion. Information gleaned from the High Group presents information from Categories A and B, or from those respondents that scored above the mean scores in both SDLRS and PTE. Similarly, information secured from the Low Group presents a conceptualization of Categories E and F, or from those respondents scoring below the mean scores in both SDLRS and PTE. The Mixed Group presents two scenarios for consideration: the Category C respondent is above the mean score of SDLRS, but below the PTE mean score; the respondents from Categories G and H are below the SDLRS mean scores, but above the PTE mean scores. There were no interviews conducted for Category D. References are made throughout the remainder of the thesis regarding teacher participants' group and category placement.

While all respondents shown in the following tables have been given a pseudonym, the assignment of male or female names indicate the actual gender. Some respondents' names are repeated as they are portrayed as school participants later in this Chapter in the school vignettes section. In these instances, the same name indicates the same respondent. Table 14 presents specific information about the Category A. The respondents represented in this table scored above the mean scores in both TE (both PTE and GTE) and SDL readiness levels.

As is evident in Table 14, a wide range of experiences are encompassed in Category A. Table 15 presents the respondents from both the B and C categories. There were no interviewed participants from Category D. Table 16 presents the respondents interviewed from the Category E. These teacher respondents scored below the means scores on both TE (both PTE and GTE) and SDL readiness levels. The final table in this series, Table 17, presents the respondents from F, G and H categories.

Table 14

Category A Interviewees
(N=8)

Name	Years Experience	Grade Levels
Gaby	21	1-3
Jean	12	K
Therza	7	7-12
Claire	10	2/3
Heather	3	7-12
Jessie	12	4-6
Sue	15	K-12
Adrienne	32	2-9

Table 15

Category B and C Interviewees
(N=4)

Name	Category	Years Experience	Grade Level
Chris	B	17	7-12
Barry	B	12	7-9
Hal	B	27	4-6
Tracy	C	15	7-12

Table 16

Category E Interviewees
(N=3)

Name	Years Experience	Grade Level
Rick	10	K-6
Joanne	19	4-6
Stefan	28	7-12

Table 17

Categories F, G and H Interviewees
(N=6)

Name	Category	Years Experience	Grade Level
B.J.	F	24	K-3
Vanessa	F	29	K-4
Dawn	F	20	K-6
Clyde	G	16	7-12
Colin	G	4	10-12
Kayla	H	7	K-6

Organizational Framework

The presentation of findings for phase two is organized in themes. It summarizes the information gleaned from participants in the Northwest School District field-test of the new teacher performance appraisal process. Information will be presented in light of the various groups and categories of respondents previously described.

As referenced in the research literature review in Chapter 2, Garrison's (1997) model of SDL attempts to integrate contextual, cognitive and motivational dimensions of learning. The organization and presentation of the qualitative data gathered from the teacher participants in this research project adheres to the attributes of this model. Ryan and Bernard (2003) posit that literature reviews are rich sources for theme identification in qualitative research. Teachers' observations of influences on their professional growth experiences within the teacher performance appraisal process field-test are presented. Specifically, these findings are presented highlighting elements of *Self-Monitoring*, *Self-Management*, and *Motivation* following the Garrison (1997) SDL model discussion. Chapter 5 contains a more detailed discussion of the various themes and issues of interest emerging from these teacher interviews.

Self-Monitoring

Garrison (1997) refers to self-monitoring as "the construction of personal meaning" (p. 24). Learners require cognitive abilities and strategies in order to proceed with learning activities. He further posits: "Self-monitoring addresses cognitive and meta-cognitive processes: monitoring the repertoire of learning strategies as well as an awareness of and an ability to think about our thinking (plan and modify thinking according to the learning task/goal)" (p. 24). Learners require an understanding of the rationale for any planned learning experiences. Teachers interviewed in this research project highlighted the rationale as an area deserving attention, consideration and discussion. The data suggest that teachers had an understanding of both the new policy and the rationale for the impending use and value of it.

Rationale

Dictionary definitions of the word *rationale* range from "a statement of reasons" to "the

rational or logical basis for something". The data from this research project suggests that the rationale for the process of teacher performance appraisal, professional growth and improvement promoted by the Northwest School District is supported by all teachers. All twenty-one respondents interviewed agreed that teacher professional growth is a necessary and essential component of a teacher's career. No specific group or category of respondents provided differing or conflicting positions on this viewpoint.

One respondent, Chris, from the High Group (Category B), attained the top PTE score in this research project; he offered the following proposition:

I've always believed that, as I have said earlier, that if you don't continue to learn, and take an interest in what you do for a living, an interest in your job, then you cannot possibly do it as well as it should be done. I firmly believe that our (classroom) doors should be open. I believe we have to be accountable, and if I'm afraid to keep my (classroom) door open, and (if I'm) afraid to have someone come in and observe what I'm doing, and make some comments on what they think they saw, and what might help me ... then I think there's a problem. So ... I fully support the idea of assessing people (teachers) ... I think we still feel isolated at times, and in fear that if we admit ... if we admit that things aren't working, then it means that we're no good at what we do.

Chris's sentiments were echoed by others in this research project. Heather, another High Group (Category A) respondent indicated that everyone has a role in teacher professional

development. This idea has support in educational research literature. She offered the following commentary about teacher evaluation, teacher supervision and professional development:

I think we're all responsible for professional development ... you know ... I don't think it's ultimately the district. I don't think it's ultimately the school ... and I don't think it's ultimately me ... I guess ... yeah ... I guess it's a shared package, and if I do my "bit" in school, and if the school and the district do their share ... then I should be getting "well-rounded" professional development.

Jean, another respondent from the High Group (Category A), offered the following judgment toward teacher professional growth initiatives in general:

Well ... I think that any professional development sessions that are offered ... most definitely contribute to professional growth. Also, conversations with colleagues, other teachers in your grade level or teachers in other grades ... constitutes professional development. And visiting other classrooms, I've always enjoyed visiting other classrooms, and there's so much we can learn from one another. And ... district inservices, our district quite often offers summer institutes... these types of things where teachers can get together and discuss things like goals ... setting goals for the school and for students ...

Tracy from the Mixed Group (Category C) supported these assertions. She suggested that

professional development plans and activities ought to respond to the needs identified by the clientele:

It [professional development] should certainly be geared toward the needs of different teachers. I mean ... I might need professional development in you know, stress-related areas. It might not have anything to do with the curriculum I'm teaching. I might find that ... you know ... I have stress-related problems that I have and that's going to get me where I want and need to go. It [professional development] is very individual, I think.

The view that the responsibility for teacher professional growth is shared was equally evident in the Low Group. Rick, of Category E, suggested:

I think we all have a responsibility to work together. I don't think it's a one-sided thing. I think we all grow together, you know ... I got some input [into the process] and someone could share something with me. I could learn something from them ... and I guess that's what it's all about. I'm able to take criticism and I'm able to work with someone ... even though they may not be in the same area .. they may have the same problems and they deal with them ... so they can help me in my personal development.

All twenty-one interviewed respondents, representing all groups and categories, agreed

that teacher professional development and teacher professional growth are encouraged through the new Northwest School District's policy and process. Respondents were pleased with this aspect of the policy, a characteristic common to more recent approaches to teacher supervision and teacher evaluation.

Professional Growth

While discussing the process rationale, respondents provided a number of "original" definitions for professional growth. These included: "professional growth experiences are ones that stretch your thinking and challenge the ways you think and cause you to change direction"; "any situation where teachers are collaborating with any other teachers"; "participating in inservices, workshops, talking with other teachers, and reading and keeping up with the new trends"; "conversations with other professionals and classroom visitations"; "university education and other classroom experiences, like internships and that sort of thing"; and, "professional growth ... is, in fact, an inquiring mind". Other examples of novel definitions of teacher professional growth are provided in Tables 18 through 20.

During phase two, participants were asked specific questions dealing with teacher professional growth. Table 18, Table 19 and Table 20 present some of the qualitative data gathered from all groups and categories of respondents on two specific questions. These questions were: 1) *What experiences constitute professional growth amongst teachers?* and 2) *In your estimation, how can a teacher performance appraisal process encourage professional growth?* Table 18 provides responses from the High Group; Table 19 highlights reactions from the Mixed Group; and, Table 20 presents information gleaned from the Low Group.

The qualitative data displays for these two specific interview questions provide interesting

Table 18

High Group Responses to Professional Growth Questions

Category	<i>What experiences constitute professional growth amongst teachers?</i>	<i>In your estimation, how can a teacher performance appraisal process encourage professional growth?</i>
A	<p>... things like conversations with other professionals, classroom visitations ... things like local PD, university education... (Adrienne)</p> <p>... any professional development sessions that are offered for teachers most definitely contribute to professional growth. Also, conversations with colleagues, visiting other classrooms, summer institutes, subscribing to professional literature ... (these types of things) contribute to professional growth. (Jean)</p>	<p>Well, I think in the hands of the right administrator, there's an opportunity to examine both personal needs ... the needs of the school, the community in which you are working, or the district ... (Adrienne)</p> <p>I think it helps you look more critically at your own teaching and your own teaching practices. Well ... you're reflecting on things that you've done in the past and wondering and seeing in some way if there's some way you can do it better. (Jean)</p>
	<p>... I think from reading, from gathering information, from going other places and viewing and experiencing and learning. (Gaby)</p>	<p>I think it was done well and that it did certainly encourage it. I think by the administrator being supportive. I think this has to go beyond that. It's gotta come form the "way up higher" levels. There is no time given to any teacher specifically to say that this is your time now for professional growth... other than your two days inservice or something ... to actually say now ... spend a couple of days [doing this]. Time has to be given. Money has to be given. (Gaby)</p>
	<p>Some key examples I can think of are: any situation where teachers are collaborating with any other teacher, be that in a formalized institution, institute or conference or even on a day-to-day basis; if it's a curriculum focus - professional growth could include a sponsored or validated short course, summer course or university level course. Outside the curriculum, but parallel to it would be ... wellness issues ... such as stress management and time relief. (Sue)</p>	<p>If the coordinator or the one who is doing [leading] the appraisal .. the administrator ... if they had the background. If they knew what to ask for and knew the competencies to look for ... they would be able to direct more into areas ... you know ... look at what weaknesses I have and my progress. (Sue)</p>

Category	<i>What experiences constitute professional growth amongst teachers?</i>	<i>In your estimation, how can a teacher performance appraisal process encourage professional growth?</i>
B	<p>... professional growth begins within the school, we should start communicating better as departments ... there needs to be more emphasis I think on teachers getting together on a more frequent basis ... (Chris)</p> <p>... when teachers are inquiring about things that are outside the school. Like what's going on in other schools, and what's going on in other districts and what's going on in the province ... and across Canada - that's professional growth. Because you see ... if teachers are not inquiring, then they are content with what they are doing. (Hal)</p>	<p>You have to change the approach and the ways it's being done now. I don't think that person (Principal) really had a sense of what we were doing, maybe because that person was overworked ... (Chris)</p> <p>... most every school now has a school improvement plan in place, and every time we sit down and talk about that, we never run out of ideas you can touch on to improve. And even though it might improve the climate of the school, it also improves how teachers feel about different things and ... what they should be doing a little differently and so on. (Hal)</p>

Table 19

Mixed Group Responses to Professional Growth Questions

Category	<i>What experiences constitute professional growth amongst teachers?</i>	<i>In your estimation, how can a teacher performance appraisal process encourage professional growth?</i>
C	<p>... well, that's a difficult question because for everybody their experiences are different and they draw everything from their experiences basically. For me I think the experiences I really tune into are those that further my knowledge of literature or that involve me in some way in drama. (Tracy)</p>	<p>Well, I think one "gears" out of the other. If you actually know what you're looking for, then you'll look for institutes or inservices or whatever - that are going to help. I mean you're not looking for a day off, right? (Tracy)</p>
G	<p>Well, to me professional growth would be to get together with a group of teachers at workshops on various topics . (Clyde)</p> <p>I would say ...well workshop days where you know ... you're working with other people on staff ... you know you're probably working out some 'glitches' in different programs. Like this year we have a Science course, and we got together. (Colin)</p>	<p>Definitely, I mean I'd be looking for his (principals) ideas and that that person has been in the classroom ... and any new ideas that he might offer me ... (Clyde)</p> <p>Oh yes ... definitely. I did ... well I did Windows NT, for example. I did a week program put on by the school board - last summer. And that was very educational I mean ... all these little things that we do around the school that you know ... help us ... (Colin).</p>
H	<p>Well ... like attending different workshops and always doing things to better yourself. There's always room for more learning. (Kayla)</p>	<p>Well you can see the kinds of things that you're interested in and whether or not ... I guess you'll have to appraise yourself (to see) if you're up to par with everyone else. (Kayla)</p>

Table 20

Low Group Responses to Professional Growth Questions

Category	<i>What experiences constitute professional growth amongst teachers?</i>	<i>In your estimation, how can a teacher performance appraisal process encourage professional growth?</i>
E	<p>I guess keeping up with technology, and maybe that would mean going back and upgrading ... university or secondary schools I guess. (Rick)</p> <p>Well, certainly anything formal like courses, inservices, workshops, talking with other teachers, reading and keeping up on any of the new trends. Not only reading them, but certainly "trying them on for size" ... and using them in your own classroom. (Joanne)</p>	<p>Ahhh... well ... I'm not sure how to answer that. (long pause; no further elaboration offered) (Rick)</p> <p>Well, I guess in the back of our minds in any profession, there's always something telling us that somebody is watching what we do ... or that someone is going to make some sort of a judgement call on what we do. I think that these things have to be in place in some form ... to keep us in check ... it keeps us on our toes. It makes us aware that there are things out there ... that are coming on stream and that we should be working with, or at least trying. (Joanne)</p>
F	<p>Well ... university courses that you do summer time and correspondence courses, and now you can do them on the internet. (Vanessa)</p> <p>I think the opportunity to get together and ... share some of their current practice in their classroom, and being able to select, I guess, the professional development they feel would further their growth. (Dawn)</p>	<p>Well ... teacher evaluation - that's another thing. So like teacher evaluation does work if it's done the way it's meant to be. (Vanessa)</p> <p>I think it's important to ... to listen to the person doing the appraisal ... to listen [also] to the needs of the teacher, and from doing the self-evaluation or taking as look at yourself. (Dawn)</p>

data for analysis. The first question dealt with perceptions of what experiences constitute professional growth amongst teachers. The data suggest that a deeper understanding of professional growth experiences and associated issues is more apparent with the High Group. This group scored above the mean scores in both SDLRS and TE (both PTE and GTE). These respondents clearly accept their responsibilities as professionals, and more fully understand the obligations associated with ongoing learning in educational environments. They provided positive responses, and consistency existed as to what types of activities correspond to professional growth. This was evidenced in the information gathered from participants and presented in Table 18.

The data gathered from the Mixed Group also present interesting findings. Those respondents who scored above the mean PTE score (i.e., Category G and Category H) have a more definitive appreciation and understanding of professional growth than does the respondent from Category C, who scored below the mean PTE score. Tracy (Category C) had minimal understanding of teacher professional growth, and mostly referred to individual activities. The other Mixed Group respondents envisioned sessions together with other teachers, provided some examples and indicated some comprehension of professional growth. These respondents did not, however, present as broad a perspective as those respondents from the High Group. In this instance, the data suggest that respondents' PTE levels are indicative of their understanding and comprehension of teacher professional growth experiences.

The data further suggests that the Low Group respondents (i.e., those scoring below mean scores on both SDLRS and TE) have little understanding of the meaning associated with, or the intended affects of, teacher professional growth. Professional growth was envisioned as an

external event, and connections between the immediate, local milieu were not apparent. There was no continuity of responses from the Low Group. The qualitative data displayed in Table 20 is indicative of this.

The second question attempted to glean from participants their suppositions vis-à-vis manners in which teacher performance appraisal processes encourage professional growth. The data suggest that respondents from the High Group have clear, concise ideas of how this could be realized. The qualitative data display (i.e., Table 18) suggests that these respondents view the process as a collegial undertaking, while at the same time, they take ownership and are active participants in the professional growth process. These individuals understand the process and realize that there are certain responsibilities, and additionally, several professional benefits.

Respondents from the Mixed Group (Category G and Category H) provided data suggesting a definite awareness of the concept and its inherent benefits. They realized the need for administrator collaboration and support, but also realized that professional growth planning was an initiative to take on themselves. These respondents scored above the mean score in PTE. Tracy, of Category C, had little understanding of the process. She provided a very general, neutral response to the researcher. Tracy scored below the mean PTE score.

The data gathered from the Low Group submits that there is little understanding of the teacher performance appraisal process, and also little comprehension of teacher professional growth. Some negative responses were provided by respondents, and they felt that this would be an “extra” professional obligation; the value and benefit of teacher professional growth was not existent with this group. While it is true that the participants did provide some supportive phrases dealing with professional growth, the data suggests that these respondents have very little

knowledge about, and understanding of, teacher performance appraisal processes and the interconnectedness with teacher professional growth.

Support mechanisms were clearly visible to teacher participants as they began to discuss and analyze their professional growth needs. As Garrison (1997) has highlighted, “self-monitoring is dependent upon both internal and external feedback” (p. 24). In several instances, references to administrator support were provided by respondents from all groups and categories. Therza, a respondent from the High Group (Category A), fully supported the idea of assistance from administrators:

... based on the personal experience I had last year ... ahhh... I think it gets really specific, and it gets to areas where the teacher wants to improve, and with the support of his or her administrator, can do so. And that’s what happened ... you know ... that was the end result for me last year. I did ... you know ... there were areas that I wanted to improve upon, and the end result was that I did, I did improve.

Adrienne also reiterated the “shared package” idea of teacher professional growth to which Heather had previously referred. The data suggests that these respondents see teacher professional growth as a collaborative undertaking. Another respondent, B.J. from the Low Group (Category F), who scored among the lowest on the Guglielmino (1977) SDLRS, offered the following commentary dealing with the new appraisal process and the idea of promoting professional growth:

Oh ... I think it's [professional development] is encouraged. You know ... I can see that that's a good aspect of it [the process]. Now, as I've said, whether a person is ready for that or not I don't know who is going to determine that. And I don't think years of service necessarily is the benchmark ... because you could have a first or second year teacher who ... who does a "bang up" job and is ready to continue on. Like ... they don't have to reach ten years before they go into this ... this direction.

An understanding of self-direction vis-à-vis professional growth appears to be a confusing concept for this respondent; this is evidenced in her commentary. Once again, as Garrison (1997) has indicated, "learners will not succeed and persist in their learning without cognitive abilities and available strategies" (p. 25). In order to take full advantage of the process and to grow professionally, teachers must understand the responsibilities associated with taking charge of their own professional growth.

Sue, from the High Group (Category A), commented "I never did find myself constrained" in discussing self-direction of professional growth. She continued by suggesting "I had a high level of commitment to teaching anyway, which is why ... I personally ... you know ... I value the idea of self-directed professional development and growth". Few respondents actually used the terminology "self-directed", and this example from Sue's interview was offered to the researcher openly and freely; Sue appeared to have made the connection between the Northwest School District field-test and elements of adult learning, specifically SDL.

Responsibility and SDL Awareness

Participant interviews revealed insights into responsibility roles associated with teacher performance appraisal processes that encourage professional growth. “Ongoing learning and development by employees are critical to the mission of any modern organization, nowhere more so than in education” (Rhuotie, 1996, p. 419). The expectation is that the responsibility would be a shared, collegial matter. This notion is also referenced in the research literature. (See, for e.g., Cousins, 1995; Grimmett & Crehan, 1992; Hannay & Telford, 2002; Hickox & Musella, 1992). Additionally, it has already been referenced by several respondents in the discussions dealing with *Rationale*.

This notion of responsibility is evident in the SDL model proposed by Garrison (1997) when he states, “self-monitoring is a process whereby the learner takes responsibility for the construction of personal meaning” (p. 24). Similarly, Cousins (1995) states:

The review of prior research yielded a rich base of data that informs an image of effective practice. The participation of teachers in the process, taking an active role in negotiating growth objectives, deciding on the nature and frequency of information collection, and engaging in transactional, constructive feedback is clearly the most salient feature of the process. (p. 214)

Specific questions dealing with responsibility and SDL were also asked. Table 21, Table 22 and Table 23 present some of the qualitative data gathered from participants. These tables provide snapshots of responses provided by all groups to two specific questions: 1) *Do teachers*

as participants in the 'new' Northwest School District's teacher performance appraisal process have primary responsibility for their own learning? 2) In your opinion, is there any way of knowing whether a teacher is ready to participate in such a process that places the onus on the individual?

Table 21 presents data from the High Group. In this table, the top three Guglielmino (1977) SDLRS scorers are presented, as well as other respondents. The data suggests that these respondents are self-motivated and understand that it is 'assumed' and understood that they are responsible for their own learning. For the most part, the High Group concluded that it was conceivable and acceptable to have primary responsibility for one's own learning, and also that this was an attainable goal. Respondents acknowledged that initiatives may be undertaken, but the ultimate responsibility rests with the teacher. The data further implies that these respondents envision ownership of learning possibilities and processes as natural and necessary for teachers as professionals. The High Group are self-motivated and view their professional learning responsibilities as an accepted, and perhaps even necessary, 'duty' of a teacher. Respondents from the High Group were very positive, and agreed that participants in the new teacher performance appraisal process had primary responsibility for their own learning.

There was some indecisiveness, however, with the High Group 'knowing' if a person is ready or not to participate in a self-directed process. This is an interesting finding in that all respondents in this group have been deemed highly self-directed by their attained scores on the Guglielmino (1977) SDLRS. For the most part, these respondents did feel that there were ways of 'knowing' if a person was ready. Some respondents provided examples of these systems of knowing. These varied from a self awareness to a supervisor or administrator 'knowing' or

Table 21

High Group Responses to SDL Questions

Category	<i>Do teachers as participants in the 'new' Northwest School District's teacher performance appraisal process have primary responsibility for their own learning?</i>	<i>In your opinion, is there any way of knowing whether a teacher is ready to participate in such a process that places the onus on the individual?</i>
A	To an extent. I think there's a primary responsibility to examine your needs as a professional. I think it's in conjunction with the other people involved in the process of evaluation and appraisal. (Adrienne)	I think that administrators can recognize very quickly those teachers who are open to considering what their needs are, what their goals should be, and you know ... just how they are as professionals. (Adrienne)
A	Yes. Sure. They have to do a self-analysis as to where they need to go, and they have to act upon any recommendations coming out of the process. They have to make choices as to the avenues they might pursue. (Sue)	I think there is - there is a way. As far as I understand there are different kinds of instruments that you could use to assess that. I don't think it's just a matter of asking them if they're ready, or going with the fact they have identified this need ... (Sue)
A	Oh yes! Definitely! (Gaby)	I'd say they got to be if they're in a classroom. Either that, or they shouldn't be there ... you know, that's pretty basic, isn't it? (Gaby)
A	Yes, I do believe. I take responsibility for my own learning. I don't expect, you know, my administrator or my coordinator to send me off here and there. I think I should be responsible for my own learning and professional development. (Therza)	I don't think there is. Because some people have been teaching for eight, ten or fifteen years. I think it should be done at certain intervals throughout a teacher's career. (Therza)

Category	<i>Do teachers as participants in the 'new' Northwest School District's teacher performance appraisal process have primary responsibility for their own learning?</i>	<i>In your opinion, is there any way of knowing whether a teacher is ready to participate in such a process that places the onus on the individual?</i>
B	Yes. (No further commentary offered) (Hal)	No, because if ... if there's a time line involved and that sort of thing, that dictates that you evaluate at a certain time. (Hal)
B	My own belief is that you are responsible for your own learning. I can ... I mean ... you can bring me to water, but I don't have to drink. And I mean, an administrator can stand up at 3:30 in the afternoon and have a staff meeting and say today we are going to discuss instructional strategies - he can't make you listen, he can't make you ... you really have to believe that in order to be a good teacher, you have to keep learning and you have to keep improving. (Chris)	Well, that's interesting - is there any way for us to know if a teacher is ready to take part in his own professional development? To set it up and move ahead ... hmmm ... I would think that a good administrator would be able to recognize someone who is bringing that into the school. I think then that the administrator would offer support and suggestions such as attending summer institutes and workshops ... (Chris)

Table 22

Mixed Group Responses to SDL Questions

Category	Do teachers as participants in the 'new' Northwest School District's teacher performance appraisal process have primary responsibility for their own learning?	In your opinion, is there any way of knowing whether a teacher is ready to participate in such a process that places the onus on the individual?
C	Yeah, I think so. But I also realize that there is no time in school life for it; certainly not in a school like this. I mean every day there's meetings and ... (Tracy)	No I can't imagine ... well teachers have attitudes just like kids about some things! I mean a degree doesn't mean you're educated, right? (Tracy)
G	If they're going to follow through with it (this process) ... sure. (Colin)	But wouldn't that defeat the purpose of the process? If you said, I'm going to wait now until a person is ready to become an effective teacher, wouldn't that be defeating the process of finding out where they're going to have to grow ... their growth areas, or areas where they need improvement. (Colin)
G	Oh definitely yes. But you know it's nice to have school improvement activities and you know ... workshops ... outside or whatever .. and bring them in and hopefully help you with some new ideas. Well at least it's assisting their learning... you know. (Clyde)	Well, you became a teacher, so you had to go through the process in the beginning. I think all teachers equally have to be ready. If you're not ready, you're in the wrong profession. (Laughs ...) (Clyde)
H	Yeah, I think so. This is all about you, so you're held responsible for what you're going to do or not going to do. (Kayla)	I don't know if anybody is ever ready to be evaluated or appraised! I don't know if there's really a way of knowing that, unless they know themselves personally that they would like to move on ... (Kayla)

Table 23

Low Group Responses to SDL Questions

Category	<p><i>Do teachers as participants in the 'new' Northwest School District's teacher performance appraisal process have primary responsibility for their own learning?</i></p>	<p><i>In your opinion, is there any way of knowing whether a teacher is ready to participate in such a process that places the onus on the individual?</i></p>
----------	--	--

E

Oh ... definitely. I think we're all responsible for our own learning. (Stephan)

Yes they do. Well, I just feel that with so many things happening in education today ... both good and bad ... that I should take the onus on myself. You know I want to know more about this ... I have to take the ownership for my own education. (Joanne)

Well, I guess basically everybody should have to go through it ... so well I guess it's up to the administrator to decide that. (Stephan)

I don't know. I think everybody's thresh hold of readiness could be so different that ... well maybe ... you're making a judgement call. (Joanne)

Category	<p><i>Do teachers as participants in the 'new' Northwest School District's teacher performance appraisal process have primary responsibility for their own learning?</i></p>	<p><i>In your opinion, is there any way of knowing whether a teacher is ready to participate in such a process that places the onus on the individual?</i></p>
F	<p>Well, if I'm learning, yes I think so. I don't think my Principal, you know, can come and tell me you know ... you have to learn this or you have to learn that. They can tell me ... but it's still up to me if I do it or not. (Vanessa)</p> <p>Yeah, I think they do. I think it comes with the position and profession itself. (Dawn)</p> <p>Yes. Well, what I choose to focus on, it's going to be entirely up to me to go and get it. For instance one of the things that I looked upon there with professional growth ... was going through the ISSP process (Special Education Referral) and just the new documents that were available, like "Pathways to Graduation". So, in a sense ... the documents were available. It was a matter for me and then ... you know I had to pursue them. (B.J.)</p>	<p>Well, I'm unsure about that. (Vanessa; no further commentary offered)</p> <p>I don't know. (Dawn; no further commentary offered)</p> <p>I think the daily performance of a teacher. You can see if the teacher is interested and you know if they're looking for extra information ... or often when the bulletins come up on the bulletin board. I think you can, as an administrator ... you can pick up on these things. (B.J.)</p>

recognizing whether self direction was a possible course of action for specific individuals. Other varied indicators and sources were also mentioned.

Table 22 provides responses to these same questions from the Mixed Group. The data suggests that these respondents view this responsibility as an onerous and extra task. While these respondents are not in direct disagreement with the fact that ownership of one's learning ought to rest with an individual, the data suggests that they are conscious of the extra effort necessary to take the process to fruition. They do not 'accept' the responsibility in the same manner as do respondents from the High Group. Although they are reluctant to embrace the task and the idea, they are apt to follow through with the process.

Additionally, the qualitative data displayed in Table 22 indicates that respondents from Category G and Category H subscribed more to the idea of accepting the task than was the respondent from Category C. Near the end of his interview, Clyde (Category G) offered the following commentary:

I mean ... it's like all of a sudden you're not being told that you got to do that or you got to do it this way ... you have a little bit of [control] ... they're letting us do a little bit [more] thinking ourselves in terms of organizing our programs and what have you. I'll continue to support it as long as I see that they're working on it and not staying stagnant. Hopefully things are changing with the advice of teachers ... you know. I mean it always will ...

Once again, the data suggests that differences in respondents' PTE levels are possible identifiers

of these differences in viewpoints. Category G and Category H respondents scored above the mean PTE score, while the Category C respondent scored below the mean PTE score. The Category C respondent presented excuses as to why the acceptance of the responsibility would be a difficult and onerous task. Respondents from Category G and Category H agreed with the responsibility and attached conditions to their responses.

Respondents in this Mixed Group did not feel that an identification of readiness for self-directed learning was easily available, either through a self-identification or through an identification by other personnel. Respondents did not provide any examples of possibilities, nor did they continue the discussion of SDL readiness. Colin, one respondent from Category G, suggested that this 'knowing' would "defeat the purpose of the process".

Responses from the Low Group are provided in Table 23. Included in this table are the responses from the two lowest Guglielmino (1977) SDLRS scorers in this research project: B.J. and Vanessa, both from Category F. All identified respondents agreed that the primary responsibility for learning rested with the teacher in this new teacher performance appraisal process, although different definitions and perspectives were evident. The data suggests that there was very little comprehension of the notion of teacher performance appraisal processes and the intrinsic learning or professional growth that could take place throughout such a process.

Similarly, in responding to the second question dealing with SDL readiness, respondents from the Low Group portrayed very little comprehension of the concept. For both accentuated questions, respondents provided ambiguous messages to the researcher.

In total, fifteen of the twenty-one respondents interviewed in this research project indicated that there were ways of knowing if an individual teacher was "ready" to participate in

self-directed learning activities. Respondents suggested that this SDL readiness could be determined through observation, with experience, or from an administrator's knowledge of the individual. Tables 21 through 23 provide an overview of those commentaries from respondents. Additionally, respondents indicated: "I think all teachers equally have to be ready ... if you're not ready, you're in the wrong profession"; "If they chose the profession, then they have to be willing to learn about new ideas and approaches". An abundance of ideas and interpretations surrounding self-directed learning was apparent.

Furthermore, four of these fifteen respondents who believed that there were ways of knowing about participation readiness, indicated that the administrator could identify those teachers. One respondent stated specifically: "I think it's the role of the administrator to make someone at ease with the process". Another added, "the administrator is key", suggesting that administrator involvement is important to new educational endeavors.

The idea of focusing on teachers' involvement throughout a teacher performance appraisal process provided interesting data for analysis. When asked if the appraisal process should necessarily focus on the teacher's agenda, respondents expressed a degree of consensus. All respondents believed that individual, school and school district needs should all be taken into account in the planning and discussion stages. Respondents suggested that this "shared package" was necessary for success. Shared responsibility was, therefore, viewed as central to the process. Teachers concurred that a concentrated, collaborative effort was essential; it should not be "taken for granted". Duke (1993) posits that teacher involvement in the professional growth process is one of the keys to success. All respondents agreed with this statement in one form or another. Comments included: "Absolutely", and "THE key to success". One respondent indicated "I

should be responsible for my own learning”. Another indicated that “... well, without it, I don’t think you would have the process, would you”?

Collegiality

The idea of desiring feedback in a self-monitoring phase was highlighted as an element of collegiality amongst several respondents. Garrison (1997) purports that, without choice and collaboration, it may be unrealistic to expect individuals to accept responsibility for their own learning. One respondent defined teacher professional growth as “any situation where teachers are collaborating with other teachers”. Others referenced “belonging to networks of people” as important attributes of teachers’ lives, thereby accentuating the aspect of collegiality.

Cousins (1995) states: “The neo-progressive orientation to supervision posits that the primary focus for growth is the teacher’s agenda and that the process is agreement-oriented and collegial” (p.214). Consensus to this assertion exists in that twenty of twenty-one, or 95.2%, of the participants agreed with these descriptors as a good characterization of the new process within the Northwest School District.

One respondent indicated “it needs to be!” to emphasize agreement with the idea. Another commented that, “they (the evaluations) have become more of a process rather than it being an evaluation and that’s it ... it’s done”. Another respondent remarked, “Yes, it is collegial because it’s done as a team - everyone is working together”. Adrienne from the High Group (Category A) was very specific in her response to this question:

Yes (it is collegial) I mean ... it’s not only the teacher’s agenda, it’s the teacher’s agenda in relation to other needs, like the needs of the school and the needs of the

district, the needs of your colleagues or whatever. It is not always in isolation. But if the teacher's agenda is not considered in a big way, then I don't think it's going to be a successful process. I think that's what collegiality is all about ... and that's important to me.

Colin, of the Mixed Group (Category G), was somewhat cynical and non-committal in his suggestion that the new teacher performance appraisal process was indeed collegial and agreement-oriented. He offered the following commentary to the researcher:

Yeah ... that's a good term. Agreement oriented between all three parties you mean, right? Yeah ... I guess so. Well ... I guess if it came from the Board [school board] ... if I'm understanding this correctly ... if it came from the Board [school board] level, and the Principals agreed to put it on to the teachers, and teachers agree to it, then I guess it's obviously a collegial effort. Yeah ... it has to be. If they're going to follow through with it ... sure.

The one respondent who disagreed with the premise of collegiality was Hal, also a member of the High Group (Category B). Hal scored above the mean scores on SDLRS and PTE, but below the mean score on GTE. He suggested that district office involvement in the process reduced the chance of collegiality. Hal offered one "telling" commentary, he said: "considering the fact that I've never had any difficulty with my teaching methods and how I approach students ... I never saw a need that there should have been support". Hal was very near retirement and had

worked in small rural schools, at times as an administrator, all of his career.

Growth Realization

Interpretations of teacher professional growth are often very obscure. Professional growth ‘measurement’ is problematic within both academic and practical milieus. In teacher professional development planning and involvement, participants strive for identifiable changes in teaching practices. The translation of these improved teacher practices into enhanced student learning experiences is the logical progression of these plans.

Most respondents recognized and acknowledged that professional growth had taken place. Respondents were able to perceive that they had “changed” somewhat. Although subjective, respondents from all groups and categories made several comments suggesting ways that they and their practices had changed. These included: “you start reflecting on your own teaching practices”; “when I see myself trying to modify my approaches...”, and, “I realize I don’t think the same way anymore. I don’t do things the same way anymore”.

Participants were asked specifically in the interviews: *How can you deduce that you have grown professionally?* Table 24, Table 25 and Table 26 present responses from the High Group, the Mixed Group and the Low Group respectively. The data gathered and presented in Table 24 suggests that the High Group view professional growth as a continuous process. All respondents were very positive and provided several indicators as to when they determined that they had grown professionally. Many respondents highlighted that re-examining goals and objectives would assist in this matter. Teachers appear to “self-evaluate” with their own specific goals in place. As Claire of the High Group (Category A) pointed out:

... you're not really able to grow as much as a teacher (than) if someone is just telling you the things you do right and the things you do wrong. You know ... it's not as powerful as the things you examine within yourself. ... I usually do that (self-evaluation) anyway, you know, nothing too major, just a few "jot notes" ... you know ... these are the things I would like to work on this year.

Respondents in the Mixed Group envisioned a fulfillment of professional growth as having 'gone somewhere to get something'. Examples of isolated professional development sessions were provided. The vision of an ongoing process was not apparent with these respondents. Tracy, for example, indicated that she often brought back to her classroom "new things" from professional development sessions. She appeared to have a superficial interpretation of teacher professional growth. Conversely, Kayla indicated that she participated more during school meetings with parents and colleagues as a result of her experience in this professional growth process with her administrator.

Data gathered from the Low Group suggest that they understand the realization of professional growth on a very basic level. Similar to the Mixed Group, there was no indication of a continuous process of growth. Respondents provided explicit examples of 'events' that they have participated in. Low Group respondents do not see any application or interconnectedness from the teacher performance appraisal process related to professional growth. Qualitative data presented in Table 26 illustrates these contentions. The discussion continues with issues arising from *Self-Management*.

Table 24

Professional Growth Realization: High Group

Participant	<i>How can you deduce that you have grown professionally?</i>
Adrienne (top SDLRS score; Category A)	Because when I think back to how I thought previously, I realize that I don't think the same way anymore. I don't do things the same way anymore. So, it's a combination of the way of thinking and also the way of doing.
Sue (second highest SDLRS score; Category A)	In this process, you have to realize that my teacher evaluations have been self-directed as well ... I guess it's based on self appraisal and intuition. And, I guess, a level of self confidence that rises from those experiences.
Gaby (third highest SDLRS score; category A)	Well, I don't know exactly at what moment you're growing. I think the minute you're reading anything to do with children, any kind of literature, or if you're gathering information at all ... you're growing. But I couldn't say if there was a ... a specific "ah-ha" moment.
Jessie (fourth highest SDLRS interviewed; category A)	There were things that I could share with other teachers, perhaps they hadn't done before or hadn't thought of bringing back to their classroom. I think that when you gather ideas from somebody else, you know you've still got room to grow. When you're able to share with somebody, then they can grow from (with) you. In that respect, it shows that it is professional growth.
Therza (third highest PTE score; Category A)	OK ... well several months later when I had a look at this "Readers and Writers Workshopping" (district professional development) information that I taken from some other schools and other teachers and used it in my class, some students who I was getting absolutely nothing from because their level was just too ... it was too high of a level for them ... now I was actually getting work from them. This was representation for me that something had happened.
Chris (top PTE score; Category B)	I think clearly I've grown professionally because I've continued to learn. I'm a big supporter of self-directed learning, and I understand that learning is lifelong. If I stop learning, how can I teach? I believe that we must keep up with society, and I believe that with no growth as a teacher, I don't think you'll get much growth from students.
Hal (Category B)	No answer provided.

Table 25

Professional Growth Realization: Mixed Group

Participant	<i>How can you deduce that you have grown professionally?</i>
Tracy (Category C)	Because you've found things extra to put into your packages of work. If you learn new things, like this teacher tried this and it worked, then I might try it and it might work. I find that ... yeah .. because I've got new things to use in my class ... I've learned.
Clyde (Category G)	Well, I would bring back literature with me, and then all of a sudden, I would start and take some of this literature in the classroom. I know from that area - looking at that side of it.
Colin (Category G)	Well, there are indicators that something happened. Beforehand [with Windows NT] I didn't have a clue what was going on with it. And, well after ... I can fairly well help administer the program. I mean it's like putting to work some of the things we have done. I mean different things that we've done ... some of the inservices with the Sciences courses too. Oh yeah, I mean you feel more comfortable with the course ... for sure ... after ... oh yeah.
Kayla (Category H)	When I come back and use it. I knew I got something for myself and I got some interesting ideas.. And I came back and wanted to use them. So sort of a self-appraisal I guess. You <i>re-analyze</i> yourself (emphasis added by interviewee).

Table 26

Professional Growth Realization: Low Group

Participant	<i>How can you deduce that you have grown professionally?</i>
Joanne (third lowest PTE score interviewed; Category E)	I think when you try something new and you find out that it works. Or you try something new and you can assess for yourself that this particular way of going, you know ... this way of doing things is not for your particular group of children. I think success is measured in the students. The fact that you are trying it, though, I think says a lot.
Rick (category E)	I probably sense that I have more confidence in my field. Like, I feel that I'm getting through and I'm getting the responses I want from students. Like for example in band today ... these kids didn't use to know half the instruments that they are now playing. You know ... and here they are today
Stephan (Category E)	Just when other teachers come to you for advice. (More?)
Vanessa (Category F)	[Did not offer a response to this question.]
Dawn (Category F)	I think in order to grow, you have to have a certain attitude and the attitude has to be that ... gee you know I don't know all the "ins and outs" and if it's going to benefit my students, I have to find out about it. I think if I speak specifically about my experience here at [school name], I was certainly given every opportunity to broaden my teaching methods and philosophies, and was given time to spend in a classroom here or another in [town].
B.J. (second lowest PTE score overall; Category F)	Well, just ... I think you compare yourself to what else is going on and say ... well gee you know I know a little bit about that, or I've tried that, or I've seen that, or I've pursued that, or I've read up on that ... so you're just comparing yourself to others.

Self-Management

Garrison (1997) suggests that task control issues and associated activities external to the actual learning process fit within this category. Several self-management themes surfaced during the teacher interviews. The data are presented under the headings *Knowledge and Awareness*, *Barriers and Difficulties*, and *Process Influences*.

Knowledge and Awareness

Nineteen of the twenty-one respondents interviewed indicated that they were familiar with the new Northwest School District policy document *Teacher Appraisal, Professional Growth and Improvement: Working Together for Professional Development*. Table 27 presents a breakdown of these respondents across groups. These individuals indicated that they had read sections of the policy document. The other two respondents, Vanessa of the Low Group (Category F) and Colin, of the Mixed Group (Category G), indicated that they had perused it briefly. The data suggest that teachers who were more knowledgeable about the new policy were more accepting of the process. There was a greater likelihood that the policy would be implemented successfully, and a greater likelihood of success amongst those respondents.

Both Vanessa and Colin, who had little familiarity with the new policy document, scored below the mean on the SDLRS. Colin was a relatively new teacher with only four years of teaching experience, and Vanessa was preparing for retirement with twenty-nine years of teaching experience. With respect to TE levels, Colin scored above the mean PTE score and below the mean GTE score, while Vanessa scored the exact opposite: below the mean PTE score and above the mean GTE score. During their interviews, both respondents had an aura of “It’s OK”, or “I’ll be fine” about them. Neither seemed to be concerned about the new efforts in

the teacher performance appraisal process undertaken by the school district. This may be due to the fact that both had little familiarity with the document. Additionally, their results on the Guglielmino (1977) SDLRS suggested that they were not “ready” to participate in self-directed learning activities.

Several groups and categories of respondents were in agreement on the issue of awareness. Awareness of this new policy was apparent with a cross section of respondents from several different groups and categories in this research project. While a prior knowledge and awareness of the new teacher performance appraisal process may be important contributing factors, this familiarity is not indicative of a single group or category. An awareness of the initiative is also essential for a commitment to the new district process.

Table 27

Teacher Familiarity With District Policy Document
(N=21)

Group	Yes	No	Total
High	11	0	11
Mixed	3	1	4
Low	5	1	6
Total	19	2	21

Respondents also had some degree of consensus that this new direction in teacher evaluation/teacher performance appraisal by the Northwest School District was a good direction. Fourteen of the twenty-one interviewees, or 67%, felt that it was a good direction for the school district. When asked of her response to this new district policy and process, and whether she felt it was a good direction, Adrienne of the High Group (Category A) commented:

I mean ... when you ... when people begin to see that goal setting, that examining your needs as a professional is foremost, then I think it is going to do a lot towards teacher professional growth. I mean this whole idea of goal setting, of examining your own specific needs, the district's needs, the school's needs in relation to what you have to offer ... like that whole business of professional growth here is completely new direction, and a good direction.

Tracy, a participant from the Mixed Group (Category C) and also one of the fourteen participants referenced, supplied the following commentary vis-à-vis the new teacher performance appraisal policy and process:

I'd say it's as good as it gets ... because really you know there's a lot of artificial ... you know ... if someone says they are going to come into my class tomorrow or next week ... you're going to have a better class, you know you're going to be prepared, you know you're going to be organized. So in a way, it's artificial but I think professional development is encouraged; whether people avail of it I guess

it's their own private (concern) ... well they're adults ... but I think it's certainly expected that you would want to. It's like a doctor - why would you not want to "keep up"? I mean if there's a different way to take out an appendix, and it works better ... why wouldn't you want to know that, right? It's the same with teaching ... if there's a new approach, why not try it and put some variety in your life?

Seven respondents were unsure if the process was the correct course to be taking. Five of these respondents were from the Low Group (Categories E and F), one from the Mixed Group (Category G) and one from the High Group (Category B). Five of these seven were below the mean scores on PTE and GTE, and six of the seven were below the mean score for SDL readiness. Hal, a respondent from the High Group (Category B), submitted that there "was not a lot of thought given to the process".

Thirteen of the fourteen interviewees who agreed with the orientation of the school district scored above the PTE mean. Sue, an interviewee from the High Group (Category A), indicated that "the likelihood of change in teachers would evolve out of a process such as this more so than a top heavy, imposed process". Another respondent, Stefan from the Low Group (Category E), offered the following caution: "it's a growing document, I hope... I don't think this (here) is finished... you're going to have to change some things and that". Stefan scored below the mean scores on both TE (PTE and GTE) and the SDLRS.

The one respondent who supported the district efforts, but scored below the PTE mean score was very specific in her commentary on the new process of teacher performance appraisal. Dawn, from the Low Group (Category F), offered the following suggestions for improvement:

I think it's a good ... it's a good process. It's a little bit ... it's better than the old process for sure. And I think a lot depends on the administrator. But, you know, I don't think it goes far enough ... let me see ... some of the areas ... I don't think there was an opportunity there for (perhaps) peer evaluation, or for somebody that you're comfortable with and not to be recorded or put down as an evaluation. Even if this was done reciprocal ... if I went to someone else's class and that same person came into my class, and I would say ... you know ... it's like listening to yourself on tape. I think it would be an opportunity for someone to come in and sit in your class, and again I think it has to be someone that you're comfortable with ... and say listen to me today and give me some feedback about how you perceive what I'm doing You need someone else's eyes from time to time, and I'm not sure this document provides this option.

The external management of the learning goals and intentions is determined by balancing the factors of proficiency, resources and interdependence (Garrison, 1997). The integrity and choice of Claire (High Group, Category A) appear to equate well with her high level of PTE. She offered the following:

I guess I was fortunate to have someone who was really ... who I could communicate with and you know ... we bounced a lot of ideas back and forth". You know ... it was never a threatening thing that ... you know ... you're not doing this right or ... that sort of thing .. I think it's really important to have rapport with

your administrator, so you feel you are being supported in your attempts at trying things that are different, or ...

The presence of administrator support was apparent. This is discussed in some detail in the “School Vignettes” section later in this chapter, particularly as it relates to Claire’s school, Benoit Academy. Several barriers, obstacles and difficulties associated with the new teacher performance appraisal process were highlighted by the teacher participants.

Curriculum Adjustment

A majority of respondents in this research project felt that they were capable of positively affecting student learning. They felt that their approaches, methodologies and processes for dealing with students could be altered, if the need was warranted, and if it would be of benefit to the student. Respondents were confident in their teaching abilities and in their abilities to adjust the curriculum to respond to student needs.

One specific example of this confidence was provided by Chris of the High Group (Category B) during his interview with the researcher. Chris received the highest PTE score in this research project. He indicated to the researcher during the interview phase: “There is not, I don’t believe, a child who is not teachable”. This assertion supports the contentions of Tschannen-Moran et al. (1998) in their suggestion that high PTE teachers are more willing to work with students experiencing difficulty and are less likely to refer students for special education. Teachers with high PTE scores in this research project were more inclined to accept challenges of adjusting and realigning curriculum to cater to the needs of students. This aspect is particularly true of those participants from the High Group and the Mixed Group (Category G

and H). This level of confidence amongst participants will be discussed again in this chapter.

Barriers and Difficulties

Respondents identified several possible barriers to full, intended implementation of this new policy. These include “control issues” similar to those described by Garrison (1997). Participant readiness to enter into a process that places the onus on the individual was identified as one such barrier. This aspect of “self-directed readiness” was measured by the Guglielmino (1977) SDLRS in phase one of the research project. All participants in the study completed this survey instrument. Respondents expressed some confusion during the interview phase about how to determine SDL readiness. Some of these difficulties and comparisons of results were presented earlier in Tables 21, 22, and 23.

Table 28 provides an overview of the participants’ responses to the question: *What difficulties are inherent in such a teacher performance appraisal process?* These responses are provided by category of respondent. As is evident in Table 28, many different ideas and suggestions were presented. The High Group respondents identified specific barriers that could impede the process. The data suggests that these individuals are open to discussing specific process deficiencies with their administrators. These deliberations would focus on ameliorating the process for others. The data further suggests that the High Group respondents have a more definitive appreciation of the various difficulties associated with policy and practice changes.

Respondents from the Mixed Group also provided interesting data. This information presented in Table 28 suggests that they do not see teacher performance appraisal processes as beneficial to themselves professionally. Tracy did suggest that attitude was possibly a barrier to the success of such processes. Other respondents in this group did not conceive

Table 28

Category Responses: Barriers in Self-Directed Teacher Performance Appraisal

Category	<i>What difficulties and barriers are inherent in such a teacher performance appraisal process?</i>
A	<p>Sometimes the teachers themselves don't have the background to identify their own needs ... just a mismatch of ideals. That could occur more, when it's teacher directed. (Sue)</p> <p>Well, I think that if the administration or the Principal or whoever is doing the appraisal process ... if they see it solely as an accountability measure, rather than seeing it as a tool to help teachers. I think most definitively that's a barrier. Teacher accountability is something that Principals must keep in mind, but I don't think it should be the sole reason for this process. (Jean)</p> <p>I think communication with the administrator could be a difficulty. I was fortunate to have had an administrator who worked really closely with me through all of this. Also, the volume of things to be read prior to the evaluation was a bit lengthy. I mean you have so many other things to do as a teacher. It was too time consuming. (Claire)</p> <p>I think you have to work with other teachers rather than just administrators. And perhaps professional growth should be something separate. If you got evaluation, you have to go through the process for legalities and all the rest of it. It seems like that's formal, and perhaps not the best way of learning or of promoting professional growth. I think that would do more for growth than anybody kind of setting a direction. (Gaby)</p>
B	<p>I think it's the commitment of people at the School Board office. I think we stretch our resources too thin. I know the process must continue ... and therefore if it occurs over two or three months, then the teacher loses focus and the person who is supposed to be helping loses focus as well. (Hal)</p> <p>One of them is surely background [of the person leading the appraisal]. Does the person have the background? And does the person have a lot of experience himself or herself working in a particular area? For example, can they offer constructive criticism?</p>

What difficulties and barriers are inherent in such a teacher performance appraisal process?

Category

- C Well, some people [teachers] are like kids. If you say now you have to do this, and you're going to be evaluated on that and I want to see it done ... well, it's like that with teachers. If you say that you got to go and you got to do something ... then you know ... they're pushing something else down my throat. There's a lot of attitude I find. With respect to giving teachers a choice ... if they don't take advantage of it ... then it's their loss.
- G Well, I prefer they eliminate the evaluations all together. If you want my honest opinion, I also find that it's a bit artificial. Because you will do more things in that particular instance ... with some body watching you ... that you probably would not do in a regular classroom setting. But the thought of someone coming into your classroom is worse than the actual occurrence. (Clyde)
- H I think you have to be motivated ... you know ... to be able to do this. Because it's something that you're doing on your own. It's not someone asking you to do it. (Kayla)
- E It's important for the administrator to ... to notice that particular teachers are going to be uptight, and they must find some way, you know, to relieve that tension. (Principal's name) ... does not have good tact in my opinion, not a lot of personal skills. Not like (previous Principal's name) ... he was so personable. (Stephan)
- Well, I see in some situations, it could come down to a judgement call and a difference of opinions. If I'm doing something in my classroom that I feel totally comfortable with and if the children are attaining success with, there could be situations where somebody might judge it as not being the right thing to do. (Joanne)
- F I think if you're going to start a process like this, you have to be willing to do the whole thing and not just do the "bits and pieces". I think you have to take the extra step ... it's not thinking that it's the responsibility of the person doing the appraisal to find out who's out there to help. So ... I guess it's finding, and making sure that they have, the time to put into it (the process) and be ready. (Dawn)
- Probably location, and the time factor ... because a lot of this means you take on either going to a workshop, or doing some course work. And not everybody would be able to pursue that. (B.J.)

teacher performance appraisal processes as professional growth opportunities that help them to 'grow' as a teacher and that help them improve their competencies as professionals.

The data presented in Table 28 suggests that the Low Group respondents do not understand the value of a teacher performance appraisal process. They do not understand that certain barriers and obstacles exist that may obstruct success of such processes. They see the 'evaluation' component in isolation of other aspects of their roles as teachers. The Low Group respondents see teacher performance appraisal processes as requirements of administration, and as 'something they must go through'.

Time available for planning and availing of professional growth opportunities was also seen as a possible barrier to implementation. As can be gleaned from Table 28, time was referenced by several respondents in all groups. Time is seen as an external control element. Five of the interviewed participants identified time during the day, during the school year, and during the summer or other "off" teaching times as issues to be considered. All five respondents scored above the mean scores on SDLRS, GTE and PTE. One respondent combined finances with time in her discussions. Gaby, from the High Group (Category A), offered the following interpretation: "if there's no time and no money given ... well ... you know where it has to come from". She suggested that if the employer (school and/or school district) were not seen as supportive, teachers were less willing to pay for their own professional development activities.

Administrator accountability was also acknowledged as an issue that could possible impede the process of teacher performance appraisal. A total of three participants indicated this issue as a concern and all three respondents scored above the mean on SDLRS, GTE and PTE. These respondents also stressed other administrative demands included in the new process as

another concern. They suggested that an additional administrator “add ons” would not be indicative of a new and vibrant process that encourages reflective thinking and teacher professional growth. In this instance, the idea of administrator accountability and commitment are directly related to the issue of time as mentioned previously.

Additionally, individual differences can be considered as another obstacle to the success of the process. Some teachers are apprehensive, yet comfortable, with older, more traditional models of teacher supervision. Some teachers are uncomfortable with evaluation processes under all circumstances. Clyde, from the Mixed Group (Category G), offered the following commentary:

No ... not really any difficulties or barriers with the process. No, not really. Except the fact that I don't like evaluations anyhow. But I mean ... like I said before, it's a fact of life as a teacher ... and we all have to go through them and put up with them. There's nothing we can do about that.

Clyde had been teaching for sixteen years, the last thirteen of which were in the same school. His school, Bay All-Grade, is a small rural school and is included in the school vignette section.

One respondent added another dimension by stating that “the inability for some people to understand the process itself” could be seen as another possible barrier. Clarity of purpose is of utmost importance to the implementation of any new policy. As is referenced in the research literature dealing with implementation, a clear understanding is an essential prerequisite before

the desired implementation (See, for e.g., Hall & Hord, 1987; 2001; Pankake, 1998). Other process influences were also highlighted by the interviewees.

Process Influences

Teacher participants were asked during the interview phase of this research project if they felt that teachers with good teaching abilities may not be able to reach many students. The varied responses suggest that these teachers do not view themselves as living in a utopia. Notably, this group of teachers had recognized and acknowledged this reality. Adrienne, from the High Group (Category A), offered this commentary to the researcher with respect to being able to reach all students:

I think a teacher with good teaching abilities *will* (emphasis added) be able to reach most students, if not all. I mean you are certainly trying to deal with the needs of all and as a teacher, you're always trying to have that in the forefront of your mind. I think the thing is ... sometimes ... we see children experiencing difficulties because the expectations for them are inappropriate. I think as a teacher, the onus is on you to find whatever that level of comfort and challenge ... both ... what [they] would be for an individual student, and to deal with that.

It has often been an acceptable parlance in the teaching profession to indicate that teachers *accept* and *except* certain realities of their day-to-day routines. That is to say, daily occurrences in our teaching practices often lead us to make decisions about individual students that are not based on any research; we often make exceptions, and others accept our actions. From the teachers

interviewed in this research project, huge discrepancies did not appear in a response to, or an opinion of, this particular facet of the education profession. Again, there were no apparent differences across groups or categories.

Sue, of the High Group (Category A), suggested that the process certainly encouraged classroom innovativeness. "I've always been flexible and innovative. I've always been given the freedom to go with collaborative planning with other teachers ... I have never found myself restrained". Once again, this research project supports the assertions of Zepeda and Ponticelli (1998) when they postulate that increased self-direction in teacher supervision is indicative of increased willingness for teacher change. Realization of SDL readiness may not be instantly overt, but the yearning and desire to learn are evident. Similarly, the requirement to learn is evident, as is the responsibility to learn.

Respondents concurred with several ideas presented by the researcher regarding various factors that influence self-directed professional development. Interviewed respondents were asked whether the elements of self-direction in the field test enhanced their commitment to the teaching and learning process. Sue of the High Group (Category A) offered the following commentary: "I think I had a high level of commitment to teaching anyway ... which is why I personally ... value the self-directed professional development and growth".

Adrienne of the High Group (Category A) advanced a specific commentary towards the positive relationship between the new process and the teaching profession:

Absolutely, and in a positive way, oh yes, absolutely. I mean ... I think when people are allowed to self-reflect ... or to reflect on their own needs and to develop

their own guidelines and goals, in conjunction with the administrator, or the needs of the district and the school, I think that is a really positive experience and it certainly does make you feel (emphasized verbally) professional.

Another respondent, Therza, also from the High Group (Category A), echoed the sentiments of the previous participant:

Oh yes ... because I have chosen these areas for myself, areas in which I want to grow and develop ... I feel more committed to it. It's just to be true to myself, and not because someone else, you know, asked that I do this ... attend this workshop or asked to go to a certain inservice ... it's something that I wanted or asked for myself.

All three respondents offered positive commentaries towards the elements of SDL in their appraisal process experiences. Additionally, these three respondents scored above the mean score and in the top fifteen on the Guglielmino (1977) SDLRS. Adrienne was the top SDLRS scorer. Adrienne and Therza were also the two top scorers in GTE scores, and both ranked in the top five on the PTE scores.

Tracy from the Mixed Group (Category C) offered the following positive commentary, with several cautionary details:

I mean I like to think that I have always been committed [to teaching]. I think it's

nice to ... I think everyone, every teacher, every person ... should have the opportunity ... you actually need the 'evaluatee'. Because I think it does help you to be more committed and "on your toes" than you would normally be. I found it to be a very democratic system. I could even see with a system like this that, with that particular package, you can pick which classes and you could pick whatever you want. Then you could sit down with your Principal, or whomever, and decide this is how we're going to do it.

Most respondents were in agreement that the field-test process had increased their perceptions of their profession and its professional attributes. Others indicated that it neither "added or detracted" or that they "had a high level of commitment to teaching anyway".

The bottom scorer in the Guglielmino (1977) SDLRS, B.J., from the Low Group (Category F) extended the following commentary dealing with a possible increase in commitment to teaching:

No, not really. I would have done, you know, I think I would have done that (have a commitment to teaching) anyway. It wasn't a turning point because I mean I would do this ... Well, I certainly think it got you thinking. I mean we were never, ever, you know, exposed to looking at your professional growth. I mean that's something you probably did ... but it wasn't that popular ... and kind of set down as this is the way you should go about building a portfolio or a resume, you know ...

This particular respondent also scored the second lowest in this research sample on the PTE scale, and was ranked number four overall in the GTE scale results. Additionally, Stephan (Low Group, Category E) suggested that “ ... well , I guess perhaps ... well maybe ... it showed me a few things that I’ve never thought that much about before”.

Respondents also agreed that their professional involvement and commitment to the appraisal process were heightened as a result of being able to set their own agenda for professional growth. Responses included: “Absolutely, because that’s the focus of the appraisal process”; “Yes, oh definitely yes; all of a sudden you’re not being told that you got to do that, or that you got to it this way”; and “I see more clearly some of the goals and objectives I want to achieve and I work harder to achieve these”.

Table 29 presents qualitative data gathered from the participants dealing with efficacy-related influences. The responses to these questions suggest possible influences on both the process of professional growth planning and on the actual experiences themselves. The two questions asked were: 1) *Of all the things you do as a teacher, identify the one you think is most important*; and 2) *What is your response to this statement: “If I try really hard, I can get through to even the most difficult or unmotivated students”*.

Responses to the first question from the High Group suggest a child-centered approach to learning and teaching. The data implies a good understanding of learning processes and inherent difficulties. Respondents suggest ways and means of bringing children to learning opportunities as a major role for teachers. They perceive themselves as leaders; as individuals facilitating learning that takes place in their midst. Furthermore, participant responses to the second question highlighted in this table once again accentuate the positiveness apparent with this group. All

Table 29

Group Responses to Specific TE Questions

Participant (Group)	<i>Of all the things you do as a teacher, identify the one you think is most important.</i>	<i>What is your response to this statement: "If I try really hard, I can get through to even the most difficult or unmotivated students".</i>
Claire (High)	I guess I think about the impact on the student and making learning a positive experience for the child ... for me is the most important thing I do as a teacher. So ... promoting a love of learning amongst students, I guess.	I would say that in most cases - yes you can. I'm sure there are exceptions to every rule, but I think ... we play many roles as a teacher ... it's not just the teacher. You know, we play the social worker, the nurse and the Mom at times, and you know ... some of those children need some of the other things before they need the academic teacher.
Jessie (High)	I think ... to try to instill in the children to be the best that they can be and that they're not competing against others, but that they're competing against their past performance. I try to make them comfortable and make the classroom climate comfortable ... a more relaxed atmosphere and encourage them to do their best.	You can. You just have to try hard ... or try harder and persist.
Sue (High)	OK ... I teach ... I teach them how to use information. How to find it and use it. And then think critically about it. That's the most important thing. You know ... raising their awareness level and getting them to know how to use the information effectively, be it print ... or now it's all internet-based, and so forth.	Yes. If I try really hard ... over the long run. I'm not telling you that if you got somebody there who is in that one class ... I mean one hour ... and they're not motivated and like I said ... maybe there's something 'extreme' going on ... maybe in that class you won't get to them, but you will get to them over the semester, over the weeks or whatever ...
Tracy (Mixed)	Hmmm ... that's difficult. I think I'm on a mission like any teacher - especially in Junior High School - your whole ambition is to open their minds. I think my whole philosophy lies around one particular theme and that's tolerance.	Yes, oh yes, I agree with that one hundred percent.

Participant (Group)	<i>Of all the things you do as a teacher, identify the one you think is most important.</i>	<i>What is your response to this statement: "If I try really hard, I can get through to even the most difficult or unmotivated students".</i>
Clyde (Mixed)	Well .. going into the classroom in the mornings and meeting your class and having a class where they're all ready to go and ready to learn ... and sometimes that makes your day. Having kids respond to you, or at least 90% of them respond to you in a positive way.	Well ... it might be a student who has difficulties reading. It depends on the students' abilities. I think they can all be reached. A lot of it depends on whether they want or are willing to try as well ... that helps. There's a two way street there, but eventually yes, sure ... eventually.
Kayla (Mixed)	I would probably say one of the most important would be how you get along with your students. If they like you ... they're eager to come and work ... and I think to be eager, I think they're going to learn ...	Yeah ... keep at them and keep trying top find some way to reach them. And maybe one approach that you've tried is not working ... then try another.
Joanne (Low)	Hmmm ... listening to children. I think there's where you learn the most. That's where I learn the most - from them.	I think that maybe ... depending on the day ... I have had breakthroughs, and the next day I was back to square one. I think the bottom line is that I think you have to admit that there are times when we will come across a student or two in our career that we just won't be able to reach no matter what.
B.J. (Low)	I think your rapport ... establishing your rapport with students. Unless I had that, no matter what I do, it would be meaningless. Then it's a fight all the time.	They've got to want it. They've got to be open to it too. I can try really hard, but if they're closed to it. ... You know ... so, it comes down to, I guess ... to how are you going to motivate them?
Vanessa (Low)	I think that would take a lot of thinking, but after just thinking about it a little bit ... ahhh ... you have to create an atmosphere in your classroom where the child can come in and be relaxed, and not be uptight and stressed. The [need to] feel that they can approach you at any time, with any question, or any comment or problem that they have. They're going to be relaxed and .. you know ... they're not going to be afraid in that classroom.	Oh yes ... you can ... because if they're motivated by outside forces, there's ways you can motivate them. Now it takes a lot of work sometimes, like I say ... to go out to outside people for help, but I think it can be ... it can be done.

believed that they were able to affect change with persistence. All respondents indicated that reaching all children was an attainable goal. The group members acknowledged, however, that there were obvious differences between teachers and teaching approaches. Furthermore, respondents recognized differences in student receptiveness.

The Mixed Group data for the first question suggests that these respondents are more concerned with student social matters than they are concerned with the academic aspects of the teaching and learning process. Respondents discussed ideas such as how students interact and cope with one another. In one specific instance, Clyde reversed the question and wondered openly what students could do for him. Tracy discussed the idea of tolerance as a philosophical approach to teaching.

Responses from the Mixed Group to the second question suggest that these individuals are moderately positive in their approach to teaching. Some indication of the unsureness of the value of the extra effort to reach some students was apparent with this group. Additionally, they do not possess knowledge and practices that would enable them to proceed in a consistent manner.

Information gleaned from the Low Group suggest, similarly to some Mixed Group responses, suggests a concentration on the more social aspects of the teaching and learning process. These respondents did not speak of instilling lifelong learning strategies amongst their students, but spoke of rapport with students and creating favorable learning environments. Similarly, with responses to the second question, they described their efforts with students as sometimes 'hit or miss' situations with 'wait and see' attitudes; they did not envision a process with continuous attempts for student success. Several respondents suggested that the

responsibility for success lies with students themselves.

Motivation

Issues related to *Motivation* were also discussed with participants during the interviews. Data are presented under the headings *Uniqueness of Process* and *Teacher Confidence* in this section.

Uniqueness of Process

Table 30 provides an overview of the responses from all groups vis-à-vis the uniqueness of the field-test process. The High Group provided many examples of uniqueness of the new teacher performance appraisal process. The data gathered suggest that these respondents see the unique elements of the process as positive attributes, especially the inclusion of teacher professional growth. Interviewed respondents from the High Group did agree that their involvement in the process accounted for most of the success and that their participation was one of the unique features of the new process. One respondent from the High Group (Category A), Heather, agreed that her involvement and her agenda were important. She noted:

I think that's the situation I've been in. I've been able to take what I like to do and take the school's ... the school's plan or the school's sight of where they want to go, ... and the two of us have worked together. And I think it makes it much more interesting for me. I win and they win. Instead of them telling me what I got to do, and when I got to do it, and how I got to do it. Yeah ... I think when you "do" a process such as this, you're "on board" and you're committed.

Table 30

Participant Responses: Uniqueness

Participant (Group) What aspects of the current teacher performance appraisal process [in the Northwest School District] are unique in your experiences?

Adrienne (High)

When people begin to see that goal setting, that examining your needs as a professional is foremost, then I think it's going to do a lot towards teacher professional growth. The whole idea of goal-setting, of examining your own needs, the school's needs, and ... in relation to what you have to offer. Like ... that whole business of [teacher] professional growth is a completely new direction.

Gaby (High)

Yeah ... like I said, the professional growth [aspect] was definitely unique, and unlike any other time there was never anything encouraged, or there was no support given ... like oh my goodness, I've got a really good book here about that ... or whatever, you know. It was probably told to you what you did right, what you did wrong ... and that was it ... they's send you on your merry way.

Claire (High)

I think the stress on self evaluation is important because I think that without that ... you're not really able to grow as much as a teacher than if someone is just telling you the things you do right and the things you do wrong. You know it's not as ... powerful as the things you examine within yourself. Yeah ... and I guess it was different in the way it was formalized. I guess that [the process] was different in the way in which it was formalized. But like I usually do that anyway ... you know, nothing too major but I usually write a few 'jots' ... you know ... these are things that I would like to work on this year. You know .. maybe there's an area that I'm lacking in or whatever ... I guess I was fortunate to have someone [to work with] who was really ... who I could communicate with and you know ... we bounced a lot of ideas back and forth.

Jean (High)

Well, I think now ... teachers are more partners in their growth, whereas one time it was kind of like from the top down, and you were 'involved' in this evaluation process. Your principal came in and did the evaluation and that was more or less the end of it. Teachers are now more a part of the whole process and set their own goals and see changes that they want to make ... or some new growth that they want to be a part of ... principals are there supporting them now.

Tracy (Mixed)

I think this is much better. It's with people you know and you know that person is there for your best interest and ... you know ... that person is there for your best interests, and for the students. So ... [it was] much more relaxing and believable than from the [School] Board level I think. It was constructive ... you know ... there was no one who loses out with this. It's giving you ownership, it's not a 'dictator' type approach.

Participant (Group)

What aspects of the current teacher performance appraisal process [in the Northwest School District] are unique in your experiences?

Clyde (Mixed)

Well, I guess it's got the same idea ... the same theme in mind, no doubt. It's dealing with the development of the teacher. It's an improvement over the outlay [process] of all of this. For example, you're not coming in and evaluating me for the first time not having worked with me before x number of years, x number of days, or whatever ... And the principal ... I find that a little more relieving ... the principal is doing it now.

Colin (Mixed)

The only thing that was different in this one [process] as opposed to the other times was the student survey. I think that's what they wanted you to do, they didn't want a record of it ... it was just something that they just asked you to do.

Kayla (Mixed)

No one ever came in ... only once [before] and he just came in and walked around and observed. Like ... I never had a post meeting or anything.

Rick (Low)

Ahhh ... no ... it was pretty routing you know ... he [principal] would arrive and I just kinda taught. The person was there to observe ... you know much the same as all the schools.

Dawn (Low)

Ahhh ... had I looked down through it I might be better prepared, or maybe if I was right in the process now ... but nothing comes right to mind. Well ... I think the professional growth is probably ... well, I wouldn't call it unique, but I would say that it's [the process] is more open to professional growth through this document and probably ... following this document and process ... it makes it less intimidating ... I see this especially for new teachers.

Stephan (Low)

It was longer. It was much longer. It was much more in-depth. Ahhh ... let's just say that the evaluation process done on me after each session like with the principal .. instead of being like half a page, it was many pages of written material - much more detailed ... which is not necessarily bad ... but it was anew process for me. And [principal] was very formal, and he was very meticulous in the way he did it as well.

Joanne (Low)

Well ... certainly getting children involved. It allows the teacher to have some input and some ... you know ... some communication with the administration. Because my experience has been ... you know .. a principal comes in and sits in the back of the classroom and watched and wrote what you did. And then [he] got up and left, and handed you something two weeks later that was type-written and you read it ... you better agree with it ... type of thing. That was my experience previously.

Participants also noted that the appraisal process included a self-evaluation component and a student survey. One respondent, Barry from the High Group (Category B), indicated that he received some very valuable information from the student survey. He shared with the researcher the fact that he had discussed these findings in some detail with his principal, Gerald. They both agreed that it was a very valuable exercise. This specific example will be discussed in the Vignette Section, a little later in this chapter.

All respondents in the High Group were also pleased with the uniqueness of the new performance appraisal process. Most agreed they had never participated in a “teacher evaluation” process that allowed them some “real, actual” input. Sue indicated: “Allowing me to set my agenda has made me feel a little more optimistic...”. Respondents from the High Group agreed that teachers were permitted to set their own agendas for professional growth and development throughout this process. This point arose as a unique process component for many.

Respondents from the Mixed Group were also positive, but very little specificity was provided to the researcher. Colin suggested that the inclusion of a student survey for teachers in this teacher performance appraisal process was unique in his experiences. Respondents in this group appeared to have little comprehension of the differences of approach in this new process compared to past ‘evaluation’ episodes. Tracy did indicate that she felt this was a better process, and that it was a constructive undertaking. She also indicated that it was a more collaborative approach.

Data gathered from the Low Group suggest that the benefits and relevancy of the new teacher performance appraisal process are not realized, nor appreciated. Respondents once again referred to the process as an ‘added burden’ or ‘additional task’. They made no definitive

connection between their professional reality and this process. Comments ranged from it being a longer process to 'pretty routine'. Some Low Group members referenced the idea that teachers "had to go through with this anyway", so why not allow for their input. They made no connection between SDL, teacher professional growth and this new process.

Teacher Confidence

As discussed in Chapter 3 with the presentation of Table 3, the PTE score is considered by educational researchers as the measure closest to a teacher's sense of efficacy (M. Tschannen-Moran, personal communication, April, 2002; March 2003). For these reasons, it was more closely scrutinized by the researcher than was the GTE score as a measure or an indicator of teacher professional growth and teacher professional learning.

The top PTE scorer in the research project was Chris of the High Group (Category B). He obtained a score of 51.00 and was interviewed by the researcher. Chris made several references to the fact that his "door was always open" and that teachers were continuous learners in their chosen profession. Chris was very open and honest about his professional growth efforts, and his high PTE level translated into more positive professional growth experiences. This was evidenced on several occasions with comments he made during his interview. Furthermore, Chris had a very positive outlook towards teaching and learning and the new teacher performance appraisal process within the Northwest School District. These assertions by Chris support current research literature dealing with teacher efficacy. He offered the following remark:

I have a sense of self worth because I really believe that I work hard and do my job to the best of my ability, and I love kids and I love working with them ... and I

speak not only of what we do inside the four walls of our classroom, but the extra curricular, the co-curricular, and the extras that you bring to your job ... I think the most important thing that I do as a teacher - and this is the whole thing really - is bonding with students so that they don't see me as an enemy. They know that ultimately I am a positive person in their lives, because I will go the extra mile to help them in whatever endeavors they may pursue.

Adrienne and Therza, both from the High Group (Category A), were also among the top five PTE scorers interviewed. Both individuals had very positive experiences in the teacher performance appraisal process field-test and spoke of elements of success with their respective administrators. They both possessed a confident presence and assured the researcher of this aspect. Similarly, Jessie and Barry, also of the High Group (Category A and Category B respectively) placed in the top ten PTE scorers and also displayed confidence.

The respondent who scored the lowest overall PTE score was not interviewed by the researcher. The second lowest PTE score was obtained by B.J. from the Low Group (Category F). B.J., a teacher at Crosbie Elementary School, did not fully comprehend the new teacher performance appraisal process objectives or its intended benefits to teachers. Her professional growth experiences were minimal and her understanding of the realization of teacher professional growth was questionable. B.J. appeared deficient of knowledge regarding the new district initiative, and also of elements and aspects of teacher professional growth, in general.

Teachers in this research project also had confidence in themselves to effectively manage classroom behaviors of students and to create classroom environments that had an effect on

student learning opportunities and experiences. A teacher's confidence in his or her ability to control and manage student behavior is a positive attribute in that students generally are more inclined to have a positive attitude to school life in a "well-managed" classroom. This positive stance translates into an element of transparency teachers possess in that they are confident leading learning experiences. Also, this confidence in approach to teaching affects one's personal learning experiences. This aspect of ability confidence also parallels commitment to the process as is referenced in the research literature by Burley et al. (1991) and Coladarci (1992). They suggest that highly efficacious teachers are more likely to show a greater commitment to the teaching profession. Moreover, they are more likely to question their own teaching and search for improvements. A seeking of improvements in this instance equates to professional growth.

Chapter 5 contains a more detailed discussion of these themes and items from the twenty-one teacher interviews in this research project. Additionally, the discussion will include some aspects that have arisen from the quantitative survey instruments.

Phase Three - The Principal Interviews

Introduction

The importance of the role of the school administrator in educational reform efforts is immeasurable. As suggested by Fullan (1995; 1999), school principals have become change agents in the seemingly ongoing reform endeavors. Additionally, other educational researchers have accentuated the importance of school-level administration in the implementation of reform efforts (See, for e.g., Doyle & Ponder, 1977; Hall & Hord, 1987; 2001; Pankake, 1998; Sparkes, 1983). To ensure success, changes at the school level in curriculum, policy or any other initiative involve the school administrator.

Interviews with school administrators adhered to the same themes as those that arose from the teacher interviews. Also, any aspects of uncertainty that arose from phase two (that is, the teacher interviews) were addressed within the administrator interviews. A total of seven school principals participated in interviews. These principals had teachers interviewed in phase two of the research methodology and one of these principals was a member of the Northwest School District policy development team. The following discussion summarizes information gleaned from these interviews.

Field Test Set Up

All principals informed the researcher that they did not have any choice in who to appraise or evaluate within their respective schools during the 1998-99 school year. As was usually the case, senior district office administration informed school principals of which teachers were “due” for appraisal, formerly “evaluation”. The only choice left to the discretion of school principals was which teachers to select to field-test the new, draft policy, *Teacher Appraisal, Professional growth and Improvement: Working Together for Professional Development*. Most school principals, as can be gathered from Table 1 in Chapter 3, worked through the new policy document with all teachers who were “due” for evaluation or appraisal. In a total of six schools, principals worked with only one teacher, either because only one teacher was assigned to be appraised or because they made a choice to work through the process in their respective schools with only one teacher.

Organizational Framework

The following table, Table 31, presents relevant information about the seven principals who were interviewed in this phase of the research project. The findings from the administrator

interviews are presented under the headings *Monitoring, Management, and Motivational Attributes* in a manner similar to the presentation of qualitative data from the teacher interviews, thus adhering to the Garrison (1997) framework.

Table 31

Administrator Interviews
(N=7)

Name	Education	Years Experience	School Grade Levels
Ted	B.A., B.Ed., M.Ed.	22	K-6
Art	B.A., Bed., M.Ed.	23	K-6
Deidre	B.A., M.Ed.	28	K-6
William	B.P.E., B.Ed., M.Ed.	22	K-9
Lewis	B.A., B.Ed., M.Ed.	30	K-12
Gerald	B.A., B.Ed., M.Ed.	26	7-9
Greg	B.P.E., B.Ed., M.Ed.	18	7-12

Monitoring

In this section, issues surrounding *Rationale, Responsibility and Growth Realization* will be presented from a school-level administrator perspective.

Rationale

School principals were in agreement that teacher professional growth is an essential component of teachers' careers and agreed with the underlying premise of the new policy document being promoted by the Northwest School District. All interviewed administrators supported the many definitions of professional growth espoused by the teacher participants. They indicated that teachers must be provided opportunities to grow professionally and that administrators need to support all such initiatives. Greg, a principal of a school housing Grades 7 through 12, suggested that "teachers should be prepared to learn new things all the time" and that they should "be willing to take suggestions about their teaching practices".

William indicated, "I assume every teacher has a strength" and he suggested that efforts must be undertaken to have teachers examine their professional growth needs in an appraisal policy and process. He suggested that the fact that teachers must examine themselves internally was a positive and perhaps "invisible" characteristic of the new teacher performance appraisal process. Another principal commented: "Yes, teacher professional growth is necessary, teaching is not a static profession; major changes are imminent".

Another principal, Gerald, felt that there was a tendency for some people to recognize only formal course work such as university studies, as teacher professional growth. He continued by suggesting that "there's a lot of value and importance in those 'informal things' that teachers do". He further suggested that some of the discussions, classroom visitations and other aspects that make up traditional evaluation practices and procedures certainly can attribute to teachers' professional growth. According to Gerald, we must "think outside the box" when it comes to any number of initiatives within education. This example of a new manner in which to appraise

teachers and promote their professional growth adhered to Gerald's philosophy. It was not difficult for him to promote the ideas within the proposed policy with teachers on his staff.

Principals agreed that risk-takers would more likely be successful in this self-directed approach. Teachers who are serious about their profession and can accept constructive criticism are more likely to prevail. Again, Gerald was very specific in his recommendations in this regard:

If you just looked at the kind of person that you would want spending large amounts of time with young kids ... you're looking for people who have a sense of humor, you're looking for people who are positive in their outlook, you're looking for people who have a caring disposition ... if you can find teachers that you know are willing to help.

Another school principal, Art, made an interesting inference relating to the self-directed approach being espoused in the new, draft district policy. He suggested that while teachers' needs were more likely to be met and teachers would likely experience more ownership of the process, administrators would likely have to spend more time working with teachers through the process. He submitted that acting as a mentor for the teacher and assisting the teacher with goal identification would require a great deal more administrator time than previous teacher "evaluation" processes.

Responsibility

All principals agreed that teachers have primary responsibility for their own learning in this process. This notion supports definitions of SDL espoused in adult learning research

literature (See, for e.g., Candy, 1991; Garrison, 1997; Merriam & Brockett, 1997; Merriam & Caffarella, 1991). Teachers require “professional freedom” or “autonomy” in this area, commented one principal. Furthermore, these specific suggestions complement the definition of SDL as advocated in the research literature. Another principal commented, “I think teachers always have primary responsibility for their own learning”, suggesting that teachers, inadvertently or otherwise, were self-directed in their various learning pursuits. Again, this terminology is prevalent in the research literature dealing with SDL.

One principal also mentioned the fact that school and district needs should be included in some components of the teachers’ plans for professional growth. This idea was referenced earlier by several interviewed teachers. This same principal also suggested that principals can “lead” or “help” a teacher, but that a “top down” approach cannot work in teacher professional growth initiatives. As William so aptly put it: “I’d hate to think that teachers on this staff think I’m going to dictate [their professional growth needs] to them”. He went on to say, “It’s absolutely necessary that teachers be allowed the professional freedom and be heavily involved in what it is they want to do to further their own professional growth and improvement.

These principals firmly believed that self-directed teacher performance appraisals were a good idea. Principals suggested that teachers sometimes feel that the responsibility is out of their control. This is an acknowledgment of their level of comfort with past traditional professional development practices, and their level of discomfort with newer, more current models of teacher professional development. As one principal commented, “Teachers have a tendency to perform best when they really are in control”. For this principal, the teacher appraisal field-test was further evidence of this phenomenon. Both “self-direction” and responsibility are synonymous with

teacher professional growth and teacher professional development throughout the various discussions with school principals.

Growth Realization

Different ideas and opinions were provided dealing with the realization that teacher professional growth had occurred. Art described the culmination of this process as “nebulous” and as being “very difficult to quantify”. Another principal, Gerald, indicated that one particular teacher on his staff gathered some very valuable information from his students in the student survey suggested in the policy document. Gerald suggested that he could see changes in Barry as a result of the feedback from his students. Other comments ranged from being able to see visible changes in teachers and more openness at staff meeting discussions, to more willingness to share ideas with colleagues on a routine basis. One principal commented that professional growth was “evidenced in her daily practices when you reflect on the school agenda or objective”; he witnessed a teacher’s growth visually and realistically. In this instance Kayla, of the Mixed Group (Category H), and her principal, William, offered corroborating examples in their respective interviews of professional growth experiences. Kayla acknowledged that she had changed as a result of her participation in the teacher performance appraisal process. William offered specific examples of the actual changes that he witnessed with Kayla.

All principals agreed that the process of teacher professional growth is ongoing and that, although principals worked through the new process with several teachers this particular school year, their growth and improvement would continue into future years. As one principal commented, “This particular document encourages teachers to take a good look at themselves”. As suggested earlier, as the new policy becomes more of an “accepted practice or norm” than a

“field test”, more positive results are likely to be acknowledged by all participants.

Art discussed the difficulty of combining a professional growth process with an accountability process and noted that teachers rarely see the two together. As discussed, union contracts frequently deal with accountability. Art indicated that “teachers do not see evaluation as being for themselves, yet they see evaluation in the classroom as benefitting student growth”. Art highlighted an ongoing conundrum of educational pursuits, particularly in light of teacher supervision, and also, in this instance, student evaluation. These comments were also highlighted in the uniqueness category.

Management

The discussion of management issues from the school administrators focused on *Implementation and Barriers*.

Implementation

Research literature suggests that a knowledge or awareness facilitates the tasks associated with the implementation process (See, for e.g., Hall & Hord, 1987, 2001; Pankake, 1998). Principals who participated in the interview phase of this research project downplayed the importance of teacher prior knowledge and awareness of the innovation, perhaps because this was something that “was going to happen anyway”. Principals suggested that those teachers familiar with the process and/or policy documentation were those who had participated in the process with their administrators. Many principals felt that teachers were not “on the whole” very aware of this new venture for the Northwest School District, and that this was more a “reality” of schooling than something unique to this initiative. Ted offered a commentary that the new teacher performance appraisal process in the Northwest School District was “chasing the trends” in

education, and concurred with his colleagues that while those participating in the process were likely to be familiar, others would not become familiar until they were scheduled to participate.

Most of these principals envisioned teacher evaluation and teacher appraisal as something transpiring solely at the school level with minimal district involvement. According to the principals interviewed, the “job” of the school administrator was to inform the staff of any new rules, procedures and developments, not only in this particular area of teacher supervision, but in all matters relating to the operations of schools. One principal did comment that this new process being promoted by the Northwest School District “encourages teachers to take a good look at themselves”. The school administrator, in this instance, is seen by the school district as a facilitator and promoter of the process. Specifically for this research project, the school administrator is viewed as “leading the charge” at the local school level. Implementation, in this instance, is the responsibility of the school administrator.

Barriers

Principals were also in agreement with the teachers interviewed that time was a major barrier to implementation of this new policy. In fact, principals suggested that time was an obstacle for most new innovations within education. This Northwest School District policy field-test being a “real” and authentic example. They showed consensus over the fact that much time was needed to sit, meet and discuss professional growth plans and this new process with teachers. In addition, principals highlighted the fact that often they are responsible for several performance appraisals in the span of one school year and that this, coupled with routine administrative responsibilities, can become overwhelming at times.

One principal, Gerald, commented that “ the more teachers you have, I firmly believe, the

less important this becomes, because we have so many other things to be doing”. This comment clearly emphasizes the time factor as an issue for administrators. It also indicates that, for many school-level administrators, the process of teacher appraisal and all aspects of planning for teacher professional growth becomes another added administrative responsibility.

Deidre presented supporting evidence to Gerald’s claim when she stated that she had completed her four teacher performance appraisals to the best of her ability and felt good about what had transpired. She was not, however, looking forward to the next school year because she had been advised by district office administrators that she would be responsible for leading seven teacher performance appraisals. Deidre commented: “To help teachers grow professionally, you need time and money. Teacher inservice is always a component”. She felt that leading seven processes would be too overwhelming, and that teacher growth experiences would likely be minimized. Deidre was a member of the school district development team for this new policy.

The school principals interviewed were also in agreement that accountability can sometimes obstruct professional growth initiatives. Gerald stated: “we’re often victims of collective agreements” (i.e., teacher/employer union contracts). He further noted that teacher evaluation and teacher performance appraisal endeavors are taken seriously by teachers but are often not seen in the same light as professional growth plans. Teachers are mindful of their union contracts and will often not combine teacher professional growth initiatives with teacher “evaluation” issues. Another principal, Art, offered the following supporting commentary:

Our benefits package, our collective agreement (i.e. union contract) does not encourage teacher professional development; it does not address the teacher

professional development area or teacher professional growth area. A teacher may attend a number [of sessions] throughout the school year, and these are not acknowledged.

This assertion supports to the contention by Pierce and Hunsaker (1996) in that teachers do not often see the evaluation process as a means of professional growth. Teachers are not accustomed to being solicited for their advice and input with respect to their own professional development, especially in a teacher performance appraisal process or the former teacher evaluation process.

Several of the interviewed principals highlighted a difference in dealing with the tenured, veteran teacher as opposed to the untenured, beginning teacher with respect to planning professional growth experiences. This added another dimension to the accountability construct. One principal, Art, went as far as to say that even with tenured teachers there are several different subgroups to deal with. Two principals, William and Deidre, felt that the process went somewhat more smoothly with new teachers and that closer attention needs to be given to this group. William commented that “teacher receptivity” was an important factor in the success of the process, and that the level of receptivity was somewhat different amongst newer teachers than their veteran colleagues.

Motivational Attributes

This section comprises a discussion of *Uniqueness* from an administrators’s perspective as it relates to the Northwest School District teacher performance appraisal field-test.

Uniqueness

In discussing the uniqueness of the new teacher performance appraisal process, one principal stated that the process is unique because it takes place over the course of several months, perhaps even a full school year, and a plan is followed. This differs from past practices in that teacher evaluations were often done very quickly, within very short time frames, to satisfy district-level bureaucracy. Also, procedures differed from school to school even within the same school district. Some principals made note of the earlier work of researchers such as Madelaine Hunter.

Principals also agreed that the attention given to teacher professional growth and improvement was the most obvious unique element in this process. This was unlike other past evaluation “episodes” in the minds of many principals. Neither principal could disagree with the idea that teacher professional growth is an ongoing process within education, and to have this incorporated into a teacher performance appraisal process is a very useful mechanism.

One principal indicated that he did not see that professional growth and professional development was encouraged through the new district process. This same principal, Art, admitted to having difficulties separating teacher accountability and teacher professional growth issues while working through the process in his school. This principal also had the lowest scoring SDLRS participant of the research sample, B.J., in his school and only two of the requested six teachers agreed to an interview.

Commentary: Administrator Interviews

One school principal, Deidre, who was also a member of the working group that established this policy, made the following comment at the end of her interview: “As an

administrator, I like to surround myself with growth-oriented professionals and individuals. The idea of promoting professional growth amongst my staff is helping me do just that". For the most part, school administrators agreed with and were promoting the new Northwest School District policy. Issues of time and teacher receptivity have been acknowledged as factors affecting the benefits for teachers participating in the process.

School Vignettes: Complete School Pictures

Often teaching and education implies educating children first and foremost. School staffs work together towards the general objective of educating children rather than teaching only academic content areas. The belief that working together promotes universal advantages is often promoted within the field of education. Hargreaves (1997) highlights the importance of working together towards a common good or goal:

Working together is not just a way of building relationships and collective resolve; it is also a source of learning. It helps people to see problems as things to be solved, not as occasions for blame; to appreciate that conflict is a necessary part of change; to value the different and even dissident voices of more marginal members of the organization; to sort out policy demands; and always to be looking for ways to improve. (p. 113)

This section of the findings chapter provides four detailed descriptions of the field-test procedures and processes in four specific schools; four vignettes are presented. The descriptions synthesize the information gathered from both the teacher representatives and the school

administrators. Chapter 3 explained the choices for school sites. In addition, efforts were made to address variability, school size and school level. All schools are described in detail in each introduction to each vignette. Attempts are made to acknowledge the idiosyncracies that exist in specific schools and to highlight the similarities across the four sites.

The schools are: Benoit Academy, Bay All-Grade School, Crosbie Elementary School and Tobin Junior High School. Pseudonyms have been used for the names of teachers, administrators, and the schools. The teacher and administrator names that have been previously used throughout this chapter remain the same. Table 32 presents the school name, and the group and category labels of the teacher participants. The schools are not presented in any deliberate or specified order. The most complete school vignette, that of Benoit Academy, is presented first.

Benoit Academy

Benoit Academy is a school that houses Kindergarten through to Grade 9. Approximately twelve teachers are on staff teaching approximately 170 students. During the 1998-99 school year, five teachers participated in the Northwest School District teacher performance appraisal policy document field-test. The school district administration advised the school principal that five teachers were due for appraisal during the school year, and the principal decided to utilize the field-test procedure with all five teachers. These teachers had no objections to this idea and were quite willing to “look at” their evaluation processes somewhat differently during this particular school year.

William, the school principal, had been recognized for his innovativeness and his willingness to cooperate and collaborate with teachers on all matters concerning teaching and learning. In addition, William had been a member of various district-level committees including

Table 32

School Vignettes: Teacher Participants
(N=16)

Teacher	School	Category	Group
Claire	Benoit Academy	A	High
Heather	Benoit Academy	A	High
Joanne	Benoit Academy	E	Low
Dawn	Benoit Academy	F	Low
Kayla	Benoit Academy	H	Mixed
Therza	Bay All-Grade	A	High
Tracy	Bay All-Grade	C	Mixed
Judy*	Bay All-Grade	F	Low
Clyde	Bay All Grade	G	Mixed
Jessie	Crosbie Elementary	A	High
Laura*	Crosbie Elementary	B	High
Joan*	Crosbie Elementary	B	High
Nina*	Crosbie Elementary	E	Low
B.J.	Crosbie Elementary	F	Low
Peg*	Crosbie Elementary	H	Mixed
Barry	Tobin Junior High	B	High
Bev*	Tobin Junior High	G	Mixed

* Refused to participate in an interview with the researcher.

a recent one aiming to promote school district growth. He willingly participated in this research project and urged his teachers to avail themselves of this project as a means for professional growth. Benoit Academy was an excellent site for a more detailed look at the field-test of the Northwest School District teacher performance appraisal process.

All five teachers were included in the initial list of ninety-eight. All five willingly agreed to complete the two questionnaires for the researcher, and all agreed to participate in an interview with the researcher. Benoit Academy was chosen primarily because of the willingness of the teacher participants to speak freely and openly about their experiences, and also because of the professionalism and support of the principal, William. He indicated a willingness to the researcher to participate in the research project. He remarked that he would participate in an individual interview and/or a focus group session with the teachers with whom he had worked through the field-test during the 1998-99 school year.

Additionally, the five teachers in this school represented a range of SDLRS and TE (both PTE and GTE) scores. These teachers at Benoit Academy and their respective groups and categories are outlined in Table 32. All three groups (i.e., High, Mixed and Low) and four of the seven categories of respondents were teachers at Benoit Academy. A common thread throughout the teacher interviews was the openness with which the administrator followed teachers through the appraisal process. Each teacher indicated that she was comfortable with the process followed and that the principal did not create any undue stress as a result of this new teacher performance appraisal process field-test.

It became apparent during the interviews of the five teachers that the professional, open and trusting relationship developed between these teachers and their school principal was the

main reason for the success of the project at Benoit Academy. Whether the teacher was a senior, tenured individual or a junior, probationary teacher, it did not seem to matter in this instance; William had the trust and respect of his faculty. For example, one relatively new teacher at Benoit Academy, Kayla of the Mixed Group (Category H), openly admitted:

Like ... I knew he was observing me every time he saw me or whatever, and ... with the Principal himself, I felt quite comfortable with him ... because I'm a shy person, and I must say he made me feel comfortable, and like he used to come and ask me my opinions, and things like that, and you know, that boosted my confidence ...you know ... that sort of thing. Like especially following those consultations, and all the work with those documentations, he made a point of congratulating me and telling me so ...

Joanne, of the Low Group (Category E), a more senior and tenured teacher at Benoit Academy, offered the following commentary:

Well ... I feel it (the process) was informal, and it made me feel very comfortable. You know William had a habit of dropping into your classroom, you know ... kind of just circulating and just speaking to me and maybe just noting the children's work. Sometimes ... he would just stay for a few minutes and then go on ... and there were other times when we would have some very informal conversations either initiated by him or by me about things that had gone on. I found there was

great openness there and I think he could ... well he had a way of telling me a better way to go without being too critical of what I had already done.

The sense of openness and respect for William as a school administrator was apparent with both Kayla and Joanne. Another teacher at Benoit Academy, Claire of the High Group (Category A), commented:

Yes ... especially with the evaluation I did last year. I had a lot of support ... I was fortunate to have had an administrator who worked really closely with me through all of this. I can't say we had any communication difficulties or anything like that.

All teachers at Benoit Academy spoke positively of the process and of their principal. It appeared that administrative leadership, particularly from William, helped ease teachers successfully through the field-test of the new teacher performance appraisal process. They appeared to be comforted by his support and openness.

Heather, a member of the High Group (Category A), also had supporting accolades for the administrator of Benoit Academy. She offered the following observation as a relatively new teacher to the profession:

Well ... that's one thing I have to say about [William] ... is that he was very open to communication. If you got a problem, ... the idea is come in and have a seat and let's talk about it. Let's get it out and get it settled and let's move on. The level of

support from both [William] and the vice-principal ... like it was just like something that I have not been involved in ... or with, before. It was unreal that an administration would support you like they supported us. So, like in terms of Benoit Academy and support ...the administration to staff ... I'd say they're way up there.

The fifth teacher from Benoit Academy was Dawn, a member of the Low Group (Category F). She had spent some time as a school administrator and was non-committal with respect to the positive support from William. Dawn did, however, indicate that there was "some" support and regular communication throughout the teacher performance appraisal field-test.

William was very open in his professional relationships and the various dealings with teachers on his staff. The principal of Benoit Academy actually admitted himself that he was open and "close" to the staff members. He said that he "felt" close to teaching and to the classrooms in his building. He also admitted that it was "mutually agreed upon" that the process would be informal. He suggested to the researcher that the more formal approach allows itself to become a "false" or "contrived" situation or experience.

The principal was a strong proponent of teacher professional growth and spoke of such issues as trust, commitment and ongoing support from the school administration. He suggested that "you don't mandate professionalism, you nurture it". He further advanced the belief that teachers' past negative experiences with 'teacher evaluation' have created a "healthy disrespect" for those individuals who now carry out the process.

In his explanation of this specific phenomenon to the researcher, he reflected upon past,

negative evaluation episodes he had experienced as a classroom teacher prior to his entrance into administration. He spoke of how he had become very disgruntled with the process of teacher evaluation very early in his teaching career. As a school principal, William wanted to do things differently for “his” teachers, in “his” school. William had recently completed a graduate degree in Educational Administration from the Ontario Institute for Studies in Education and was contemplating starting a doctoral program. He was married to an elementary school teacher who had worked as a school district consultant and they had one adolescent child.

As has been illustrated, the open and trusting relationship between William and his teachers permitted teachers to derive maximum benefit. This is interesting given the fact that three groups and four categories of respondents are represented at Benoit Academy. One very interesting corroborating finding from Benoit Academy came from William and Kayla. Kayla is a member of the Mixed Group (Category H), scoring above the mean scores in both PTE and GTE, and below the mean score of the SDLRS. Kayla openly admitted to being a shy individual, and William confirmed this assertion. Kayla indicated that, as a result of participating in this performance appraisal process with her principal, her self-confidence level had increased. She indicated, for example, that she more willingly participated in and spoke out during school staff meetings. William acknowledged this growth realization on Kayla’s part.

Benoit Academy was a school experiencing success in the implementation of the Northwest School District policy on teacher appraisal. Teachers set goals and attained some elements of success in this policy field test procedure. Furthermore, William, the principal, had the trust and respect of the teachers on his staff. As the policy moves from field-test to routine and more teachers participate, professional growth experiences of teachers at this school will be

enriched and enhanced.

Bay All-Grade School

This school was an all-grade school housing approximately 120 students in Kindergarten to Grade 12. Eleven teachers were on staff. As was the case with Benoit Academy, the school principal, Lewis, was informed by district office administration that four teachers were to be evaluated during the 1988-99 school year. Lewis decided to field-test the new policy for teacher appraisal with all four teachers. No teacher had any concern with the principal following this new process and willingly began the teacher performance appraisal process with their principal. They were fully cognizant of the ongoing field-test and that their evaluation process was going to take a different course from past years.

This school was chosen as a vignette site partially because of the number of teacher participants. Also, as with Benoit Academy, Bay All-Grade School was chosen because of the ranges of SDLRS, GTE and PTE scores, and therefore the presence of various groups and categories of respondents. The willingness of the teachers to participate in this research project was an additional important contributing factor. All four teachers returned the sets of questionnaires and, initially, all four teachers agreed to participate in an interview. In the end, three of the four teachers agreed to be interviewed.

Table 32 illustrates the categories of teacher participants at Bay All-Grade. The school housed students from Kindergarten to Grade 12, which added yet another dimension to the field-test data results and discussion. Furthermore, Lewis indicated very early to the researcher that he would willingly assist with the research project in any way possible including participation in an individual interview or in a focus group with the teachers from his school.

Lewis had spent thirty years in the education profession and eighteen of those years in administration. He had been the school principal for five years at Bay All-Grade, and was considered a “quiet” advocate of teachers by his colleagues. He had also served several years as the teaching vice-principal of this school. Lewis had completed a Masters degree in Educational Administration from Memorial University of Newfoundland. He was married to a high school teacher and had children who had finished school and had left the family home for post-secondary educational pursuits.

As a professional, Lewis readily admitted to participating in professional development sessions and recommended that his teachers pursue their interests with their students’ interests and needs in mind. He saw teacher professional development as an essential component of teachers’ careers. Lewis also saw the new Northwest School District policy as assisting in this matter and as an administrator, saw the new policy as a vehicle to help promote professional growth amongst his staff members. He commented that teacher professional growth was a “subjective thing” that must be teacher-centered. He further highlighted the fact that inservice sessions and opportunities are often planned without teacher input or advice. Also, Lewis posited that teachers sometimes avail of these “unconnected” opportunities rather than not avail of any professional development opportunities whatsoever. Lewis envisioned the new Northwest School District policy supporting professional development. He willingly field-tested the draft policy with the teachers on his staff.

One teacher at Bay All-Grade was Therza, a member the High Group (Category A). Therza had been teaching for seven years and spoke very positively of her experiences during the Northwest School District policy field-test at Bay All-Grade School. She spoke specifically of her

own personal goal setting:

In the self-evaluation section or part, I indicated that I wanted to focus on ... a different strategy or a different approach to teaching the Language Arts course that I was teaching at the time. And I do believe I had great success with it because I did find another approach, another strategy that worked very well with the group that I was working with at the time.

Therza indicated that there was support and encouragement throughout her evaluation process from her principal, Lewis. Her feelings were that Lewis wanted the teachers at Bay All-Grade School to set goals for themselves and that he would assist them in “arriving at” these specific goals through this process. Furthermore, Therza implied some success throughout the process and offered the following:

Well several months later when I had a better look at the “Readers and Writers Work Shopping” information that I had taken from other schools and other teachers, and I used it in class. Some students who I was getting absolutely nothing from, because their level was just too (low) ...or it was at too high a level for them ... now I was actually getting work from them. It was a representation of what they knew and not just through an answer or just reading something.

Lewis promoted the idea of goal-setting and self-evaluation with the teachers at Bay All-

Grade during the field-test procedure. He submitted that teachers who were “goal-oriented” and “ambitious” would likely experience more success than others in this type of performance appraisal process. He also suggested to the teachers at his school that this would be an opportune starting point for participation in the new teacher performance appraisal process.

Tracy was another teacher interviewed from Bay All-Grade School. Tracy, a member of the Mixed Group (Category C), had fifteen years teaching experience, and was very open to new ideas and approaches to teaching. At one point during her interview, she commented: “It’s much the same as teaching in general. If there’s a new approach, why not try it and put some variety in your own life.” She was also familiar with goal setting but did not reference it specifically. She noted:

If you actually know what you’re looking for, then you’ll look for institutes or inservices or whatever that’s going to help you. I mean you’re not looking for a day off, right? You’re looking for something that you’re going to come back from and say ... look I’ve got something there for myself that I can draw upon, or from.

The third teacher interviewed from this school was Clyde. He had sixteen years of teaching experience and is also a member of the Mixed Group (Category G). Clyde spoke several times during his interview of the disdain he had towards the whole process and product of teacher evaluation. He commented jokingly, “well, I prefer they eliminate the evaluations altogether ... that’s if you want my honest opinion”. It was something that he found very uncomfortable, and likely participated in the field-test under some duress.

Clyde had no recollection of his administrator's discussion and promotion of the idea of self-evaluation. He asked the researcher during the interview: "Can I take another look at the document?" Clyde repeatedly suggested that there was no real difference between this process and some of his past experiences. Yet, at one point in the interview, he offered the following observation with respect to the idea that teachers were permitted to set their own agenda for professional development:

Yes ... oh definitely yes. I mean it's like ... all of a sudden you're not being told that you got to do this or got to do that or you have to do it this way. You have a little bit of (freedom) ... Naturally they're letting us do a little bit of thinking ourselves in terms of organizing our programs and what have you. Also, deciding what's right for this group of students, and what's right for a different group of students. Sometimes, you have to take different avenues.

Clyde was a member of the Mixed Group (Category G), scoring below the means scores on SDLRS and GTE measures and above the mean on the PTE measure. This would suggest that Clyde's belief of the collective efforts of teachers was questionable. Personally, Clyde felt that he could make a difference as an individual. The fourth respondent from this school, Judy, a member of the Low Group (Category F), refused to participate in an interview with the researcher; no reason was provided to the researcher.

Bay All-Grade School was an interesting site to visit and discuss issues surrounding the Northwest School District field-test procedures of the new teacher performance appraisal process.

The four teachers who participated in this field-test represented all three groups of respondents and four of the eight categories.

Crosbie Elementary School

Approximately 450 Kindergarten to Grade 6 students are housed at Crosbie Elementary. The principal of Crosbie Elementary School, Art, was informed by district office administration that seven of thirty teachers on his staff were to be evaluated during the 1998-99 school year. As with several of his colleagues, Art decided to field-test the district document with all seven teachers. The two questionnaires (i.e., the Gibson & Dembo (1984) TE Scale and the Guglielmino (1977) SDLRS) were therefore sent to the seven teachers, and six sets of completed questionnaires were returned to the researcher. The decision was made to interview all six teachers from this school. Only two respondents, B.J. of the Low Group (Category F), and Jessie of the High Group (Category A) agreed, however, to an interview with the researcher.

One of these respondents, B.J., had scored the lowest SDLRS score in the entire group of 90, and had attained the second lowest PTE score. Interestingly, she was the third highest score in the GTE category. The other respondent, Jessie, scored above the mean scores in all three categories, and was therefore a member of Category A. The others who refused an interview with the researcher scored below the means scores on all measures. The respective groups and categories of these respondents from Crosbie Elementary School are highlighted in Table 32.

Art is one of the Northwest School District's more senior school administrators, and often was not seen as a friend or colleague of central office and/or any new initiatives. He had vied unsuccessfully several times for district-level positions. Art had completed a Master of Education degree in Educational Administration from Memorial University of Newfoundland quite a few

years ago. He had been difficult to deal with on occasion and openly admitted this to the researcher. If, for example, he did not readily see benefits to certain suggested and/or mandated educational changes, he often would question the reasoning and rationale behind them. Art also admitted to the researcher that he did not “back down” from parents and/or guardians on any matter related to schooling.

It appeared that Art had the professional respect of most of the teachers on his staff. The researcher was led to believe this through the interviews with both Jessie and B.J.. However, the fact that only two of the requested six teachers participated in the interview phase caused the researcher to question the purported level of respect for the principal. It was clearly explained to the possible teacher interview respondents that the teacher performance appraisal field-test was the subject of the research project and that all information sharing was strictly confidential. All possible teacher interview candidates were clearly informed of the specific details surrounding the interview phase. They were informed that the researcher was seeking information about the field-test procedures within the Northwest School District, carrying out this process in their school, and using the information as part of a doctoral research project at the University of Ottawa. In the end, Jessie and B.J. were the only two participants from Crosbie Elementary School who agreed to an interview with the researcher.

B.J. had been teaching for twenty-four years and had not completed a university degree. B.J. showed very little understanding of the teacher performance appraisal process being promoted by the Northwest School District throughout the interview with the researcher. As a matter of illustration, when B.J. was asked about her participation in the performance appraisal process, she responded: “it was entirely up to me whether I wanted to do it or not”. Her principal,

Art, disagreed strongly with this supposition. B.J. later added that she knew she had grown professionally if “I’ve tried that, or I’ve seen that or I’ve pursued that or I’ve read up on this ...”. B.J. had very little understanding of the whole area of teacher professional growth and teacher professional development and could not give an example of a plan made during the field-test or processes that were followed with her principal.

The other teacher interviewed from this school was Jessie. This respondent had been teaching for twelve years. Early in the interview with the researcher, Jessie indicated that the field-test of the new performance appraisal process “was followed to a tee” with her and her principal, Art. In a later interview with the researcher, Art agreed with this statement. Jessie indicated that there was support from her administrator and that they communicated regularly throughout the process. Art also concurred on this point.

Jessie was very specific in her commentaries of the approaches taken and the learning she had experienced throughout the field-test process. She commented “it’s encouraging in a way because then you could go into an area where you want more ... more knowledge, for example”. In discussing teacher self-direction in the performance appraisal process, without using that specific terminology, Jessie offered this commentary:

If they focus on the teacher’s agenda ... it’s doing ... or going according to what the teacher and where the teacher wants to go ... and what the teacher wants to do. I think it’ll ... I think there’ll be more positive results because of that ... if there’s a teacher that’s interested in growing themselves, then that’s got to come from within. It can’t come from someone telling you ... that you’ve got to do it.

Jessie seemed to have experienced some success and had grown professionally as a result of her participation in this teacher performance appraisal process with her principal. She discussed the pre-conference and post-conference sessions she had had with Art, the plan they had devised, and the fact that he had provided her with some positive comments in their final sessions together. When asked specifically about when she realized that she had grown professionally and whether she could recognize when this had happened, Jessie pointedly responded:

Because there were things that I could share with other teachers, perhaps that they hadn't done before, hadn't thought of and they thought that they would like to bring them back to the classroom. Yes, I think so because when you can gather ideas from somebody else ... you know you've still got room to grow. But when you're able to share with somebody then they can ... they can grow. In that respect, I guess it shows its growth.

Tobin Junior High School

This school was chosen as a fourth and last vignette for several reasons. The school principal, Gerald, had willingly indicated his interest in the research project. He offered to participate in an interview prior to the researcher's request. Gerald had been principal of Tobin Junior High School for approximately seven years. Prior to this, he had served in a number of different school-level administrative positions in a number of different schools, in the Northwest School District and other school districts. He had also spent a year at the school district office in

an administrative role. Gerald had completed a Master of Education degree in Curriculum and Instruction from Memorial University of Newfoundland.

The researcher wanted to include more teachers from the Grade 7 to 9 level in order to elicit as many differences in the data collection as possible. From the outset, it was known that there would be a maximum of two teachers interviewed at Tobin Junior High School, from two different groups and categories of respondents. Given the size of the other proposed vignettes, a vignette with two teachers would suffice in this case.

Tobin Junior High School houses Grades 7 to 9 with an approximate student population of 500. As was the case with other schools discussed in this chapter, the principal, Gerald, was also informed by district office administration that he was to evaluate four of his staff of thirty-two. He decided to field-test the district's new appraisal process with two of these teachers, Barry and Bev. How and why Gerald chose these two teachers was unclear and Gerald himself admitted to having no definitive explanation for the same. Both teachers returned the completed survey instruments to the researcher. One of these two teachers, Bev, refused to participate in an interview with the researcher. The groups and categories of interviewees from Tobin Junior High School are presented in Table 32.

Barry spoke quite openly and positively about the process. He appeared to be an individual who enjoyed his chosen profession, and he got along well with students, parents and his colleagues. Gerald spoke quite positively of Barry as a valued staff member at Tobin Junior High School. Likewise, Barry also spoke very positively of Gerald. The personal and professional respect between Barry and Gerald was obvious to the researcher.

Barry enjoyed the new teacher performance appraisal process field-test in which he had

participated and indicated that he did not feel any threat or extra commitments as a result of being involved in the field-test procedure. Barry enjoyed the frank and open discussions with Gerald about his teaching and the learning activities that he leads with his various classes each day. Compared to other, earlier, examples of evaluation in his career of twelve years, Barry appeared to appreciate this new aspect of teacher performance appraisal much better. He indicated that he could easily reflect upon past, negative evaluation experiences that were “a waste of time” and “accomplished nothing”. He could not say this about this process. He felt that because he was permitted to think about and question his own teaching with the assistance of an open and trusting individual, his teaching practices might improve.

Similarly, Gerald enjoyed the open and frank discussion with Barry. Although he had led many other past evaluation efforts, this Northwest School District field test was something different and challenging for him as an administrator. Gerald had spent a total of twenty-six years in education, and twenty-two of those in administration. It was obvious that he had led many efforts with respect to teacher evaluation in the past. Gerald commented as follows in light of his past efforts in teacher supervision:

And I think with teacher evaluation, we were basically doing the same thing ... we did “the job” over the course of a few visits, we wrote it up and we sent it down and we satisfied the requirements. We did our job. The teacher didn’t change, the situation didn’t change ... very much. I think if you look at it over the course of ... you know ... months or a full year or even longer, and then tried some different things, there might be more of a chance for success.

Gerald's remarks continued and he referenced time as being an issue for an administrator to deal with in this instance. In a discussion of implementation, he offered the following:

You run a school where you got 450 adolescents, you've got 30 teaching staff, and you're probably evaluating 4 or 5 in any given time in the run of a year. But it's just ... life in school is so busy that it's difficult ... everybody is involved in all sorts of different things that you can appreciate so ... time is definitely a 'negative' thing.

By way of conclusion to this concern, Gerald offered a very telling commentary that emphasizes an essential element of any school improvement effort. He indicated that "teacher receptivity" was a very important element and suggested, "I mean, this is only as good as the people who want to make a difference". Gerald also informed the researcher that although he felt close to his staff and to teaching, the reality of being an administrator in a large junior high school meant that teaching and learning were not always in the forefront of his daily routines. He suggested that this type of teacher performance appraisal "forced" the school-level administrator to seriously think about and engage in conversation with teachers about teaching and learning. Gerald admitted that administration had "forged a gap" between what he meant to do each day and what he actually did. Through the process of assisting Barry and Bev with their professional growth plans and initiatives, he was also revisiting teaching himself.

Other than the discussion surrounding the value of the student survey results, Barry presented no other real evidence of professional growth. In his estimation, the results and the

culminating discussion with Gerald over the student survey touched on every objective or goal he could have set as a teacher. He suggested that “you must look at the students first” and, in doing so, he felt that he had grown professionally. Gerald concurred with Barry’s conceptualization of the teacher performance appraisal process.

Concluding Comments

This chapter presented the findings from the four phases of the research methodology in this doctoral research study. It began with a presentation of the data gathered from the quantitative survey instruments administered in phase one. Specifically, the results of the Gibson and Dembo (1984) TE Scale and the Guglielmino (1977) SDLRS were presented. A total of ninety respondents returned these survey instruments to the researcher. Subsequently, the results of phase two of the research, the teacher interviews, were presented. A total of twenty-one teachers were interviewed in this study and the findings were presented under various headings. This teacher interview phase was followed by a presentation of the information obtained from the administrators, or phase three of the research. There were a total of seven administrators interviewed, all of whom had teachers participating in the field-test.

The chapter concluded with the vignette, or integration phase of the research. A presentation of four school vignettes presented “real” stories of the teacher performance appraisal process in the Northwest School District. Within these school vignettes, attempts were made to include the perspectives of both the teachers and administrators participating in the field-test of the Northwest School District’s new policy dealing with teacher performance appraisal.

The findings are discussed in more detail in the succeeding chapter. Connections to current research literature in the areas of teacher professional growth, TE, SDL and

implementation are made while answering the research questions posed at the beginning of this thesis. Other relevant concerns and issues raised during the course of this research project are also discussed in Chapter 5.

CHAPTER 5

DISCUSSION

As leaders, we should seek to build an ethos of learning through our work with individuals and through the structures and processes we set up to guide individuals and groups. The most powerful manifestation of a total learning community is when each person takes responsibility for his or her own learning and the learning of others in the group. The processes we set up can either promote or inhibit learning. (Beerens, 2000, p. 34)

Introduction

This chapter expands upon the research findings presented in Chapter 4 and extrapolates from them. These findings are conceptualized and contextually situated in an attempt to answer the three research questions set out at the beginning of this research project. Additionally, the results of this research project are discussed in the context of the existing larger knowledge bases and current research literature in the areas of teacher professional growth, teacher supervision, teacher characteristics, teacher efficacy, self-directed learning and implementation; connections to cited research literature in Chapter 2 are made.

The chapter concludes with a discussion of relationships amongst the constructs of TE and SDL and their additions to our understandings and the research knowledge base in these areas. Other relevant issues and concerns that have arisen throughout the research project are also presented.

Organizational Framework of the Chapter

This chapter begins with a specific discussion of the three research questions. These three questions were presented in both Chapter 1 and Chapter 2. Once again, they are:

1. Do teachers' levels of TE influence their professional growth experiences in a teacher performance appraisal process that encourages SDL?
2. Do teachers' levels of readiness for SDL influence their professional growth experiences in a teacher performance appraisal process that encourages SDL?
3. What are the barriers to implementation of a teacher performance appraisal process that encourages SDL?

These research questions enabled issues surrounding teacher performance appraisal processes to be investigated. The purpose of this study was exploratory in nature. It endeavored to link the concepts of TE and SDL to teacher professional growth in a teacher performance appraisal process that encourages SDL. There were gaps in the empirical knowledge base in this area, and this research project set out to address these deficiencies and to add to our understandings. Additionally, the discussion supports and/or contradicts existing research literature, and also expands upon several models and frameworks presented within Chapter 2.

Information gleaned about teacher efficacy is presented first. This is followed by a discussion of new understandings and appreciations about self-directed learning in teacher professional growth settings. Lastly, barriers and obstacles to the implementation of a teacher

performance appraisal process that encourages SDL are addressed.

The succeeding discussion in the remainder of this chapter is entitled *Relationships Amongst Constructs*. It deals with other issues that have been highlighted throughout the research project. These issues were connected to the research problem, yet not totally related to either of the three specific research questions.

Research Questions Discussion

The Influence of Teacher Efficacy: What We Have Learned

The first research question examines whether teachers' levels of TE influence their professional growth experiences in a teacher performance appraisal process that encourages SDL. As was described in Chapter 3, the Gibson and Dembo (1984) TE Scale was administered to participants. Teachers' levels of TE (both PTE and GTE) differed; these results are outlined in both Table 5 and Table 6. Furthermore, it was determined that teachers' levels of TE (specifically PTE) influence their professional growth experiences in a teacher performance appraisal process that encourages SDL.

The data suggest that highly efficacious teachers were more open and willing to look at their professional growth opportunities within an appraisal process. The uniqueness of incorporating professional growth initiatives within the new process of teacher performance appraisal was highlighted by many highly efficacious teachers. These respondents from the High Group (Categories A and B) and the Mixed Group (Categories G and H) personified strong confidence levels and the willingness to change instructional practices for the benefit of students. Their professional growth experiences were important to them.

Additionally, participants from the three groups were very open about the expectation

that, as professionals, they continue to learn. Their degree of commitment, however, to the teacher performance appraisal process within the Northwest School District varied somewhat. Below mean PTE scorers (i.e., Low Group and Mixed Group, Category C) agreed with the premise of responsibility, but were non-committal. Respondents from the High Group and Mixed Group were self-motivated and were more inclined to follow through with their responsibilities associated with professional growth.

Predominant Beliefs: Teacher Efficacy

Tschannen-Moran (2002) posits that teachers' level of PTE is the best measure of teacher efficacy and closer to what is commonly thought of as teachers' sense of efficacy. She further suggests that PTE and GTE are undeniably separate constructs, yet not separate ends of the same continuum (M. Tschannen-Moran, personal communication, April, 2002; March 2003). PTE is more explanatory in its interpretation and meaning than is GTE; it provides a clearer sense of a teachers' sense of efficacy.

This PTE premise suggested by Tschannen-Moran (2002; 2003) is supported by Ross (1995) in his distinction and separation of PTE and GTE. He indicates that PTE is a "teacher's expectation that he or she can bring about student learning" and GTE is "the belief that teachers can do so despite the impact of environmental factors beyond their control" (Ross, 1995, p. 228). It is evident that PTE points more directly to those impacts that teachers generate themselves; a true sense of teacher efficacy is apparent with PTE.

Personal Teacher Efficacy: Connections

Teachers who score high in PTE measures are more inclined to try a variety of materials and approaches in a desire to find better ways of teaching (Allinder, 1994). Teachers with a high

sense of PTE have a stronger commitment to the profession (Coladarci, 1992), and are more willing to implement innovations (Ghaith & Yaghi, 1997; Guskey, 1984; Ross, 1995; Smylie, 1988). These contentions are supported in this research project. Respondents with high PTE scores, those from the High Group (Categories A and B) and the Mixed Group (Categories G and H) were more involved in their profession and sought out challenges and opportunities to grow professionally. These teachers looked upon the process within the Northwest School District as an opportunity to grow professionally with the assistance of their administrators. Additionally, these teachers considered professional growth as opportunities allowing them to modify their instructional approaches to enhance the learning experiences of their students. Respondents from the Low Group and the Mixed Group (Category C) had difficulty understanding the concept of professional growth, and participated in such amelioration activities due to a professional obligation. They did not seek out challenges and opportunities.

Highly efficacious teachers were more inclined to have higher PTE scores than GTE scores, although situations existed where highly efficacious teachers were high in both. Those teachers with high PTE scores also experienced more success in their professional growth experiences, and spoke more positively of them. These respondents were cognizant of teacher professional growth and the many inherent responsibilities and processes; they comprehended the necessity to follow through with plans and actions. This was evidenced in responses from the High Group (Categories A and B) and the Mixed Group (Categories G and H). These participants supported Tschannen-Moran (2002; 2003) in her suppositions about teachers' PTE levels.

The case was not the same for lower PTE scorers. Low Group respondents (Categories E and F) and the Mixed Group respondent (Category C) can be described as less efficacious. They

tended to view their participation in professional growth experiences as ‘meeting a goal’, ‘alleviating a difficulty’ or simply ‘going through the motions’; they did not view it as a professional responsibility. The qualitative data display tables highlight this fact.

High PTE scores, or teachers’ positive beliefs in their abilities to affect student learning, are often linked with instructional experimentation (See, for e.g., Allinder, 1994; Ghaith & Yaghi, 1997; Ghaith & Shaaban, 1999; Ross, 1995). This research project supports these contentions in that highly efficacious teachers are more willing to experiment with new instructional approaches, and are more likely to implement new instructional programs as program developers had intended. Participants in this research project were willing to experiment with ‘teacher evaluation’ with their respective administrators. Chris, the top PTE scorer from the High Group (Category B), questioned, for example, how he could continue to teach if he stopped learning. He actively sought teacher learning environments and saw the teacher performance appraisal field-test as a learning opportunity

The remaining TE discussion in this chapter highlights a number of interesting and peculiar aspects of the results presented in Chapter 4. The discussion is presented under the following headings: *Teacher Confidence*; *Difficult and Unmotivated Students*; and *Identified Deficiencies*. The discussion includes both quantitative and qualitative data from phases one and two of the research methodology. It continues with explicit reference to individual research participants interviewed in phase two of the research methodology, their respective TE levels (both PTE and GTE) and existing relationships.

Teacher Confidence

As referenced in the previous section, high PTE teachers in this research study support

the assertions of Allinder (1994) and Ross (1995) in that they are willing to investigate other instructional techniques and approaches, and also the suggestions of Coladarci (1992) with respect to commitment to the profession. This process of teacher performance appraisal in general, and specifically the field-test of this Northwest School District policy supports these contentions. These individuals are confident in their approaches to professional learning.

Respondents also displayed confidence to effectively manage classroom behaviors and to create classroom environments for optimal student learning opportunities. A teacher's confidence in ability to control student behavior is a positive attribute in that students are more inclined to have a positive attitude toward school life in a "well-managed" classroom. This positive stance translates into an element of transparency for teachers. They are confident leading learning experiences; this confidence in approach to teaching affect teachers' personal learning experiences.

This aspect of confidence in ability also parallels commitment to the process as is referenced in the research literature by Burley et al. (1991) and Coladarci (1992). They suggest that highly efficacious teachers are more likely to show a greater commitment to the teaching profession. Moreover, they are more likely to question their own teaching in search for improvements. A seeking of improvements in this instance equates to teacher professional growth.

Teacher confidence, commitment and determination are accentuated throughout this research project. They are seen as specific elements that can be added to the Cousins' (1995) conceptual framework. Cousins (1995) refers to teacher characteristics as having an important influence affecting the growth-oriented appraisal process. A knowledge of a teacher's level of TE

positively affects a teacher's experience in the process. Additionally, this new knowledge adds another dimension to the Cousins' (1995) conceptual framework, will be discussed again later in this chapter.

Difficult and Unmotivated Students

The seventh item from the Gibson and Dembo (1984) TE Scale reads: *When I try really hard I can get through to even the most difficult students*. This is very similar to the original RAND Item 2 as discussed in the Chapter 2 literature review. The RAND item included the words "*or unmotivated students*" to end the statement. This specific RAND item was developed and analyzed to determine teachers' PTE levels. As per the discussion presented in Chapter 2, teachers who are in agreement with this phrase indicate a certain confidence level in their abilities to overcome factors that could make learning difficult for students (See, for e.g., Tschannen-Moran et al., 1998; Tschannen-Moran, 2000). This claim was true for this research project. Respondents from the High Group accentuated a child-centered approach to teaching and learning. All respondents from the High Group agreed that this was an attainable goal. Responses from the Mixed Group and the Low Group focused more on the social aspects of schooling, than on academic pursuits.

Guskey (1988) added specificity by indicating that "... teachers who express a high level of personal efficacy, who like teaching, and who feel confident about their teaching abilities are, indeed, highly effective in the classroom" (p. 67). As can be gleaned from Table 6, a relatively high mean score from this research sample indicates that teacher participants in this research study feel confident in their abilities to positively affect student learning activities and experiences. Moreover, participants in this research project from the High Group (Categories A

and B) and the Mixed Group (Categories G and H) support the assertions of both Tschannen-Moran et al. (1998) and Guskey (1988). They are confident about their teaching abilities. More specifically, they are confident in their abilities to deal with difficult and unmotivated students.

The ability to assess student needs and provide it the necessary attention was also an area that arose from the participants during the interview process. Participants were positive in their approaches to educational endeavours. They expressed a level of determination and conviction in their abilities to deal effectively with students, and to respond to student needs. This was another illustration of teacher confidence and commitment; prevalence and the ubiquitous determination to prevail was evident. This persistence is transferable to personal learning experiences.

Identified Deficiencies

Respondents' PTE scores were indicative of their understandings of teacher professional learning experiences and the realization that professional growth had taken place. B.J. of the Low Group (Category F) had minimal understanding of professional growth processes, and was deficient of knowledge regarding the Northwest School District initiative. PTE scores were indicative of specific traits, understandings, and experiences of respondents. Additionally, respondents had certain beliefs about teacher professional growth experiences and these differed as a result of TE levels. More detailed data to support these contentions, along with evidence of other interviewed respondents, are provided in Table 24, Table 25 and Table 26, and other qualitative data displays in Chapter 4.

Ross (1998) purports that high PTE teachers reflect an expectation that they can bring about meaningful student learning. The respondents who attained high PTE scores in this research project fall into this category. Specifically respondents from the High Group (Categories

A and B) and the Mixed Group (Categories G and H) were confident in their abilities to inspire student learning. This confidence was evident in the teacher interview phase of this research project.

Scribner (1999) suggests that low PTE teachers were focused on “building a reserve of replicative and applicative knowledge bits” (p. 26). He further suggested that teachers often described this phenomenon as acquiring “tricks of the trade” (p. 26) or “nuggets” (p. 26) of knowledge that could be inserted into the existing pedagogical repertoire. Tracy, a respondent from the Mixed Group (Category C), was the second lowest PTE scorer interviewed in this research project. When asked by the researcher how she could deduce that she had grown professionally, Tracy responded: “Because you’ve found things extra to put into your packages of work”. Tracy’s full response to the researcher is provided in Table 25. It provides support to the contentions of Scribner (1999) that teachers often search for “nuggets” (p. 26) of knowledge to supplement their teaching practices. Tracy’s professional growth experiences, similar to those of B.J., were limited; her comprehension of the process and product of teacher professional growth is lacking. This response was dissimilar to responses provided by members of the High Group (Categories A and B) and the Mixed Group (Categories G and H). (See, for e.g., Tables 24, Table 25, and Table 26).

Additionally, Scribner (1998; 1999) posits that TE affects teacher success in professional learning environments. It is his contention that teachers who are less effective are less likely to recognize informal opportunities for professional development. He suggested that they are extrinsically motivated and are more likely to see the goal of professional development as a quick fix for a problem. Both B.J. of the Low Group (Category F) and Tracy of the Mixed Group

(Category C) subscribe to this philosophy. They both have below mean PTE scores. Scribner (1999) conducted a qualitative research project searching for a link between PTE and the way teachers experienced professional development activities. He suggests that high PTE and low PTE teachers experience professional growth and development differently. He suggests that highly efficacious individuals seek experiences and situations that challenge their capabilities thus resulting in enhanced learning experiences. Bandura (1995) concurs and further suggests that such a positive outlook fosters “intrinsic interest and deep engrossment in activities” (p. 11). This was evident in this research project. Qualitative data displayed in Tables 24 through 26 provide information from the participants in this regard. The data are separated by group and provide clarity to the various group distinctions in this instance.

Closing Commentary: Personal Teacher Efficacy

According to Tschannen-Moran (2002), PTE is ‘closer’ to what we commonly think of as teachers sense of efficacy. Additionally, she considers GTE to be a “related, but different construct” (M. Tschannen-Moran, personal communication, April 2002; March 2003). The data gathered in this research project suggest that participants with high PTE scores are more positive and motivated individuals who take greater initiatives in teacher professional development settings. These high PTE respondents were more confident in their ability to motivate students to learn and more equally confident with their own learning experiences.

General Teacher Efficacy: Connections

Teachers’ beliefs about the power of external factors compared to the influence of teachers and schools has been referred to as GTE (See, for e.g., Tschannen-Moran et al., 1998). The following GTE discussion highlights information gleaned from the research participants. It is

presented under the following headings: *Teacher and Parent Influences* and *GTE and Negativity*.

Teacher and Parent Influences

Many external factors influence schooling. These include the home environment, social and economic realities and race and gender. The respondents in this research project did not want to shun their responsibilities as teachers. They acknowledged some of these external factors, and saw the home as an important support mechanism rather than a “way out” of the array of educational problems they confront. Tschannen-Moran et al. (1998) stipulate that when teachers express strong agreement with GTE items, it indicates that environmental factors may overwhelm any power that a teacher can exert in schools. Teachers saw themselves as responsible for their actions and were prepared to accept these matters professionally and seriously. Respondents did not see themselves as dependent upon the home to control or discipline students, yet valued the parental support. Commentaries from respondents indicate that they had a drive and a commitment to their students and schools.

GTE and Negativity

In analyzing GTE, the information gleaned from Hal, a participant from the High Group (Category B), can assist our understandings of Ross’ (1995, 1998) various interpretations of TE. For example, Ross (1998) contends that, with experience, GTE declines. Hal was nearing retirement and had worked in small, rural schools for most of his career. He scored above the mean scores on SDLRS and PTE, but below the mean score on GTE. Hal was not supportive of any collaborative and/or corroborative efforts with school district personnel. He did not see the field-test as a serious matter. It can be further hypothesized that association with authority declines with experience, as does GTE. Collegiality was neither a truism for Hal, nor something

that he had deliberated on often.

Another example that illuminates the GTE discussion comes from Clyde's commentaries of the process. Clyde was a member of the Mixed Group (Category G) and was a teacher at Bay All-Grade School. This school was presented as one of the four vignettes. Clyde scored above the mean in PTE only, and below in SDLRS and GTE. Clyde's PTE score was not surprising; he did not have the "personal" beliefs, but Clyde does support the collegial efforts of teachers to bring about change. His attained GTE score is evidenced in his commentaries to the researcher. Clyde spoke negatively about teacher evaluation in general, and from a personal perspective, despised the whole notion. He did, however, feel that collectively teachers could make a difference through this process.

Closing Commentary: GTE

Teachers in this research project had strong views of teaching and learning. Their beliefs about their collective influences throughout the educational process were highlighted. While GTE scores can assist the educational milieu in understanding certain generalities, it addresses more what teachers, in a general sense, conceptualize as their collective efforts. Teachers' PTE scores (as highlighted previously) are of more value for planning teacher professional learning..

Concluding Commentary: The Influence of Teacher Efficacy

Research literature exists regarding the inherent differences between PTE and GTE. Differences exist for measurement as well as for associated value. This research project has confirmed the assertions of Tschannen-Moran (2000, 2002, 2003) dealing with the value and usefulness of PTE. It has been shown that the PTE construct measure is a strong determinant of success in teacher professional growth settings. The data suggests that high PTE teachers will

have more positive professional growth experiences in a teacher performance appraisal process that encourages SDL.

Additionally, the results of this study confirm the beliefs associated with TE in general. These include, but are not limited to, the attempts of teachers to try new methods (Allinder, 1994; Fuchs et al., 1992; Ross, 1995), the professional commitment of teachers (Coladarci, 1992), and the willingness of teachers to implement innovations (Ghaith & Yaghi, 1997; Guskey, 1984; Smylie, 1988). Those respondents from the High Group (Categories A and B) and the Mixed Group (Categories G and H) exerted more effort and were more inclined to avail of professional growth opportunities than those of the Low Group (Categories E and F) or the Mixed Group (Category C).

By way of conclusion to this discussion surrounding this first research question, this research project has highlighted the fact that teachers' professional growth experiences are influenced by their TE levels, more specifically their PTE levels. The preceding discussion has illuminated some facts and made reference to relevant and connected research literature. The influences of readiness for SDL in a teacher performance appraisal process that encourages SDL will be discussed in the next section.

The Influence of Self-Directed Learning: What We Have Learned

The second research question attempts to ascertain if teachers' levels of readiness for self-directed learning influence their professional growth experiences in a teacher performance appraisal process that encourages SDL. As outlined in Chapter 3, the Guglielmino (1977) SDLRS was administered to participants in an attempt to determine their levels of readiness for SDL. Participants' levels of SDL readiness were varied; details of these variations are provided

in Table 8 and Table 9 in Chapter 4.

The discussion that follows highlights some aspects of the quantitative instrument administration of phase one, and also highlights the findings from participant interviews conducted in phase two. Several themes emerge from the data and are discussed under the following headings: *General Assumptions: Self-Directed Learning; Responsibility for Teacher Professional Growth; Realization of Teacher Professional Growth; Teacher Supervision; Self-Directed Learning: Peripheral Connections; SDL Unawareness; Lifelong Learning; Independent Learning, and Responsibility for Learning.*

General Assumptions: Self-Directed Learning

Teachers, by nature of the profession they have chosen, understand learning and learning processes, and some have an understanding of SDL. Similarly, they may understand all learning styles, but subscribe to only one and not purposely incorporate this knowledge into their everyday curriculum planning.

Participants highlighted in Table 21 and Table 23 agreed that teachers had primary responsibility for their own learning. The issue of readiness for self-directed learning was referenced in the research literature review as a confusing and complex construct. This confusion was apparent in this research project as well when teacher participants' responses to the second question in Table 21, Table 22 and Table 23 were analyzed. The confusion surrounding this professional responsibility rests with the Mixed Group. As discussed previously, these Mixed Group respondents view this responsibility as an added professional responsibility. This issue deals with the perplexing nature of SDL readiness, and ownership of learning.

Teacher readiness to participate in learning activities may suggest to professional

development facilitators and leaders the appropriateness, duration and intensity of learning activities in which teachers may participate. In a teacher performance appraisal process that encourages SDL, the assumption can be extended. The suggestion is that those individuals identified as highly ready for SDL experiences are likely to have more success than those individuals not as highly ready.

The new Northwest School District policy and process for teacher performance appraisal promoted teacher professional growth within the process. This research project supports the assertions of both Cousins (1995) and Noe et al. (1997) indicating that individual's attitudes and beliefs are important determinants to success in professional learning environments. The High Group (Categories A and B) were positive in their approaches to learning. An enhanced level of SDL readiness can be viewed as one of the determinants to success in professional growth and professional development activities.

This notion of professional development and professional growth in the field of education is mirrored in the business sector as employee development. Many companies and corporations have adopted continuous learning philosophies as a means to facilitate individual employee growth and improvement. Endorsing policies for teacher professional growth is a way in which school districts can combat teacher obsolescence; professionals must continue to keep abreast in their respective fields (See, for e.g., Duke, 1990, 1993; Duke & Stiggins, 1990; Noe et al., 1997; Senge, 1995; Willis & Dubin, 1990). All respondents agreed with this supposition.

The new policy being espoused by the Northwest School District can be envisioned as one school district's effort to ameliorate the teaching and learning environment by assisting teachers with their professional growth. It is an attempt by the Northwest School District to

revitalize “teacher evaluation” by having teachers “buy into” the process of preparing and controlling their own professional growth experiences. Elements of SDL were clear and direct in this instance.

Lewis, the principal of Bay All-Grade School, spoke strongly to the point that we need to provide teachers with more options and allow them the necessary and vital input into planning their own professional development and professional growth. Furthermore, this policy field-test was the school district’s attempt to eradicate past negative experiences of “teacher evaluation” from the memory of teachers. It was also an attempt to move from the disdain of such activities to a recognition of the value associated with them. The effort can be likened to plans to “partner” for improvement. As was mentioned from the beginning in Chapter 1, the school district development team suggested that the terminology change from “evaluation” to “appraisal” in and of itself would assist in this task.

Respondents from all groups agreed that professional growth involved a change in both practice and beliefs, and that through participation in professional development sessions, teachers’ professionalism was expanded, thus resulting in professional growth. This was the effort and the initiative being promoted by the Northwest School District. These definitions or characterizations of professional growth support the neo-progressive stance of teacher supervision as espoused by such educational researchers and academics as Duke (1990, 1993) and Tracy & MacNaughton (1989).

Responsibility for Teacher Professional Growth

The data suggests that there is agreement amongst respondents that the major responsibility for professional growth lies with the individual teacher. Tables 21 through 23

provide further insight into this matter. For example, consensus also existed amongst respondents that exploring instructional strategies and new methods are important and essential for teachers. Most of the respondents interviewed agreed that teachers should be permitted to set their own agendas in the new appraisal process. These respondents scored above the mean scores on the SDLRS. One respondent stated “there’ll be more positive results because of that”. Another said “teachers have to make choices ... administrators cannot do that for them”.

This finding is supported by Garrison (1997) in his discussions of a newer model of SDL. He suggests that “motivation and responsibility are reciprocally related and both are facilitated by collaborative control of the educational transaction” (p. 29). Garrison further (1997) posits that without choice and collaboration, we may be unrealistically expecting learners to assume responsibility for their learning. The applicability to teacher professional growth within this Northwest School District teacher appraisal field-test is clear and direct. Teachers must share the ownership in this process in order to experience success. Teachers must cooperate with their school administrators throughout this process.

Realization of Teacher Professional Growth

Teachers find it difficult to see the tangibles in professional growth and development experiences, and often fail to acknowledge it. A recognition that professional growth has taken place is a very tenuous determination. Teachers often view a need, make plans and participate in a process of amelioration. They rarely revisit the ‘problem’ or identify a need to ensure its rectification, and they rarely conclude that they have grown professionally. A recollection of a specific experience or something done differently facilitates the reflection on, and realization of, professional growth.

There is consensus in educational research literature that teacher professional growth should be designed to meet the needs of both the individual and the organization (See, for e.g., Corcoran, 1995). This research project has confirmed this assertion. This issue was presented to participants, and several provided elaborations as to how a teacher performance appraisal process that encourages SDL does that just by the nature of its organization. The appraisal process is seen by teachers as being led by supervisors or administrators thereby ensuring that certain elements of bureaucracy are adhered to, but at the same time, allowing the professional freedom of teachers to direct their own learning within certain parameters. Participants indicated a yearning for professional growth opportunities as teachers, and suggested that the new Northwest School District policy and process provided a mechanism for this. Elements of successful efforts were more noticeable across the High Group.

This notion of consensus also supports the contentions of Duke (1990) when he suggests that administrators ought to understand and more closely analyze hindrances to teacher professional growth. This research project has shown that one manner in which school district and school administrators can encourage reflective thought and more professional growth is to have them direct the process and assume responsible for their own learning. This would equate to removing hindrances or barriers to teacher professional growth as espoused by Duke (1990) in his discussions on this topic. A knowledge of SDL readiness levels can assist in this illustration.

Data gathered from respondents suggest that the administrator-teacher relationship is of utmost importance in any process of teacher performance appraisal that encourages professional growth. This was accentuated particularly by High Group members Heather, Adrienne and Claire. School administrators can influence much of what teachers do and experience in all

aspects of school life, including professional growth. Lee et al. (1991) suggest that principals can enhance teachers' levels of GTE and PTE with various support mechanisms. The administrator issue is discussed in some detail in the school vignettes section, later in this chapter.

Teacher Supervision

This research project has supported the contentions of Zepeda and Ponticelli (1998) in their belief that increased self-direction in teacher supervision leads to an increase in teacher willingness to change. Participants in this research project felt that they had acquired (or were acquiring) a certain amount of ownership for their professional learning efforts and this resulted in their having a more positive outlook on their teacher "evaluation" process. They felt ownership in the process and thus were more interested in the prospective professional growth experiences. This supposition has been accented in recent research literature concerning teacher professional growth (See, for e.g., Blase & Blase, 1998, 1999; Corcoran, 1995; Duke, 1990, 1993; Owens et al., 1991; Rhuotie, 1996).

One of the purposes of this research project was to determine if the neo-progressive, collaborative approach to teacher supervision existed in practice as it does in theory. The field test of the Northwest School District confirmed this belief. A neo-progressive orientation to a teacher performance appraisal process advocates a process that follows the agenda of the teacher and is collegial in nature (See, for e.g., Tracy & MacNaughton, 1989). This research project attested to these descriptors of such a process of teacher professional growth. The tenets of SDL were apparent throughout discussions of the new teacher performance appraisal process with research participants.

Self-Directed Learning: Peripheral Connections

The collaborative process of teacher performance appraisal as outlined by Duke (1990; 1993) and Cousins (1995) in combination with the attributes of SDL conjures up the image of the ideal learning conditions for teachers. As referenced in Chapter 4, research participants experienced some confusion surrounding a definition and understanding of the phenomenon of self-directed learning. There was some consensus regarding the existence and usefulness of this attribute, but teachers participating in this research project did not have a thorough understanding either of the meaning, possible measures or conceived benefits of SDL. Similarly, they did not understand the aspect of readiness as it related to SDL. As highlighted in Tables 21 through 23, differences did exist across groups of participants.

Participants' uncertainty and confusion about SDL readiness and awareness presents a similar dilemma to the Guglielmino (1977) SDLRS item findings as discussed in Chapter 4, and in more detail a little later in this chapter. Teachers do not always see themselves as learners or as directing or leading their own learning initiatives. The contrast of respondents' score acquisition by the researcher with the reality of meaningful interpretation by the respondent is an interesting and troubling conundrum. The criticisms of the Guglielmino (1977) SDLRS, particularly those of Bonham (1991) and Field (1989), have been discussed previously in both Chapters 2 and 4. This uncertainty and confusion amongst participants resurfaces throughout this research project. The conundrums surrounding the Guglielmino (1977) SDLRS are highlighted. There was no confusion, however, surrounding teacher confidence. This aspect was identified as an important element for teachers in planning their professional learning endeavors.

Bonham (1991) suggests that low scores on the SDLRS may indicate dislike for any kind of learning. If her contentions are true, then a low Guglielmino (1977) SDLRS equates to a

dislike for learning and a lack of motivation to learn in self-directed manners, or any other protocols. Participants from all groups in this study were motivated to learn. The nature of the chosen profession insinuates ongoing learning. Bonham (1991) also suggests that researchers ought to be certain that a distinction can be made between readiness for learning and readiness for a particular kind of learning. Aspects of participant SDL “unawareness” are discussed in the next section; connections to ideas dealing with teacher confidence are highlighted.

SDL Unawareness

As was the case with the first research question, interesting conundrums were present as specific data for the second research question were analyzed. Participants did not see themselves as highly self-directed, yet were self-directed. This can be gleaned from an examination of several items from the Guglielmino (1977) SDLRS. Some confusing responses could lead to other beliefs, but teachers in this research project were unaware of this internal trait of self-direction. There were two respondents from the High Group in this research project who were deemed to be highly “ready” for self-directed learning experiences from their results on the Guglielmino (1977) SDLRS. These two individuals were, however, unaware of this inherent trait of self-directedness. Both Therza from Category A and Hal from Category B scored above the mean score on the Guglielmino (1977) SDLRS, but indicated in an interview with the researcher that they did not think there were ways of knowing whether a person was highly self-directed or not. This paradox represents a probable barrier to implementation and is certain to influence the use and effectiveness of a self-directed teacher performance appraisal process. This finding also supports the contentions of Bonham (1991) regarding confusion and perplexity, as previously highlighted. The usefulness of the information gleaned from the Guglielmino (1977) SDLRS is

questioned. This troubling conundrum has been discussed, and Guglielmino (1999) suggested that it is potentially due to the sample skewness (L.M. Guglielmino, personal communication, July 1999)

Lifelong Learning

The Guglielmino (1977) SDLRS was administered to participants in an effort to determine their levels of readiness for self-directed learning. In this instance, an effort was made to determine levels of readiness to participate in professional growth activities in a teacher performance appraisal process. Specifically, the second research question endeavored to ascertain whether teachers levels of readiness for SDL influenced their professional growth experiences within a teacher performance appraisal process that encourages SDL. As referenced in Chapter 4, there was concurrence of responses amongst participants in only two of the fifty-eight items of the Guglielmino (1977) SDLRS. These are items 1 and 54. They equate to only 3.4% of the fifty-eight items comprising the Guglielmino (1977) SDLRS.

These two specific items are worded as follows:

1. *I'm looking forward to learning as long as I'm living*
54. *Learning is a tool for life*

It is acceptable that a group of teachers would respond positively to these items. These responses possibly illustrate that a sample skewness is apparent. Teachers are professionals who routinely lead learning activities. They anticipate, promote and encourage lifelong learning. It is not surprising that they equally subscribe to a similar philosophical stance for their own personal

learning endeavors.

All participants provided a 4 or 5 response to these two items. These specific items seem to express a need and desire to continue learning in preparation for life's challenges. Teachers, as professionals, teach academic content areas and life skills, but they are also role models and counselors for the students in their charge. Undoubtedly, as role models in educational settings, teachers promote the idea of continuous learning for the betterment of self, and for the enhancement of self-esteem. High school teachers often encourage their students to pursue post secondary education and training, thus highlighting the idea that learning is "a tool for life". As can be gleaned from Table 8, the mean scores for these items were 4.82 and 4.86 respectively. These scores suggest that teachers see these specific items as important motivating attributes of their roles as teachers in society. Commentaries during the interview sessions with participants in all groups ascertained these beliefs.

As suggested by Garrison (1997) in his purported model of SDL, "motivation reflects perceived value and anticipated success of learning goals at the time learning is initiated and mediates between context (control) and cognition (responsibility) during the learning process" (p. 26). In a teacher performance appraisal processes, teachers determine their own direction, (i.e., their self-direction) and they influence their respective success rates. They are given control of the process, in consultation with their school-level administrators. This aspect was evidenced in this research project. Their roles throughout the process are supporting the motivational attributes of SDL as proposed by Garrison (1997).

Independent Learning

Participants in this research project did not see themselves as highly self-directed in their

learning pursuits. They did not appear to perceive themselves as working well on their own. This is interesting aside in that most of the interviewed participants appeared to the researcher and to their administrators to be working well on their own, particularly those of the High Group. Once again, the issue of 'determination' of the elements of self-directed learning pose problems for the teachers in this research project. This was the case for Therza and Hal, both of the High Group.

As referenced earlier, Bonham (1991) and Field (1989;1990), among others, pose the question as to whether the Guglielmino (1977) SDLRS measures what it is intended to measure. The mean score obtained in this research project suggests that participants are moderately high in their levels of readiness for SDL. Guglielmino (1999) indicated that the result of this administration were "somewhat skewed" (L.M. Guglielmino, personal communication, July 1999).

More recently Guglielmino (2002) reported a mean score of 242.89 in an administration of the Guglielmino (1977) SDLRS to a group of U.S. teachers. Guglielmino (2002) also described these results as "somewhat skewed" for the same reasons she alluded to for the present research project. Guglielmino expected that the mean score for her sample of U.S. teachers would be above the 'routine' mean score (L.M. Guglielmino, personal communication, August 2002). The attained score for the Guglielmino (2002) SDLRS administration (i.e., 242.89) is comparable to the mean score result for the current research project's administration (i.e., 240.72).

Furthermore, Bonham (1991) questions the opposite of SDL and she provides two possibilities: either a preference for "other-directed" learning, or a dislike for or avoidance of all learning as referenced earlier. It is unlikely that the second option proposed by Bonham (1991) is

a possibility for a group of educators. This point again highlights the existence of sample skewness as underscored by Guglielmino (2002). The nature of the teaching profession necessitates learning in one form or another. The results of this administration of the Guglielmino (1977) SDLRS supports the contentions of both Bonham (1991) and Field (1990).

Responsibility for Learning

The Guglielmino (1977) SDLRS administration results also support the contentions of Brockett & Heimstra (1991) in their elaboration of a “Personal Responsibility Orientation (PRO) Model”. A copy of this model is attached in Appendix D. Central to the idea of *personal responsibility* in the PRO Model is the idea that by accepting responsibility for one’s learning, one subscribes to a more proactive approach. With initiatives in teacher professional development and teacher professional growth, as in other learning pursuits, once the responsibility factor has been established, “real” learning can begin. Teachers discover and construct knowledge when given the opportunity to do so. Again, Garrison (1997) supports this supposition in his discussion of responsibility in a newer model of SDL. In the PRO model, SDL can be manipulated to become learner self-direction if the characteristics of the learner are considered foremost.

The acknowledgment of responsibility by respondents is supportive of the PRO model as espoused by Brockett & Heimstra (1991). Also, these findings and discussions support Garrison’s (1997) contentions dealing with the motivational factors and SDL. He purports:

self-directed learning is consistent with a collaborative constructivist view of learning that encourages students to approach learning in a deep and meaningful

manner. Meaningful learning outcomes would be very difficult to achieve if students were not self-directed in their learning. Taking responsibility to construct personal meaning is the essence of self-directed learning. At the same time, taking responsibility for one's own learning does not mean making decisions in isolation. The challenge for teachers is to create the educational conditions that will facilitate self-direction (p. 30).

Participants in this policy field-test acknowledged a responsibility in that they have assumed "ownership" of their own learning in this appraisal process. When asked specifically when they could deduce that they had grown professionally, respondents with varying levels of readiness for SDL provided similar responses. This qualitative data is presented in Tables 24 through 26 in Chapter 4.

Concluding Commentary: The Influence of SDL

This research project has demonstrated that a knowledge of a teacher's level of readiness for SDL is a very valuable attribute for professional development planners and facilitators. In this specific instance, the ability of the participants to direct their own learning experiences within the context of the Northwest School District teacher performance appraisal process proved to influence their actual professional growth experiences.

Specifically, the High Group fully comprehended the concept of SDL; they understood its premise and how it could work to their benefit within the realm of planning their professional growth experiences. Also, there were varying levels of agreement and understanding in the Mixed Group; they envisioned SDL and the new teacher performance appraisal process as

somewhat of an added responsibility. The Low Group had difficulty understanding the concepts of teacher professional growth and teacher performance appraisals.

An interesting conundrum vis-à-vis the measurement of SDL has been highlighted throughout this research project. The Guglielmino (1977) SDLRS ranks respondents' SDL readiness from highly self-directed to lowly self-directed. As has been highlighted in the literature review in Chapter 2, the measurement and meaning of SDL continues to generate debate in the academic world. This research project has highlighted the confusion surrounding this measure. Bonham (1991) and Field (1989; 1990) question the adequacy of the Guglielmino (1977) SDLRS measure.

While it may be useful to ascertain teachers' levels of readiness for SDL, a more comprehensive portrayal of the teacher characteristics for effective professional growth is essential. Specific influences on teacher professional growth in a teacher performance appraisal process that encourages SDL are deserving of more attention. SDL readiness, therefore, should be included in this list of teacher characteristics that positively affect teacher professional growth experiences and successes. This specific element or trait adds specificity to a model of professional growth largely employed elsewhere.

A discussion and elaboration of the barriers to implementation of a teacher performance appraisal process that encourages SDL follows prior to a discussion of the research literature connections to this research study.

Barriers to Implementation: What We Have Learned

This research study attempted to ascertain the barriers and obstacles to implementation of a teacher performance appraisal process that encourages SDL. The perspectives of both teacher

and administrator respondents were sought by the researcher. Discussion is organized under the following headings: *Awareness, Communication, Expectations and Understandings, and Receptivity.*

Awareness

While knowledge of the new school district policy is an important contributing factor to the success of the implementation, this “awareness knowledge” is not indicative of one particular group or category of respondents. Awareness of this policy and field test was apparent with a cross section of respondents from the High Group, the Mixed Group and the Low Group in this research project, as was stated in Chapter 4.

Participants’ awareness of a policy is at the very basic level of implementation, but is required before the process of implementation can proceed to institutionalization. Hall & Hord (1987, 2001) support this belief by indicating that change will be more successful if the concerns of teachers (i.e., individuals) are considered and addressed from the onset of any innovation. This assertion is further supported by Pankake (1998) who suggests that successful routine implementation necessitates that clear expectations for what is to happen, and the various procedures for accomplishing the same, are stated. This research project has supported these claims in research literature.

Teacher awareness of the new district policy is a prerequisite to its successful implementation. In this instance, nineteen of twenty-one participants, or 90.5%, indicated some familiarity with the district document. Colin of the Mixed Group (Category G) and Vanessa of the Low Group (Category F) did not indicate an awareness of the new school district document. Vanessa was referenced earlier as having a “questionable” understanding of the new process. A

firm foundation for success was apparent with the other nineteen respondents. This lends support to contentions that awareness prior to implementation is essential.

As Pankake (1998) posits, programs and projects that achieve implementation status are those that have clear purposes and direction. Ongoing support, communication and understanding are necessary components for success. The participants in this research project were cognizant of the purpose and direction of the new policy. There were, however, varied degrees of success.

Awareness is at the basic level of any implementation initiative. This research project has confirmed this belief and has also added specificity as to what policy developers and implementors should be constantly aware of in inaugurating such processes. This research project has determined that a knowledge of teachers' levels of TE (particularly PTE) and SDL readiness will assist implementation efforts. The assertions of Ghaith and Yaghi (1997), Guskey (1984), and Smylie (1988) that enhanced TE levels heightens teachers' willingness to implement innovations have been supported in this research project. The participants in this field test with high TE levels, particularly high PTE, were more understanding of the process. Similarly, the participants who scored a high SDL readiness score were equally more prepared and determined to make the new process work. This was especially the case for respondents in the High Group.

Implementation research literature has been informed in this instance. Teachers' TE levels (particularly PTE) and SDL readiness levels are strong determinants of success in the implementation of processes and policies that promote teacher professional growth, particularly within a teacher performance appraisal process that encourages SDL. Precisely, a knowledge of teachers' levels of TE (especially PTE) and a knowledge of teachers' levels of SDL readiness can facilitate and advance this implementation. Planners and facilitators of teacher professional

growth and teacher professional development will benefit from this new knowledge.

Communication and Understandings

Respondents stressed the importance of having an open, trusting relationship with the person responsible for facilitating the performance appraisal process. Some respondents also alluded to the issue of communication with teacher colleagues. A variety of teacher responses across all groups to the question surrounding the barriers and obstacles to implementation are outlined in Table 28 in Chapter 4. Communication is referenced by several as a possible barrier.

At issue here is the point that although the new teacher performance appraisal process is self-directed from the teachers' perspective, the administrator (or person leading the initiative) commands collaboration and corroboration to ensure its success. Self-direction is both promoted and encouraged, but is not mutually exclusive to the process. The teacher performance appraisal process that encourages SDL dictates elements of partnership, collusion and cooperation from those responsible for leading the process in addition to those partaking in the process itself.

Respondents in the High Group (Categories A and B) had a clearer conception of the change, the new process and the intended outcomes. They understood more what self-direction and learner-control meant for teacher professional growth, and the inherent positive influences. Again, this finding supports the research literature suggestion that knowledge and understanding precede successful implementation. Respondents in this High Group were more inclined to have positive professional growth experiences than were those in the Mixed Group and Low Group.

Receptivity

Guskey (1988) reported that high PTE teachers were more receptive "to the implementation of new instructional practices" (p. 67). His work suggested that teachers' sense

of efficacy (i.e., PTE) is a strong determinant of adopting innovations regardless of how long individuals had been in the teaching profession. This study supports these findings. Respondents with increased levels of PTE understood the process and were more cognizant of the intention, goals and outcomes of the process.

In addition, Doyle and Ponder (1977) posited that three criteria influence teachers' decisions regarding the implementation of recommended practices: instrumentality, congruence and cost. The belief that rationale and a prior knowledge and understanding are necessary to substantiate an implementation is evident in this research project. By instrumentality, Doyle and Ponder (1977) suggest that the clarity and specificity surrounding the presentation of new practices impact the implementation. This was indisputable with teachers in this research project, again, specifically with those respondents from the High Group.

Concluding Commentary: Barriers to Implementation

The barriers and obstacles to the implementation of a teacher performance appraisal process that encourages teacher professional growth through SDL has not been previously studied. Similar studies of other educational endeavors and their findings dealing with implementation are being generalized for discussion purposes (i.e., Doyle & Ponder, 1977; Ghaith & Yaghi, 1997; Guskey, 1988).

This section has highlighted several areas of consideration for the implementation of a teacher performance appraisal process that encourages SDL. Additionally, several connections to current educational research have been made, and some of these assertions supported. The final discussion of this chapter presents several additional associations between TE and SDL that have arisen throughout this research project.

Relationships Amongst Constructs: Other “Things” We Have Learned

The preceding discussion focused precisely on the three research questions set out at the beginning of the study, and the research literature presented in Chapter 2. Other issues and information are worthy of mention and are also connected to the research questions. These specific issues arose throughout data collection and data analysis of this research project. They are discussed under the following headings: *Teacher Characteristics: An Expanded View*; *TE and SDL: Functionality*; and *Teacher and Administrator Beliefs: An Insight*.

Teacher Characteristics: An Expanded View

In Chapter 2, a detailed discussion was devoted to teacher characteristics. The Cousins' (1995) conceptual framework was presented, described, and discussed. A copy of the conceptual framework is contained in Appendix A. It describes the organization of a growth-oriented appraisal process and presents three steps: factors influencing the appraisal process, the growth-oriented appraisal process and the impact. Within the first category (i.e., factors influencing the appraisal process) Cousins (1995) outlines teacher characteristics, supervisor characteristics and organizational characteristics. Specifically, Cousins (1995) refers to specific teacher attributes with the teacher characteristics section as “the desire for constructive feedback, growth objectives, experience, knowledge of self” (p. 200).

The current research project has added specificity to this aspect of the Cousins' (1995) conceptual framework. This research project has highlighted that a knowledge of TE levels, specifically PTE, can have a positive impact on the teacher performance appraisal process. Similarly, this research project has shown that a knowledge and an understanding of SDL readiness levels of SDL can also have an impact on the teacher performance appraisal process.

This knowledge both TE and SDL readiness levels adds specificity to the Cousins' (1995) conceptual framework. While it remains meaningful to adhere to those outlined attributes as referenced by Cousins (1995), it is also worthy to ascertain teachers' levels of TE (particularly PTE) and SDL readiness in a similar vein.

Antecedents of participation in development activities in employee development settings were discussed and described by Noe et al. (1997). The authors presented a conceptual framework of the relationship between antecedents, development activity, and learning outcomes. A copy of this conceptual framework is attached in Appendix B. The specific individual antecedents highlighted by Noe et al. (1997) are immutable characteristics, attitudes and beliefs and occupational preference. Similar to the specificity provided and added to the Cousins' (1995) conceptual framework, this research project has also made a contribution towards extending the Noe et al. (1997) framework.

“An individual's attitudes and beliefs regarding development activities is believed to be an important determinant of participation” (Noe et al., 1997, p. 172). In this instance, teachers' levels of TE and SDL readiness would be of benefit to facilitators of teacher professional growth. Noe et al. (1997) refer to *motivation to learn*, *motivation to transfer*, and *self-efficacy* as having an impact in this instance (italics in original). This research project has provided an empirical contribution in this area. The motivation to learn and the motivation to transfer are very similar to ideas espoused in adult learning literature dealing with SDL. Hence, a knowledge of SDL readiness in this instance would add clarity to issues suggested by Noe et al. (1997).

Furthermore, a knowledge of participants' TE levels would add specificity to the section entitled *self-efficacy* by Noe et al. (1997). The authors suggest that “self-efficacy could

potentially impact motivation to learn, motivation to transfer, and, subsequently, participation in development” (pp. 172-173). Moreover, they posit that: “Therefore, individuals with high levels of self-efficacy are more likely to participate in new and challenging situations than individuals with low levels of self-efficacy” (p. 172). TE levels (specifically PTE levels) can assist professional development facilitators in this instance.

The next section deals with the relationship between TE and SDL, and the value of the knowledge of this association for teacher professional growth initiatives.

TE and SDL: Functionality

The relationship between the constructs SDL and TE can also assist educational practitioners in elucidating the importance of ongoing, sustained efforts to improve teacher professional growth opportunities and experiences. A knowledge of the relationship between these two attributes is desirable to any improvement efforts dealing with teacher professional growth. A discussion of the correlational relationship between TE and SDL is therefore a beneficial addendum to highlight in this research project.

A significant correlation of 0.33 was found to exist between SDLRS and PTE. This illustrates that the personal characteristics of both the PTE score and the SDLRS score are apparent and that these traits have some commonalities. Candy (1991) referenced SDL as embracing the dimensions of both process and product, and specifically displayed personal autonomy as an important attribute. This characterization is very similar to the espoused definition of PTE suggesting that it is the teacher’s personal beliefs in their abilities to affect student learning. In this study, participants’ beliefs and convictions about their own learning and the learning they were responsible for as professionals were very similar.

Furthermore, the relationship between SDLRS and GTE has a significant correlation of 0.29. This indicates that teachers' perceptions of their collective efforts is somewhat positively correlated to their levels of readiness for SDL. The SDLRS is designed to measure a complex range of attitudes, abilities and characteristics which comprise readiness to engage in SDL. This correlation indicates that there is a relationship between these readiness elements and characteristics and traits surrounding GTE.

The supposition that a relationship exists between GTE and readiness to participate in SDL is interesting. It indicates that general characteristics of teachers have commonalities with characteristics of individuals who are ready to engage in SDL. GTE is more indicative of environmental concerns and teachers' sense of efficacy in the global sense. However, Tschannen-Moran (2002, 2003) suggests that PTE is the better measure of teachers' sense of efficacy, and is undeniably more valuable in this circumstance. This research study has, however, identified a correlation between GTE and SDLRS.

Teacher and Administrator Beliefs: An Insight

Participants in this study are in agreement with research references with respect to becoming lifelong learners, and specifically with the assertion of Owen et al. (1991) in their discussion of the roles of staff development in school restructuring. Teachers agree that ongoing professional and personal development are necessary components of their careers.

This new teacher performance appraisal process encourages and assists teachers with their professional growth efforts by providing a framework for planning and accomplishing the same. At least one administrator, Lewis from Bay All-Grade School, suggested that this was a positive attribute of the new policy and process. The concurrence of responses dealing with this

issue on the Guglielmino (1977) SDLRS supports these assertions. These quantitative findings are presented in Table 8 and Table 9.

Teachers recognize that keeping abreast in the profession is very important. Furthermore, teachers view their administrators as providing support and feedback. Additionally, teachers do not necessarily view the Northwest School District appraisal process as always assisting with this important process. This is in agreement with the propositions of Duke and Stiggins (1990) in that teachers do not necessarily view the teacher evaluation process as a means of “growing professionally”. Duke and Stiggins (1990) further suggest that school districts ought to analyze their policies dealing with teacher evaluation and attempt to remove any obvious and direct hindrances. The new policy development and the ensuing field-test were evidence of the Northwest School District’s efforts to accomplish this enormous feat. The school district has attempted to provide ownership of the process to teacher participants, with the goal of enhancing professional growth experiences and successes.

Participants’ agreement with the process *rationale* was also interesting. Professional growth is deemed an essential component of a teacher’s career. This accounts for the high levels of agreement with similar items on the Guglielmino (1977) SDLRS dealing with lifelong learning and learner responsibility. A detailed account of the Guglielmino (1977) SDLRS administration is presented in Table 8.

Additionally, as highlighted in Chapter 4 and particularly in the Vignettes section, the role and influence of the administrator is immeasurable in instances of implementation of educational policies and practices. William, the principal of Benoit Academy, clearly illustrated that a positive relationship with teachers was necessary for teacher receptivity to be enhanced.

Furthermore, policy implementation such as this one being promoted by the Northwest School District requires elements of trust and collegiality between teachers and the principal. The administrator role is crucial, and actually “makes or breaks” the success of the project. This point was referenced by several respondents in this study. This was evident in the field test of the Northwest School District’s new policy dealing with teacher performance appraisal. An open, honest and caring individual in an administrative role is crucial in communicating and working with teachers in professional growth planning. This role is additionally pivotal when dealing with teacher professional growth experiences within a teacher performance appraisal process that encourages SDL.

Discussions Conclusion

This chapter has presented a discussion and further extension of the results obtained in this research project. It has been specifically organized around the three research questions presented at the beginning. Connections to research literature discussed in Chapter 2 have been made. An additional, ancillary discussion section concludes the chapter. The final chapter of this thesis, Chapter 6, will present the conclusions and implications for research, policy and practice.

CHAPTER 6

CONCLUSIONS AND IMPLICATIONS FOR RESEARCH, POLICY AND PRACTICE

... to be effective instructional leaders, principals should emphasize autonomy and choice for teachers, not control of and competition among teachers. Instructional leaders should avoid restrictive and intimidating approaches to teachers, as well as approaches that provoke little more than teachers jumping through hoops and giving dog and pony shows based on reductionist algorithms presumed to define good teaching. (Blase & Blase, 1999, p. 370)

Introduction

This research project endeavored to identify the influences of teachers' TE and SDL readiness levels on their professional growth experiences in a teacher performance appraisal process that encourages SDL. It also undertook to understand the influence of both TE and SDL on the implementation of this type of teacher performance appraisal process (i.e., growth-oriented). It aimed to identify barriers and obstacles to full, intended implementation of a teacher performance appraisal process that encourages SDL. One reason for undertaking this research study was that available educational research literature in this domain is scant.

This chapter presents the concluding aspects to this research project. It begins with a presentation of a summary of the research method. The three research questions are

revisited in this section. The remainder of the chapter concerns itself with the implications and significance for research, policy and practice; each research question is presented separately within this discussion. Limitations to the research project are presented prior to the concluding commentary section.

Research Method and Focus Summary

The quantitative survey instruments administered in phase one of the research methodology allowed the researcher to group teachers in terms of TE and SDL readiness levels. Various groups and categories of research participants were defined and used throughout the presentation and discussion of the project findings. The teacher interviews in phase two uncovered several themes relating to this new process of teacher performance appraisal within the Northwest School District. These were categorized under the broad headings provided by Garrison (1997): *Self-Monitoring*, *Self-Management* and *Motivation*. These same themes formed the basis of the interviews with administrators in phase three of the research methodology. Phase four of the research methodology was an integration phase whereby four school settings were analysed and teachers and the administrators from these settings were interviewed by the researcher. The vignettes in phase four permitted for a localized synthesis of the new process of teacher performance appraisal within the Northwest School District to be presented.

An additional focus of this research project was to understand the challenges to the implementation of the new self-directed process for appraising teacher performance. The disdain that many teachers hold with respect to past teacher evaluation “episodes” has prompted many educational jurisdictions, specifically school districts, to research newer methods of appraising teachers and teacher performance. This research project examined the case of such a method in

the Northwest School District in Corner Brook, Newfoundland and Labrador and the respective efforts of this school district to ameliorate and update their teacher supervision policies and practices. This task was undertaken with the full participation from all stakeholders in the school district, as underscored throughout this research project.

This research project isolated the barriers and obstacles to the implementation of this type of teacher performance appraisal process. One purpose for this study was, therefore, to contribute to the body of research, policy and practice in the area of implementing teacher performance appraisal processes. Specifically, the study's findings are of particular interest and use to educational policy developers and district level administrators. The following sections discuss the implications and the significance of this research project. The discussion is organized under three headings: *Research, Policy and Practice*.

Implications and Significance for Research

Teacher Efficacy

This research project has determined that teachers' TE levels influence their professional growth experiences in a teacher performance appraisal process that encourages SDL. It has also reconfirmed researchers' and theorists' beliefs as to the impact that this construct can have on teacher willingness for change, teacher motivation and teacher participation in implementation. More precisely, this research project has determined that PTE has a more direct and obvious role and impact on teachers' professional growth experiences than does GTE. This determination supports Tschannen-Moran (2002, 2003) and her beliefs as to the value and usefulness of a thorough knowledge of PTE levels versus the same knowledge of GTE levels.

During the time frame in which this research project was conducted, researchers have

continued to focus on the linkages between TE and school improvements efforts. Bobbett, Ellet, Teddlie, Dellinger and Olivier (2002) report that strengthening teachers' TE levels is a cost effective strategy for school and school district administrators seeking improvements. They determined an association between school effectiveness and teachers' TE levels. This particular research project focussed on a policy field-test that encouraged teacher professional growth through a teacher performance appraisal process. This new policy promoted by the Northwest School District is an example of an improvement endeavour by this school district.

Additionally, TE research has grown since the commencement of this research project. Researchers have moved beyond investigating and discussing the effects of TE (both PTE and GTE) and have begun exploring issues surrounding *collective efficacy* (CE). Goddard (2001) has defined CE as "the perceptions of teachers in a school that the efforts of the faculty as a whole will have positive effects on students" (p. 7). The study of CE is relatively new. Much research has been completed in recent years exploring the effects of this new construct on student achievement (See, e.g., Goddard 2000; 2001; 2002; Goddard & Goddard, 2001; Goddard & Hoy, 1999; Goddard, Sweetland & Hoy, 2000; Goddard, Tschannen-Moran & Hoy, 2001).

One specific suggestion for a longitudinal research project to be undertaken, for example, could be for school district to administer a quantitative instrument to ascertain teachers' TE levels, both PTE and GTE. The school district, in collaboration with an academic institution, would make plans to offer a variety and selection of professional development sessions to teachers over a predetermined period of time. The goal of a proposed research project would be to determine whether or not TE (both PTE and GTE) can be improved with specific teachers or specific groups of teachers. More specifically, an objective of this research would be to

determine whether a change or improvement in teachers' TE levels is possible.

The precise relationship between TE (both PTE and GTE) and teacher professional growth experiences requires further examination, study and research; a specific example is provided above. Additionally, further research is necessary to determine whether TE (both PTE and GTE) can have an impact on teacher professional growth experiences outside of a formal teacher performance appraisal process. Is there, for example, a connection between the number of professional development sessions a teacher participates in and their respective TE (both PTE and GTE) levels? Additionally, can teacher professional development sessions, in general, be more efficiently undertaken with an improved understanding of the value of teachers' TE levels? Further research and exploration will clarify these and other issues.

Self-Directed Learning

The current study has also determined that SDL readiness does not necessarily apply in the context of planning and facilitating teacher professional growth experiences. There was some confusion amongst respondents with respect to SDL readiness, and the willingness to participate in professional growth processes that places onus on the individual. There was, however, a clear consensus among respondents that their input was a unique attribute of such a process, and that having this element of self-direction allowed for more anticipated positive professional growth experiences. Collaboration and corroboration with educational endeavours and pursuits are worthwhile; SDL within the context of teacher professional growth planning is but one aspect of the larger picture.

SDL readiness is an unrecognized and unconscious attribute of teachers as professionals. Through teacher training at both the undergraduate and graduate levels, teachers participate in

innumerable learning experiences. Also, on a day-to-day basis, teachers lead and participate in learning activities so routinely that their knowledge and discussion of self-direction is not an issue. Teachers possess this innate characteristic quite unknowingly simply by virtue of the career they have chosen, the types of individuals they are, or the passion they have for teaching and learning. Teachers direct learning experiences, facilitate student self-direction of learning, and are often self-directed in their own personal learning quests.

Self-direction is an aspect of the day-to-day routine of teachers, and not something that will make or break their professional growth efforts, or any concentrated effort that they may exhibit in their profession. A distinct knowledge of a teachers' SDL readiness levels is useful information for professional development planners and facilitators, but not as powerful a construct as one may be led to believe. Bobbett et al. (2002) also posited that there are linkages between teachers' personal variables and school effectiveness. SDL may be one of these variables seeking further clarification.

This peculiarity dealing with SDL was evidenced in some confusing item responses on the Guglielmino (1977) SDLRS, as presented and discussed in Chapter 4 and Chapter 5 respectively. As is suggested by Bonham (1991), whether SDL is a more productive way of learning than other-directed learning may depend on a number of factors. These include "the learners' prior awareness of the content, the teacher's content expertise, and the nature of the learning to be done" (Bonham, 1991, p. 97). These suggestions point to possible reasons why the entities of SDL readiness and awareness may go unnoticed in teachers. Further research in this area will help clarify these and other issues surrounding the value of a knowledge of SDL readiness levels.

The Guglielmino (1977) SDLRS may be measuring the other end of the bi-polar continuum as suggested by Bonham (1991). She posits that low scores on the Guglielmino (1977) SDLRS indicate a dislike for any type of learning. Respondents in this research sample who scored low had little understanding of SDL and the concept of teacher professional growth. As Brockett and Heimstra (1991) have suggested, learner self direction and SDL can co-exist and support each other. This may be partially the case with teachers in their ongoing professional growth initiatives. Teachers need to realize the opportunities and see the interconnectedness. More research will help us to better comprehend these issues. A meta analysis of Guglielmino (1977) SDLRS past administrations would highlight discrepancies that may exist in this area. Additionally, future administrations of this instrument with teachers may assist researchers in their deliberations regarding the usefulness of a knowledge of teachers' SDL readiness levels.

Finally, the findings of this research project support Garrison (1997) and his notion of SDL. The aspects of *self-management*, *self-monitoring* and *motivation* were noticeable with interviewees as their professional growth initiatives were discussed. Rather than 'highly ready' for SDL, teacher participants displayed characteristics more fitting to those categories advocated by Garrison (1997) and described in Chapter 2. Again, further research in this area would add to our knowledge base.

Barriers to Implementation

The genesis for individual change appears to emanate from an initial awareness of the innovation. As illustrated in this research project, nineteen of twenty-one respondents indicated some familiarity with the district document; Colin of the Mixed Group (Category G) and Vanessa of the Low Group (Category F) did not indicate an acquaintance with the draft

Northwest School District document. This initial awareness or familiarity leads to a certain comfort level amongst participants that, in turn, would lead to change at the individual level. This individual change is preparatory and leads to an organizational change. (See, for e.g., Hall & Hord, 1987, 2001; Pankake, 1998). This aspect was evidenced in this research project dealing with teacher performance appraisals. Furthermore, in efforts to create community, these teachers envisioned the creation of a community as often referenced in the research literature. Further research in this area would either support or contradict these assertions.

This research project has confirmed several of the suppositions about educational change and implementation as highlighted in recent research literature (See, for e.g., Fullan, 2001; Hall & Hord, 1987, 2001; Pankake, 1998). The example of the implementation of a teacher performance appraisal process within the Northwest School District in Corner Brook, Newfoundland and Labrador supports their contentions in that implementation is truly a process and not an event.

This research project has also reconfirmed several beliefs about implementation. Participant awareness and understanding, effective communication, clear expectations, and time and financial restraints are possible barriers to the intended implementation of a policy of teacher performance appraisal. This study has shown that an additional obstacle or barrier to implementation of a teacher performance appraisal process that encourages SDL is teacher unawareness or obliviousness to their SDL readiness levels. This attribute has an impact on teacher performance appraisal processes that encourage SDL.

More research in this area will determine what precautions are necessary for educational personnel to avoid the many barriers and obstacles to policy implementation.

Other Areas

Additionally, this research project has supported findings from other research literatures referenced within the thesis. Specifically, with respect to teacher professional growth, this research project has several implications. As referenced in Chapter 2, Cousins (1995) suggests that factors influencing the appraisal process include teacher characteristics, supervisor characteristics and organizational characteristics. This study has shown that individual teacher characteristics such as TE and SDL readiness levels are deserving of more attention. These concepts have an influence on teacher professional growth experiences, and thus add elements of specificity to the Cousins' (1995) framework.

Also, within the supervisor characteristics section, open and trusting professional relationships with teachers have a positive effect on teacher professional growth. This was evidenced in this research project through the various school vignettes presented, specifically with Benoit Academy. Furthermore, Duke (1990, 1993) suggests that teacher involvement in their professional development initiatives is one of the keys to success. This study has demonstrated that teacher involvement in their performance appraisal processes is also predictive of success.

Implications and Significance for Policy

Teacher Efficacy

The current study has accentuated the fact that teacher efficacy is a construct of immeasurable value in the context of educational reform. TE (both PTE and GTE) is currently a construct receiving minimal attention in practical and policy development environments. Newer policies with school districts and provincial ministries of education could and should make wise

and valuable use of the inherent benefits of a working knowledge of teachers' TE levels. This improved knowledge utilization could better inform policy and also assist policy makers in overcoming deficiencies that may exist as a result of teachers' varying levels of TE, particularly PTE, but also GTE. More recently, researchers have been investigating the effects of CE on student achievement.

TE levels could be measured on a per school and or per district basis. This undertaking would allow for more operative plans for teacher professional development and teacher professional growth to be instituted, and allow for policy makers to be aware of dissimilar challenges that may be present in different educational milieus. The old adage that "one size fits all" is a definite fallacy in educational contexts. A knowledge of teachers' TE levels would assist policy makers in determining the "size" to fit specific professional learning environments.

During the time that this research project was conducted, other researchers have begun to focus on various aspects of TE. In one study, for example, dealing with the value of evaluation feedback to teachers, Henninger (2002) suggests that evaluation feedback to teachers is effective in influencing teachers' goal setting, and was therefore of some value in the evaluation process employed with all teachers. Furthermore, he posits that teachers' TE levels should be considered by administrators when providing this feedback. A knowledge of teachers' TE levels may therefore prove useful to administrators providing feedback to teachers in an evaluative process. Colby, Bradshaw and Joyner (2002) also advocate that feedback to teachers is an important attribute to success of the teacher evaluation process.

Self-Directed Learning

Similarly to TE, teachers' SDL readiness levels should be considered by school districts

when plans for professional growth are organized. In situations where new curricula are to be implemented, all teachers have a professional responsibility to participate. All teachers are, however, not equally ready to participate in these types of sessions. A knowledge of a teachers' SDL readiness levels would be of great assistance for policy makers in this instance.

Additionally, teacher professional growth and teacher professional development sessions are often offered to teachers on a voluntary effort. In the truest sense, the phrase "mandated professional development" is an oxymoron in educational settings. The cognizant awareness of teachers' SDL readiness levels may assist policy makers in understanding why only certain percentages of the teacher population avail of a wide array of professional learning opportunities.

Subject to discussions with various teacher associations, unions and federations, a knowledge of teachers' SDL readiness levels may assist policy developers and implementation specialists with the difficult task of how best to present policy changes to groups of teachers. In some instances, newly developed policies can be presented to teachers or groups of teachers to peruse and implement. In other contexts, it may require a session to overview desired policy changes and system effects. The knowledge of teachers' SDL readiness levels may prove useful in policy renewal processes.

Barriers to Implementation

This research project has supported the view that policy formation from a school district perspective is clearly a group effort. The "soft" mandate approach taken by the senior administration of the Northwest School District was sufficient, and the old cliché that "top down" does not work in policy development and implementation initiatives was strongly upheld. As is described by Hall & Hord (2001), a horizontal perspective works best in such instances.

As it relates specifically to self-directed teacher performance appraisals, the issues becomes even more indisputable. To encourage self-reflection, and elements of SDL in a teacher performance appraisal process, school district administrators require cooperation; they cannot demand self direction on the part of teachers. In fact, the term 'self-direction' (in this instance) may be somewhat of a misnomer. A self-directed teacher performance appraisal envisions the teacher at the centre of the process working with the school-level administrator. This school-level administrator works with both the teacher and the senior district administration. This interconnectedness is both necessary and essential for the success of the process; teacher participation is a necessity. The lack of these elements are definite barriers to implementation that policy makers should be aware of, and constantly review.

As highlighted and described in the school vignettes section, different schools present different challenges. The context of the school undoubtedly influences the process of change. In Bay All-Grade, for example, the school principal, Lewis, was considered a quiet advocate of teachers. He insisted on teacher professional development, and encouraged teachers on his staff to avail of existing opportunities. In this exemplar, that teachers on his staff were more accepting of this newer approach to teacher performance appraisal. Essentially, the context of this specific school positively influenced any anticipated changes.

No where more so than in education is the old adage that "one size fits all" completely irrelevant. School district initiatives must take into account all situations and scenarios. Policy implementation also comes in all shapes and sizes. School districts such as the Northwest School District in this instance, must prepare for large urban schools and small rural schools. By suggesting to school-level administrators that the field-test take place in all schools with one

teacher, senior district administration were attempting to cover all the bases with respect to school size and diversity. It is evident in this type of educational jurisdiction that innovations come in different sizes.

An important, motivating element for teachers is the administrator. It appears that more positive results were attained by those with supportive administrators who understood the process of professional growth and allowed for teachers to take ownership. Teachers considered the relationship with administrators a very important factor in determining the success of this performance appraisal process. In each of the school vignettes presented in Chapter 4, the role of, and the relationship with, the school-level administrator was referenced as crucial. School principals also agreed with this assertion provided by teachers as it related to a success determinant in the implementation process.

The revision of the school district policy was evidently a collaborative and corroborative undertaking. The Northwest School District worked in concert with the stakeholder groups to ensure maximum success and the full, desired level of implementation.

Implications and Significance for Practice

Teacher Efficacy

Teachers' TE levels influence their attitude toward, and success in, this new teacher performance appraisal process that encourages SDL. This influence affects both teachers' professional growth experiences in the process itself and the implementation of the process across the school district. This new process permits and encourages individual differences such as those advocated by Greene (1992). Furthermore, teachers' willingness to implement innovations is linked to their identified TE levels as suggested by Allinder (1994).

Teachers with high TE levels, particularly PTE, were more likely to see the performance appraisal process as a learning opportunity, and were more likely to experience positive professional growth experiences. This view is supported by Noe et al. (1997). Additionally, implementation success is evident when dealing with teachers with high TE levels, particularly PTE levels.

Self-Directed Learning

This research project has confirmed the benefits of elements of self-direction in teacher performance appraisal processes. It has also shown that self-direction requires more than one person. One principal in the study made this point clearly to the researcher. Al, principal of Crosbie Elementary School, suggested that the idea of self-direction meant more work for the school-level administrator responsible for leading the appraisal process. At first glance, this perception is not obvious.

In addition, high SDL readiness levels can positively influence teachers' professional growth experiences in a teacher performance appraisal process that encourages SDL. More specifically, as was highlighted by Garrison (1997), motivation to participate can influence teachers' experiences. Participants in this study support this contention. Additionally, high SDL readiness can positively influence the implementation of a teacher performance appraisal process that encourages SDL. Field-tests subscribe to horizontal perspectives of implementation. The Northwest School District case study illuminates the common need and desire for all to work together for the benefit of everyone. Horizontality of perspective was evidenced by the fact that senior district administration cooperated with school-level administration to field-test the new policy and processes. There was cooperation and corroboration.

The teachers interviewed in this study support Blake et al. (1995) in their contention that the most effective and meaningful teacher evaluations are self-directed. Teachers' SDL readiness levels positively influence their professional growth experiences in a process that encourages SDL. This new teacher performance appraisal process within the Northwest School District advocated teacher self-direction.

Barriers to Implementation

The phraseology that 'change is a process and not an event' (Fullan, 2001) has become an accepted expression of implementation processes in both conceptual and practical environments. This research project has clearly supported this contention. The Northwest School District envisioned changes in the way in which teacher evaluations and teacher performance appraisals were conducted. In turn, they formulated a committee to develop a new policy to address more recent teacher performance appraisal processes. After much deliberation, the senior school district administration decided that a field-test of the process was essential prior to a full, district-wide implementation.

Specifically, the Northwest School District senior administration suggested that one teacher per school participate in the performance appraisal process with their administrator. This indicates a slow and careful process. The district did not want to "upset the apple cart" while preparing to make positive changes to the manner in which teachers were appraised. For the Northwest School District, the process of developing new policies and procedures was extremely collaborative; it was clearly not an event, and evidently a process.

Likewise and similarly to the *Policy* section, this research study has underscored the importance of collaboration and corroboration in educational practices. With respect to teacher

performance appraisals, and more specifically to self-directed performance appraisals, senior district administrators would be remiss not to include all stakeholders in the process from the onset. District administration should build upon the collective strength of the school district located in the schools throughout the district and should forge partnerships for educational improvement. Hall & Hord (2001) state that “the key organizational unit for making change successful is the school” (p. 14). While the genesis of an educational improvement effort may “appear” from district office, the “fleshing out” of details with respect to practice and implementation is ultimately a group effort.

This research project has illuminated the idea that teachers can have direct input into the way in which their performance is appraised; teachers will experience more success as a result of this involvement. Principals have to strive to create open and trusting working relationships with the teachers with whom they work. In this manner, they will be better prepared to lead teachers through a process of performance appraisal where the teacher will take ownership for the process, and grow professionally to the fullest extent possible. Senior district administrators must realize that the district is a collection of schools. They must realize that the power to improve lies with the school. They must provide leadership and professional growth opportunities. They must comprehend that collaborative relationships with teachers and school-level administrators will achieve the ultimate goal of the improvement of education. As is often referenced as a Greek proverb “There is nothing permanent except change”. Senior district administrators must corroborate for educational improvement.

The case of the Northwest School District explored within this research project shows that interventions vis-à-vis implementation can be seen as the field-test process. This ‘trial run’

was key to the eventual full implementation. The lessons learned from the process will assist the full-scale, district wide implementation.

Limitations

Limitations and their possible implications need to be examined. These are organized under three headings: *Situational Factors*, *Participants* and *Research Design*.

Situational Factors

This research project took place in one school district located in Corner Brook in the province of Newfoundland and Labrador, Canada. Readers need to be cognizant of this fact. Other educational jurisdictions throughout Canada may or may not promote teacher professional growth within their teacher evaluation policies and procedures.

Furthermore, this research project involved the field-testing of one new specific policy and process dealing with self-directed teacher performance appraisals. It involved those schools which participated in the field-test only. This field-test took place during the 1998-99 school year, and the research project, a mixed method single case study, was therefore bounded by this time frame and this location.

Additionally, this research project followed the field-test solely; there were no follow up sessions held after the final data collection. There were no focus groups held with research participants owing to an array of logistical and circumstantial factors uncontrollable by the researcher. Some research participants resigned, some retired, some transferred and others were unavailable for various reasons.

Participants

The participants in this research project were all employees of one school district, the

Northwest School District in Corner Brook, Newfoundland and Labrador. They were selected by their administrators to participate in this field-test because they were “due” for appraisal (formerly “evaluation”) during the 1998-99 school year. Other possible participants were not considered for participation in this research project if they were not scheduled to partake in an evaluative process with their school administrator during this precise school year.

The administrators chosen to participate in this research project were also employees and administrators with the Northwest School District only. They were chosen because of their involvement in facilitating this new teacher performance appraisal process. There were no follow up sessions with either the teacher participants or their respective administrators.

Research Design

The design of this research project resulted in a partial confound of TE and SDL in forming groups of participants for comparison. These confounding variables highlight a research design limitation. Both TE and SDL are separate and distinct constructs. In order to get a true sense of their meaning and impact, the researcher highlighted the Mixed Group throughout the qualitative analysis. This permitted the researcher to determine the effect of TE in the absence of SDL, and conversely, the effect of SDL in the absence of TE.

This research project employed a mixed-method single case study design. Other research designs could allow for data to be gathered and analysed for the same or similar research problem. A longitudinal, ethnographic design could possibly permit researchers to see teachers’ TE and SDL readiness levels over a longer term, and possibly witness any changes in these levels and thereby determine the ‘cause’ of these aberrations. Specifically, a longitudinal study could permit researchers to analyse specific groups of teachers within school districts, provinces or

countries at specific grade levels and/or within specific subject areas.

Other possible research designs could entail larger sample sizes, more than one educational jurisdiction or province and the division of the research project to analyse the influences of TE or SDL readiness separately.

Another design limitation of this research project was the use of the Guglielmino (1977) SDLRS. As referenced in Chapter 2, researchers have varying opinions on the relevancy and accuracy of the measurement instrument. Contentions are present in the SDL research literature that this measurement may not be measuring self-direction as much as “other” directions of learning. There is not in existence (to the knowledge of the researcher) a similar instrument for measuring SDL readiness and the Guglielmino (1977) SDLRS continues to be widely used throughout the world.

Supplemental Commentary on Implementation Issues

The implementation of educational innovations is both an interesting and intriguing phenomenon. In this research project, research questions were posed specifically with respect to the implementation of a teacher performance appraisal process. The influence of teachers’ TE and SDL readiness levels on teacher professional growth experiences was analysed. Many barriers to the implementation of teacher performance appraisal processes were highlighted by both teachers and administrators interviewed in this study.

One of the most common of those mentioned from both perspectives was time. It would seem that the suggestion from the senior district administration of the Northwest School District to field-test this policy and process with one teacher during the 1998-99 school year was a good suggestion, but one that was not adhered to for the most part. Principals proceeded with multiple

teacher performance appraisals using this new draft policy, and then became burdened with time constraints and other administrative responsibilities, or ‘administrivia’. It seems, therefore, that the intent and objectives of the field-test of the new teacher performance appraisal process may have been jeopardized as a result of this ‘over-indulgence’ in the process by some school administrators.

It should be reiterated in all future implementation efforts that change is indeed a process and not an event. While the expression has become an accepted one, future implementation efforts should reacquaint stakeholders with its prominence and importance from the very beginning of an implementation endeavour.

Also, specific reference to administrator leadership is pertinent here for two reasons. Firstly, senior district administration suggested to proceed with caution but this suggestion was largely ignored. Secondly, in order for school-level administrators to put forth leadership for change, certain risks are involved. Some principals in this research project attempted to ‘bite off too much’, and attempted a full-scale implementation rather than the suggested field-test. They wanted change for improvement, but they wanted it too quickly.

Conclusion

Simple answers to the research questions for this research project do not exist. The influences of teachers TE and SDL readiness levels on their professional growth experiences in a teacher performance appraisal process that encourages SDL have been highlighted. These immense influences are often unnoticed. The complex interactions of stakeholders and situational factors impede a “true” answer to the first two research questions. Additionally, barriers and obstacles to the implementation of a teacher performance appraisal process that encourages SDL

are also influenced by situational factors. The process of policy implementation is often complex, conflicted and sometimes confusing as individuals try to unravel others' expectations, influences and patterns of behaviours.

Findings as presented in this thesis suggest that teachers are in agreement that the process of teacher performance appraisal within the Northwest School District is very much self-directed, and is a good direction for the school district. Teacher supervision practices are improving. In addition, teachers' TE levels (particularly PTE) influence their success in the process and their resulting professional growth. The extent to which readiness for SDL has a noticeable effect on teachers' professional growth experiences in a process that encourages SDL remains questionable. Data further suggests that teachers' TE and SDL levels influence the extent of implementation of the innovation.

Barriers and obstacles influencing implementation have been highlighted by both teachers and administrators. Time and teacher/administrator relationships appear to have an impact on full, intended implementation. This was evidenced in interviews with both teachers and principals. Again, more research and analysis will provide a clearer understanding of the issues surrounding this conundrum.

As referenced on a number of occasions in this chapter, other researchers have focussed on similar research problems during the time that this research project was conducted. Hannay and Telford (2002) suggest that action research is a powerful performance appraisal strategy that stresses professional growth and learning on the part of participants. The encouragement of, and provision for, teacher professional growth involves a rethinking of the traditional approaches to teacher performance appraisals; it becomes a collaborative activity rather than an isolated act.

Furthermore, it is suggested that through the action research aspects of teacher performance appraisal “teachers would be able to discuss issues from a position of data-supported results, not just assumptions” (Hannay & Telford, 2002, p. 19).

This has been a very interesting, challenging and personally rewarding research project.

The following recent quotation serves as an appropriate concluding statement:

More of an effort needs to be made to engage teachers in professional development that supports their ongoing learning and simultaneously provides opportunities for teachers to create collaborations with their colleagues. Doing one or the other alone was not enough to enable most teachers to become generative once the professional development ended (Franke, Carpenter, Levi, & Fennema, 2001, p. 686).

Bibliography

- Acheson, K.A. & Gall, M.D. (2003). *Clinical supervision and teacher development: Preservice and inservice applications*. New York: John Wiley & Sons Inc.
- Alberta. (1998). *Accountability in education: Teacher growth, supervision and evaluation*. Policy 2.1.5., Edmonton: Alberta Learning.
- Allinder, R.M. (1994). The relationship between efficacy and the instructional practices of special education teachers and consultants. *Teacher Education and Special Education*, 17 (2), 86-95.
- Anderson, R.N., Greene, M.L., Loewen, P.S. (1988). Relationships among teachers' and students' thinking skills, sense of efficacy, and student achievement. *The Alberta Journal of Educational Research*, 34 (2), 148-165.
- Armour, D., Conroy-Oseguera, P., Cox, M., King, N., McDonnell, L., Pascal, A., Pauly, E., Zellman, G. (1976). *Analysis of the school preferred reading programs in selected Los Angeles minority schools*. Santa Monica: RAND Corporation.
- Ashton, P.T., Olejnik, S., Crocker, L., McAuliffe, M. (1982). *Measurement problems in the study of teachers' sense of efficacy*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Ashton, P., Buhr, D., Crocker, L. (1984). Teachers sense of efficacy: A self- or norm- referenced construct? *Florida Journal of Educational Research*, 26 (1), 29-41.
- Ashton, P.T., Webb, R.B. (1986). *Making a difference: Teachers' sense of efficacy and student achievement*. New York: Longman.

- Avalon East School Board. (2003). *Professional Growth and Evaluation*. Policy 621, St. John's: Avalon East School Board.
- Bandura, A. (1977). Self-efficacy: Towards a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37 (2), 122-147.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs: Prentice Hall.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28 (2), 117-148.
- Bandura, A. (1996). *Self-efficacy in changing societies*. New York: Cambridge University Press.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman.
- Beerens, D.R. (2000). *Evaluating teachers for professional growth: Creating a culture of motivation and learning*. Thousand Oaks: Corwin Press Inc..
- Bell, B., Gilbert, J. (1996). *Teacher development: A model from science education*. London: The Falmer Press.
- Bell, L. (1991). The provision of professional development for teachers. In H.K. Letiche, J.C. Van der Wolf & F.X. Plooiij, *The practioner's power of choice in staff development and inservice training*. Amsterdam: Swets and Zeitlinger.
- Berman, P., McLaughlin, M., Bass, G., Pauly, E., Zellamn, G. (1977). *Federal programs supporting educational change: Volume III - Factors affecting implementation and continuation*. Santa Monica : RAND Corporation.

- Blake, J., Bachman, J., Frys, M.K., Ivan, T., Holbert, P. & Sellito, P. (1995). A portfolio-based assessment model for teachers: Encouraging professional growth. *NASSP Bulletin*, 79 (574), 414-423.
- Blase, J., Blase, J. (1998). *Handbook of instructional leadership: How really good principals promote teaching and learning*. Thousand Oaks: Corwin Press Inc..
- Blase, J., Blase, J. (1999). Principals' instructional leadership and teacher development: Teacher perspectives. *Educational Administration Quarterly*, 35 (3), 349-378.
- Blumberg, A. (1980). *Supervisors and teachers: A Private cold war*. Berkley: McCutchan.
- Bobbett, J.J., Ellett, C., Teddlie, C., Dellinger, A., Olivier, D.F. (2002). *A mixed methods study of teacher self-efficacy in demonstrably effective and ineffective schools*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Bogdan & Biklen (1992). *Qualitative research for education*. Needham Heights: Allyn & Bacon.
- Bonham, L.A. (1991). Guglielmino's self-directed learning readiness scale: What does it measure? *Adult Education Quarterly*, 41 (2), 92-99.
- Bosetti, L. & O'Reilly, R. (1996). The evaluation of teachers: Towards teacher growth. *Journal of Educational Policy*, 11 (1), 55-58.
- Bosetti, L. (1994). Official policy and truncated practice: A need to reconceptualize the evaluation of teachers. *School Organization*, 14 (1), 49-61.
- Bosetti, L. (1996). Teacher evaluation as pedagogical opportunity: A case for portfolio assessment. *The Canadian Administrator*, 35 (8), 1-11.

- Brockett, R.G. & Heimstra, R. (1991). *Self direction in adult learning: Perspectives on theory, research and practice*. New York: Roulledge.
- Brookfield, S.D. (1986). *Understanding and facilitating adult learning*. San Francisco: Jossey Bass Publishers.
- Bulik, R.J. (1997). "Squelching" self-directed learning: Marginalized learners and their environments. In H.B. Long (Ed.), *Expanding horizons in self-directed learning*. Norman: Public Manager's Center, College of Education, University of Oklahoma.
- Burley, W.W., Hall, B.W., Villeme, M.G., Brockmeier. (1991). *A path analysis of the mediating role of efficacy in first-year teachers' experiences, reactions, and plans*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Busher, H. (2002). Ethics of research in education. In M. Coleman & A.R.J. Briggs (Eds.), *Research methods in educational leadership and management*. (pp. 73-88). Thousand Oaks: Sage Publications Inc.
- Caffarella, R.S. (1993). Facilitating self-directed learning as a staff development option. *Journal of Staff Development*, 14(2), 30-35.
- Candy, P.C. (1991). *Self-direction for lifelong learning* . San Francisco: Jossey Bass Publishers.
- Cardy, R.L. (1998). Performance appraisal in a quality context. In J.W. Smither (Ed.), *Performance appraisal: State of the art in practice*. San Francisco: Jossey-Bass Publishers.
- Christians, C.G. (2003). Ethics and politics in qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), *The Landscape of Qualitative Research: Theories and Issues*. (pp. 208-

- 244). Thousand Oaks: Sage Publications.
- Clarke, D. & Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. *Teaching and Teacher Education, 18* (8), 947-967.
- Coladarci, T., & Breton, W.A. (1997). Teacher efficacy, supervision, and the special education resource-room teacher. *The Journal of Educational Research, 90* (4), 230-239.
- Coladarci, T. (1992). Teachers' sense of efficacy and commitment to teaching. *Journal of Experimental Education, 60* (4), 323-337.
- Colby, S.A., Bradshaw, L.K., Joyner, R.L. (2002). *Teacher evaluation: A review of the literature*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Cohen, D.K. (1995). What is the system in systemic reform? *Educational Researcher, 24* (9), 11-17, 31.
- Corcoran, T. & Goertz, M. (1995). Instructional capacity and high performance schools. *Educational Researcher, 24* (9), 27-31.
- Corcoran, T.C. (1995). *Transforming professional development for teachers: A guide for state policy makers*. Washington: National Governors' Association.
- Cousins, J.B. (1995). Using collaborative performance appraisal to enhance teacher's professional growth: A review and test of what we know. *Journal of Personnel Evaluation in Education, 9*, 199-222.
- Creswell, J.W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River: Merrill Prentice Hall.

- Creswell, J.W. (1998). *Qualitative inquiry and research design: Choosing among the five traditions*. Thousand Oaks: Sage Publications.
- Creswell, J.W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks: Sage Publications.
- Cross, P.K. (1981). *Adults as learners*. San Francisco: Jossey Bass Publishers.
- Darkenwald, G.G., Merriam, S.B. (1982). *Adult education: Foundations of practice*. New York: Harper and Row.
- Darling-Hammond, L., McLaughlin, M.W. (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan*, (April), 597-604.
- Darling-Hammond, L., Sclan, E. (1992). Policy and supervision. In C.D. Glickman (Ed.), *Supervision in transition*, 1992 Yearbook for the Association for Supervision and Curriculum Development, (pp. 7-29). Alexandria: Association for Supervision and Curriculum Development.
- Day, C. (1999). *Developing teachers: The challenges of lifelong learning*. Philadelphia: Falmer Press.
- Dembo, M.H., Gibson, S. (1985). Teachers' sense of efficacy: An important factor in school improvement. *The Elementary School Journal*, 86 (2), 173-184.
- Denzin, N.K. & Lincoln, Y.S. (2003). *Collecting and interpreting qualitative materials*. Thousand Oaks: Sage Publications.
- Denzin, N.K. & Lincoln, Y.S. (2003). *The landscape of qualitative research: Theories and issues*. Thousand Oaks: Sage Publications.

- Doyle, W., Ponder, G.A. (1977). The practicality ethic in decision-making. *Interchange*, 8 (3), 1-12.
- Duke, D.L. (1990). Developing teacher evaluation systems that promote professional growth. *Journal of Personnel Evaluation in Education*, 4 (2), 131-144.
- Duke, D.L. (1993). Removing barriers to professional growth. *Phi Delta Kappan*, 14 (9), 702-712.
- Duke, D.L. & Stiggins, R.J. (1990). Beyond minimum competence: Evaluation for professional development. In J. Millman & L. Darling-Hammond (Eds.), *The new handbook of teacher evaluation: Assessing elementary and secondary school teachers*, (pp. 116-132). Newbury Park: Sage Publications.
- Eltis, K.J. (1997). Workplace competencies of teachers. In H.F. O'Neil (Ed.), *Workforce readiness: Competencies and assessment*. Mahwah: Lawrence Erlbaum Associates, Publishers.
- Emmer, E., Hickman, J. (1990). *Teacher decision making as a function of efficacy, attribution, and reasoned action*. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA.
- Evans, E.D., Tribble, M. (1986). Perceived teaching problems, self-efficacy and commitment to teaching among pre service teachers. *Journal of Educational Research*, 80 (2), 81-85.
- Ezzeddine, A.M. (1996). How we developed our professional development programs: Two models and why they work. *Small Business Forum*, 14 (2), 40-53.
- Field, L. (1991). Guglielmino's self-directed learning readiness scale: Should it continue to be used? *Adult Education Quarterly*, 41 (2), 100-103.

- Field, L. (1989). An investigation into the structure, validity, and reliability of Guglielmino's self-directed learning readiness scale. *Adult Education Quarterly*, 39 (3), 125-139.
- Fossum J.A. & Arvey, R.D. (1990). Marketplace and organizational factors that contribute to obsolescence. In S.L. Willis & S.S. Dubin (Eds), *Maintaining professional competence: Approaches to career enhancement, vitality, and success throughout a work life*. San Francisco: Jossey Bass Publishers.
- Franke, M.L., Carpenter, T.P., Levi, L., Fennema, E. (2001). Capturing teachers' generative change: A follow-up study of professional development in mathematics. *American Educational Research Journal*, 38 (3), 653-690.
- Fritz, J.J., Miller-Heyl, J., Kreutzer, J.C., & MacPhee, D. (1995). Fostering personal teaching efficacy through staff development and classroom activities. *The Journal of Educational Research*, 88, (4), 200-208.
- Fuchs, L.S., Fuchs, D., Bishop, N. (1992) Instructional adaptation for students at risk. *Journal of Educational Research*, 86, 70-84.
- Fuhrman, S.H. (1995). Introduction: Recent research on educational reform. *Educational Researcher*, 24 (9), 4-5.
- Fullan, M.G. & Hargreaves, A. (1992). *Teacher development and educational change*. London: The Falmer Press.
- Fullan, M.G. (1991). *The new meaning of educational change*. New York: Teachers College Press.
- Fullan, M.G. (1993). Why teachers must become change agents. *Educational Leadership*, 50 (6), 12-17.

- Fullan, M.G. (1995). The school as a learning organization: Distant dreams. *Theory Into Practice, 34* (4), 230-235.
- Fullan, M.G. (1999). *Change Forces: The Sequel*. Philadelphia: Falmer Press.
- Garman, N.B. (1990). Theories embedded in the events of clinical supervision: A hermeneutic approach. *Journal of Curriculum and Supervision, 5* (3), 201-213.
- Garman, N.B., Glickman, C.D., Hunter, M., & Haggerson, N.L. (1987). Conflicting conceptions of clinical supervision and the enhancement of professional growth and renewal: Point and counterpoint. *Journal of Curriculum and Supervision, 2* (2), 152-177.
- Garrison, D.R. (1992). Critical thinking and self-directed learning in adult education: An analysis of responsibility and control issues. *Adult Education Quarterly, 42* (3), 136-142.
- Garrison, D.R. (1997). Self-directed learning: Toward a comprehensive model. *Adult Education Quarterly, 48* (1), 18-33.
- Ghaith, G., Shaaban, K. (1999). The relationship between perceptions of teaching concerns, teacher efficacy, and selected teacher characteristics. *Teaching and Teacher Education, 15* (5), 487-496.
- Ghaith, G., Yaghi, M. (1997). Relationships among experience, teacher efficacy and attitudes toward the implementation of instructional innovation. *Teaching and Teacher Education, 13* (4), 451-458.
- Gibson, S., & Dembo, M.H. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology, 76* (4), 569-582.
- Glickman, C. & Tamashiro, R. (1982). A comparison of first-year, fifth-year, and former teachers on efficacy, ego development, and problem solving. *Psychology in Schools, 19*, 558-562.

- Goddard, R.D., Tschannen-Moran, M., & Hoy, W.K. (2001). A multilevel examination of the distribution and effects of teacher trust in students and parents in urban elementary schools. *The Elementary School Journal*, 102 (1), 3-17.
- Goddard, R. D., Sweetland, S.R. & Hoy, W.K. (2000). Academic emphasis of urban elementary schools and student achievement in reading and mathematics: A multilevel analysis. *Educational Administration Quarterly*, 36 (5), 683-702.
- Goddard, R. & Goddard, Y.D. (2001). A multi level analysis of the relationship between teacher and collective efficacy in urban schools. *Teaching and Teacher Education*, 17 , 807-818.
- Goddard, R.D. & Hoy, W.K. (1999). *Collective teacher efficacy and student achievement in urban public elementary schools*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, QC.
- Goddard, R.D. (2000). *Collective efficacy and student achievement*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Goddard, R. D. (2001). Collective efficacy: A neglected construct in the study of schools and student achievement. *Journal of Educational Psychology*, 93 (3), 467-476.
- Goddard, R. D. (2002). A theoretical and empirical analysis of the measurement of collective efficacy: The development of a short form. *Educational and Psychological Measurement*, 62 (1), 97-110.
- Gordon, S.P. (1997). Has the field of supervision evolved to a point that it should be called something else? In J. Glanz & R.F. Neville (Eds.) *Educational supervision: Perspectives, issues and controversies*. (pp. 114-123). Norwood, MA: Christopher-Gordon.

- Gower, R. & Cunningham, L. (1995). Teacher-directed staff development: A study of the personal dimensions of change and innovation. In H.B. Long (Ed.), *Expanding horizons in self-directed learning*. Norman: Public Managers Center, College of Education, University of Oklahoma.
- Greene, J.C., Caracelli, V.J. & Graham, W.F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, 11 (3), 255-274.
- Greene, M.L. (1992). Teacher supervision as professional development: Does it work? *Journal of Curriculum and Supervision*, 7 (2), 131-148.
- Greenwood, G.E., Olejnik, S.F., Parkay, F.W. (1990). Relationships between four teacher efficacy belief patterns and selected teacher characteristics. *Journal of Research and Development in Education*, 23 (2), 102-106.
- Grimmett, P.P. & Crehan, E.P. (1992). The nature of collegiality in teacher development. M. Fullan & A. Hargreaves (Eds.), *Teacher development and educational change*. (pp. 56-85). San Francisco: The Falmer Press.
- Guba, E.G. & Lincoln, Y. S. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Communication and Technology Journal*, 29, 75-92.
- Guba, E.G. & Lincoln, Y.S. (1989). *Fourth generation evaluation*. Newbury Park: Sage Publications.
- Guglielmino, P.J., Guglielmino, L.M., Long, H.B. (1987). Self-directed learning and performance in the workplace. *Higher Education*, 16, 303-317.

- Guglielmino, L.M. & Nowocien, D. (1998). Self-directed learning and teacher professional development. In H.B. Long (Ed.) *Developing paradigms for self-directed learning*. (pp. 91-106). Norman, OK: Public Managers Center.
- Guglielmino, L.M. (1978). Development of a self-directed learning readiness scale. (Doctoral Dissertation, University of Georgia, 1977.) *Dissertation Abstracts International*, 38, 6467A.
- Guglielmino, L.M. (1989). Guglielmino responds to Field's investigation. *Adult Education Quarterly*, 39 (4), 235-240.
- Guskey, T.R. & Huberman, M. (Eds.). (1995). *Professional development in education: New paradigms and practices*. New York: Teachers College Press.
- Guskey, T.R., Passaro, P.D. (1994). Teacher efficacy: A study of construct dimensions. *American Educational Research Journal*, 31 (3), 627-643.
- Guskey, T.R. (1981). Measurement of responsibility teachers assume for academic successes and failures in the classroom. *Journal of Teacher Education*, 32, 44-51.
- Guskey, T.R. (1982). Differences in teachers' perceptions of personal control of positive versus negative student learning outcomes. *Contemporary Educational Psychologist*, 7, 70-80.
- Guskey, T.R. (1984). The influence and change in instructional effectiveness upon the affective characteristics of teachers. *American Educational Research Journal*, 21, 245-259.
- Guskey, T.R. (1988). Teacher efficacy, self-concept, and attitudes toward the implementation of instructional innovation. *Teaching and Teacher Education* (4), (1), 63-69.

- Guskey T.R. (1997). Research needs to link professional development and student learning. *Journal of Staff Development*, 18 (2), 36-40.
- Guskey, T.R. (1999). *New perspectives on evaluating professional development*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, QC.
- Guskey, T.R. (2000). *Evaluating professional development*. Thousand Oaks: Corwin Press.
- Guskey, T.R. (2002). Does it make a difference? *Educational Leadership*, 59 (6), 45-51.
- Haeefe, D.L. (1992). Evaluating teachers: An alternative model. *Journal of Personnel Evaluation in Education*, 5 (4), 335-345.
- Haeefe, D.L. (1993). Evaluating teachers: A call for change. *Journal of Personnel Evaluation in Education*, 7 (1), 21-31.
- Halachmi, A. (1993). From performance appraisal to performance targeting. *Public Personnel Management*, 22 (2), 323-344.
- Hall, B., Burley, W., Villeme, M., Brockmeier, L. (1992). *An attempt to explicate teacher efficacy beliefs among first year teachers*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Hall, G.E., Hord, S.M. (1987). *Change in schools: Facilitating the process*. New York: State University of New York.
- Hall, G.E., Hord, S.M. (2001). *Implementing change: Patterns, principles and potholes*. Boston: Allyn and Bacon.
- Hall-Johnsen, K.J. (1986). The relationship between readiness fro, and involvement in, self-directed learning. (Doctoral dissertation, Iowa State University, 1985). *Dissertation Abstracts International*, 46, 2522A.

- Hannay, L.M., Telford, C.A. (2002). *Making the conceptual shift: Teacher performance appraisal as professional growth*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Hargreaves, A. & Evans, R. (Eds.). (1997). *Beyond educational reform: Bringing teachers back in*. Buckingham: Open University Press.
- Hassan, A.J. (1981). An investigation of the learning projects of adults of high and low readiness for self-direction learning. (Doctoral dissertation, Iowa State University, 1981). *Dissertation Abstracts International*, 42, 3838A-3839A.
- Heimstra, R. (1994). Self-directed learning. In T. Husen & T.N. Postlethwaite (Eds.), *The International Encyclopaedia of Education* (second edition), Oxford: Pergamon Press.
- Heneman, R.L., Ledford, G.E. (1998). Competency pay for professionals and managers in business: A review and implications for teachers. *Journal of Personnel Evaluation in Education*, 12 (2), 103-121.
- Henninger, M. (2002). *How to avoid teachers' rejection of evaluation feedback*. Paper presented at the Annual Meeting of the American Education Research Association, New Orleans, LA.
- Hickox, E.S., Lawton, S.B., Leithwood, K.A., Musella, D.F. (1988). *Making a difference through performance appraisal*. Toronto: OISE Press.
- Hickox, E.S. & Musella, D.F. (1992). Teacher performance appraisal and staff development. In M. Fullan & A. Hargreaves (Eds.), *Teacher development and educational change*. (pp. 156-169). San Francisco: The Falmer Press.

- Houghton, M., Goren, P. (1995). *Professional development for educators: New state priorities and models*. Washington: National Governors' Association.
- Hord, S.M., Rutherford, W.L., Huling-Austin, L. & Hall, G.E. (1989). *Taking charge of change*. Alexandria: ASCD.
- Hoy, W.K., Woolfolk, A.E. (1993). Teachers' sense of efficacy and the organizational health of schools. *The Elementary School Journal*, 93 (4), 355-372.
- Johnson, D.W., Johnson, R.T. & Johnson-Holubec, E. (1991). *Cooperation in the classroom*. Edina: Interaction Book Company.
- Johnson, T.P. (1993). Teacher evaluation: The next generation. *Journal of Personnel Evaluation in Education*, 7 (3), 205-206.
- Knowles, M. (1975). *Self-directed learning*. New York: Association Press.
- Knowles, M. (1980). *The modern practice of adult education: From pedagogy to andragogy*. New York: Cambridge Books.
- Knowles, M. (1987). Adult learning. In R.L. Craig (Ed.), *Training and development handbook*. New York: McGraw Hill.
- Landers, K. (1990). The Oddi Continuing Learning Inventory: An alternate measure of self-direction in learning. (Doctoral dissertation, University of Missouri, 1988). *Dissertation Abstracts International*, 50, 3824A.
- Lee, V., Dedick, R., Smith, J. (1991). The effect of the social organization of schools on teachers' efficacy and satisfaction. *Sociology of Education*, 64, 190-208.
- Lieberman, A. (1995). Practices that support teacher development: Transforming conceptions of professional learning. *Phi Delta Kappan*, (April), 591-596.

- Lincoln, Y.S. & Guba, E.G. (1985). *Naturalistic inquiry*. Beverley Hills: SAGE Publications.
- Long, H.B. & Agyekum, S.K. (1983). Guglielmino's self-directed learning readiness scale: A validation study. *Higher Education*, 12, 77-87.
- Long, H.B. & Agyekum, S.K. (1984). Teacher ratings in the validation of Guglielmino's self-directed learning readiness scale. *Higher Education*, 13, 709-715.
- Long, H.B. (1987). Item analysis of Guglielmino's self-directed learning readiness scale. *International Journal of Lifelong Education*, 6, 331-336.
- Long, H.B. (1989). Some additional criticisms of Field's investigation. *Adult Education Quarterly*, 39 (4), 240-243.
- Louis, K.S., Marks, H.M., Kruse, S. (1996). Teachers' professional community in restructuring schools. *American Educational Research Journal*, 33 (4), 757-798.
- Louis, K.S., Kruse, S.D. (1995). *Professionalism and community: Perspectives on reforming urban schools*. Thousand Oaks: Corwin Press.
- Louis, K.S. (1994). Beyond 'managed change': Rethinking how schools improve. *School Effectiveness and School Improvement*, 5 (1), 2-24.
- Lovett, S., Gilmore, A. (2001). *Sharing the reality of professional development for teachers in New Zealand: Assessment and the National Education Monitoring Project*. Paper presented at the Annual Conference of the Canadian Society for the Study of Education, Quebec City, QC.
- Kaplan, A. (1964). *The conduct of inquiry*. San Francisco: Chandler.

- Locke, L.F., Spiriduso, W.W. & Silverman, S.J. (1987). *Proposals that work*. Newbury Park: Sage Publications.
- Marczley, B. (1996). *Personalizing professional growth*. Thousand Oaks: Corwin Press Inc.
- Marshall, C., Rossman, G.B. (1999). *Designing Qualitative Research*. Thousand Oaks: Sage Publications.
- Maxwell, J.A. (1996). *Qualitative research design: An interactive approach*. Thousand Oaks: Sage Publications .
- McCune, S.K., Guglielmino, L.M. & Garcia, G. (1990). Adult self-direction in learning: A preliminary meta-analytic investigation of research using the Self-Directed Learning Readiness Scale. In H.B. Long (Ed.), *Advances in research and practice in self-directed learning*. Norman: Oklahoma Research Center for Continuing Professional and Higher Education.
- McCune, S.K. (1989). A statistical critique of Field's investigation. *Adult Education Quarterly*, 39 (4), 243-245.
- McMillan, J.H. & Wergin, J.F. (2002). *Understanding and evaluating educational research*. Upper Saddle River: Merrill Prentice Hall.
- Merriam, S.B. (1988). *Case study research in education*. San Francisco: Jossey Bass Publishers.
- Merriam, S.B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey Bass Publishers.
- Merriam, S.B. & Brockett, R.G. (1997). *The profession and practice of adult education*. San Francisco: Jossey Bass Publishers.

- Merriam, S. B. & Caffarella, R.S. (1991). *Learning in adulthood*. San Francisco: Jossey Bass Publishers.
- Mertler, R.W. (1999). Teacher perceptions of students as stakeholders in teacher evaluation. *American Secondary Education*, 27 (3), 17-31.
- Midgley, C., Feldlaufer, H., Eccles, J. (1989). Change in teacher efficacy and student self and task related beliefs in mathematics during the transition to junior high school. *Journal of Educational Psychology*, 81, 247-258.
- Miles, M.B. & Huberman, A.M. (1994). *Qualitative data analysis*. Thousand Oaks: Sage Publications.
- Moore, W., Esselman, M. (1992). *Teacher efficacy, power, school climate and achievement: A desegregating district's experience*. Paper presented at the Annual Meeting of the American Education Research Association, San Francisco, CA.
- Mourad, S.A., Torrance, E.P. (1979). Construct validity of the self-directed learning readiness scale. *Journal for the Education of the Gifted*, 3 (2), 93-104.
- Mourad, S.A. (1979). Relationship of grade level, sex, and creativity to readiness for self-directed learning among intellectually gifted students. (Doctoral dissertation, University of Georgia, 1979). *Dissertation Abstracts International*, 40, 2002A.
- Myrdal, G. (1978). Institutional economics. *The Journal of Economic Issues*, 12 (4), 771-783.
- Noe, R.A., Wilk, S.L., Mullen, E.J. & Wanek, J.E. (1997). Employee development: Issues in construct definition and investigation of antecedents. In J.K. Ford (Ed), *Improving training effectiveness in work organizations*, (pp. 153-189). Mahwah: Lawrence Erlbaum Associates, Publishers.

- Oddi, L.F. (1984). Development of an instrument to measure self-directed continuing learning. (Doctoral dissertation, Northern Illinois University, 1984). *Dissertation Abstracts International*, 46, 49A.
- Oddi, L.F. (1985). *Development and validation of an instrument to identify self-directed continuing learners*. Paper presented at Annual Meeting of the Adult Education Research Council, Tempe, AR.
- Oddi, L.F. (1986). Development and validation of an instrument to identify self-directed continuing learners. *Adult Education Quarterly*, 36 (2), 97-107.
- Oddi, L.F. (1987). Perspectives on self-directed learning. *Adult Education Quarterly*, 38 (1), 21-31.
- Oliva, P.F. & Pawlas, G.E. (1999). *Supervision for today's schools*. New York: John Wiley & Sons Inc.
- Owen, J.M., Loucks-Horsley, S., & Horsley, D.L. (1991). Three roles of staff development in restructuring schools. *Journal of Staff Development*, 12 (3), 10-14.
- Pajak, E. (1993). *Approaches to clinical supervision: Alternatives for improving instruction*. Norwood, MA: Christopher Gordon.
- Pankake, A.M. (1998). *Implementation: Making things happen*. Larchmont: Eye On Education Publishers.
- Parkay, F.W., Greenwood, G., Olejnik, S., Proller, N. (1988). A study of the relationships among teacher efficacy, locus of control, and stress. *Journal of Research and Development in Education*, 21 (4), 13-22.

- Pierce, D., & Hunsaker, T.W. (1996). Professional development for the teacher, of the teacher and by the teacher. *Education, 117* (1), 101-105.
- Podell, D.M., Soodak, L.C. ((1993). Teacher efficacy and bias in special education referrals. *Journal of Educational Research, 86* (4), 247-253.
- Ponder, G., Doyle, W. (1977). *Teacher practicality and curriculum change: An ecological analysis*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Poole, W.L. (1994). Removing the “super” from supervision. *Journal of Curriculum and Supervision, 9* (3), 284-309.
- Popham, W.J. (1988). The dysfunctional marriage of formative and summative teacher evaluation. *Journal of Personnel Evaluation in Education, 1* (3), 269-273.
- Pring, R. (2000). *Philosophy of educational research*. London: Continuum.
- Raudenbush, S., Rowen, B., Cheong, Y. (1992). Contextual effects on the self-perceived efficacy of high school teachers. *Sociology of Education, 65*, 150-167.
- Rhuotie, P. (1996). Professional growth and development. In K. Leithwood, J. Chapman, D. Corson, P. Hallinger, A. Hart (Eds.), *International Handbook of Educational Leadership and Administration* (pp. 419-445). Dordrecht: Kluwer Academic Publishers.
- Riggs, I., Enochs, L. (1990). Toward the development of an elementary teacher’s science teaching efficacy belief instrument. *Science Education, 74*, 625-638.
- Rose, J.S., Medway, F.J. (1981). Measurement of teachers’ beliefs in their control over student outcome. *The Journal of Educational Research, 74* (3), 185-190.

- Ross, J.A. (1992). Teacher efficacy and the effects of coaching on student achievement. *Canadian Journal of Education*, 17 (1), 51-65.
- Ross, J.A. (1994). The impact of an inservice to promote cooperative learning on the stability of teacher efficacy. *Teaching and Teacher Education*, 10 (4), 381-394.
- Ross, J.A. (1995). Strategies for enhancing teachers' beliefs in their effectiveness: Research on a school improvement hypothesis. *Teachers College Record*, 97 (2), 227-251.
- Ross, J.A. (1998). The antecedents and consequences of teacher efficacy. In J. Brophy (Ed.), *Advances in research and teaching*, (Vol 7, pp 49-73). Greenwich: JAI Press Inc.
- Ross, J.A., Cousins, J.B., & Gadalla, T. (1996). Within teacher predictors of teacher efficacy. *Teaching and Teacher Education*, 12, 385-400.
- Ross, J.A., Cousins, J.B., Gadalla, T. & Hannay, L. (1999). Administrative assignment of teachers in restructuring secondary schools: The effect of out-of-field course responsibility on teacher efficacy. *Educational Administration Quarterly*, 35 (Supplemental), 782-804.
- Ross, J.A., Hogaboam-Gray, A. & Gray, P. (2003). *The contribution of prior student achievement and school processes to collective teacher efficacy in elementary schools*. Paper presented at Annual Meeting of the American Educational Research Association, Chicago, IL.
- Rotter, J.B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs*, 80, 1-28.

- Rowe, B.W. (2000). *The influence of teacher efficacy and readiness for self-directed learning on the implementation of a growth-oriented teacher performance appraisal process*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Rowe, B.W., Mawhinney, H.B. (2000). *Critical perspectives on teachers' experiences with supervision in self-directed professional growth planning*. Paper presented at the Annual Conference of the Canadian Society for the Study of Education, Edmonton, AB.
- Rowe, B.W., Mawhinney, H.B. (2001). *Influences on teacher professional growth*. Paper presented at the Annual Conference of the Canadian Society for the Study of Education, Quebec City, QC.
- Ryan, G.W. & Bernard, H.R. (2003). Data analysis and analysis methods. In N.K. Denzin & Y.S. Lincoln (Eds.), *Collecting and interpreting qualitative materials*. (pp. 259-309). Thousand Oaks: Sage Publications.
- Sabbaghian, Z. (1979). Adult self-directedness and self concept: An exploration of relationship. (Doctoral dissertation, Iowa State University, 1979). *Dissertation Abstracts International*, 40, 3701A.
- Saklofske, D.H., Michayluk, J.O., Randhawa, B.S. (1988). Teachers' efficacy and teaching behaviors. *Psychological Reports*, 63, 407-414.
- Salkind, N.J. (2000). *Statistics for people who (think they) hate statistics*. Thousand Oaks: Sage Publications.
- Sandelowski, M. (1986). The problem of rigour in qualitative research. *Advances in Nursing Science*, 8 (3), 27-37.

- Schlechty, P. (1990). *Schools for the 21st century*. San Francisco: Jossey-Bass.
- Schloss, P.J. & Smith, M.A. (1999). *Conducting research*. Upper Saddle River: Prentice Hall Inc..
- Schmidt, F.L., Hunter, J.E., Outerbridge, A.N. & Trattner, M.H. (1986). The economic impact of job selection methods on size, productivity, and payroll costs of the federal work force: An empirically based demonstration. *Personnel Psychology*, 39, 1-29.
- Scribner, J.P. (1999). Teacher efficacy and teacher professional learning: Implications for school leaders. *Journal of School Leadership*, 9, 209-234.
- Scribner, J.P. (1998). *Teacher efficacy and teacher professional learning: What school leaders should know*. Paper presented at the Annual Convention of the University Council for Education Administration, St. Louis, MO.
- Searfoss, L.W. & Enz, B.J. (1996). Can teacher evaluation reflect holistic instruction? *Educational Leadership*, 53 (6), 38-41.
- Sergiovanni, T.J., Starratt, R.J. (1998). *Supervision: A redefinition*. Boston: McGraw Hill.
- Six, J.E. (1989). The generality of the underlying dimensions of the Oddi Continuing Learning Inventory. *Adult Education Quarterly*, 40 (1), 43-51.
- Smith, M.S., O'Day, J. (1991). Systemic school reform. In S.H. Fuhrman and B. Malen (Eds.), *The politics of curriculum and testing*, (pp. 233-267). New York: The Falmer Press.
- Smither, J.W. (Ed.). (1998). *Performance appraisal: State of the art in practice*. San Francisco: Jossey-Bass.

- Smylie, M.A. (1988). The enhancement function of staff development: Organizational and psychological antecedents to individual teacher change. *American Educational Research Journal*, 25, 1-30.
- Smylie, M.A. (1995). Teacher learning in the workplace: Implications for school reform. In T.R. Guskey & M. Huberman (Eds.), (pp. 92-113). New York: Teachers College Press.
- Soodak, L.C., Podell, D.M. (1996). Teacher efficacy: Toward the understanding of a multi-faceted construct. *Teaching and Teacher Education*, 12 (4), 401-411.
- Soodak, L.C., Podell, D.M. (1993). Teacher efficacy and student problem as factors in special education referral. *The Journal of Special Education*, 27 (1), 66-81.
- South Shore District School Board. (2001). *Teacher Support and Evaluation*. Policy 780, Bridgewater: South Shore District School Board.
- Spady, W. (1988). Organizing for results: The basis of authentic restructuring and reform. *Educational Leadership*, 46 (2), 4-8.
- Sparks, D. (1994). A paradigm shift in staff development. *Journal of Staff Development*, 15 (4), 26-29.
- Sparks, D., Hirsh, S. (1997). *A new vision of staff development*. Alexandria: Association for Supervision and Curriculum Development.
- Stake, R.E. (1995). *The art of case study research*. Thousand Oaks: Sage Publications.
- Stein, M.K., Wang, M.C. (1988). Teacher development and school improvement: The process of teacher change. *Teaching and Teacher Education*, 4, 171-187.
- Stoll, L., Fink, D. (1996). *Changing our schools*. Bristol: Open University Press.

- Torrance, E.P., Mourad, S. (1978). Some creativity and style of learning and thinking correlates of Guglielmino's Self-Directed Learning Readiness Scale. *Psychological Reports, 43*, 1167-1171.
- Tough, A.M. (1966). The assistance obtained by adult self-teachers. *Adult Education, 17* (1), 30-37.
- Tough, A.M. (1982). *Intentional changes*. Chicago: Follett.
- Tracy, S.J., MacNaughton, R.H. (1989). Clinical supervision and the emerging conflict between the neo-traditionalists and the neo-progressives. *Journal of Curriculum and Supervision, 4*(3), 245-256.
- Tremblay, R. (1996). Professional development via the internet: A proposal. *Mosaic, 4* (1), 1-9.
- Trentham, L., Silvern, S., Brogdon, R. (1985). Teacher efficacy and teacher competency ratings. *Psychology in Schools, 22*, 343-352.
- Tschannen-Moran, M., Woolfolk-Hoy, A., Hoy, W.K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research, 68*, (2), 202-248.
- Tschannen-Moran, M. & Woolfolk-Hoy, A. (2001). Teacher efficacy: capturing an elusive construct. *Teaching and Teacher Education, 17* (7), 783-205.
- Tschannen-Moran, M. (2000). *The development of a new measure of teacher efficacy*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Watling, R. (2002). The analysis of qualitative data. In M. Coleman & A.R.J. Briggs (Eds.), *Research methods in educational leadership and management*. (pp. 262-278). Thousand Oaks: Sage Publications.

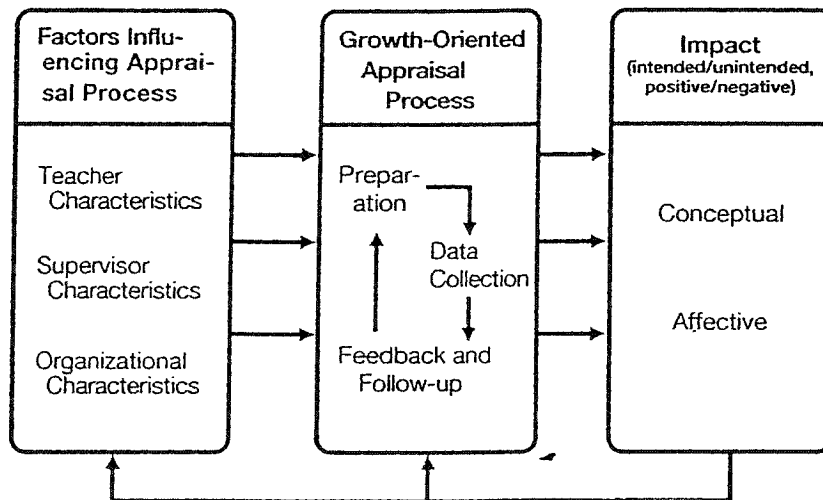
- West, R.F., Bentley, E.L. (1989). Structural analysis of the self-directed learning readiness scale: A confirmatory factor analysis using Lisrel modeling. In H.B. Long (Ed.), *Advances in research and practice in self-directed learning*. Oklahoma: Oklahoma Research Centre for Continuing Professional and Higher Education.
- Wlodkowski, R.J. (1999). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults*. San Francisco: Jossey Bass Publishers.
- Woods, P. (1992). Symbolic interactionism: Theory and method. In M.D. LeCompte W.L. Millroy & J. Preissle, *The handbook of qualitative research in education* (pp 337-404) San Diego: Academic Press Inc.
- Woolfolk, A.E., Hoy, W.K. (1990). Perspective teachers' sense of efficacy and beliefs about control. *Journal of Educational Psychology*, 82, 81-91.
- Yin, R.K. (1989). *Case study research: Design and methods*. Newbury Park: Sage.
- Zepeda, S.J., Ponticell, J.A. (1998). At cross purposes: What do teachers need, want, and get from supervision. *Journal of Curriculum and Supervision*, 14 (1), 68-87.

Appendix A

Cousins (1995) Conceptual Framework

J.B. COUSINS

Conceptual framework.



Appendix B

Noet et al. (1997) Conceptual Framework

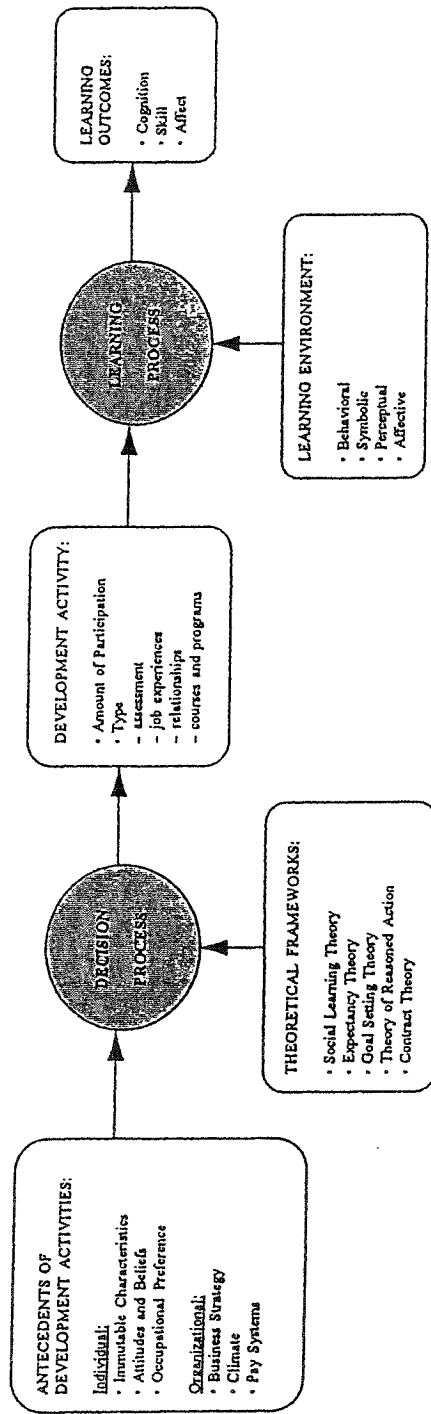


FIG 7.1. A conceptual model of the relation between antecedents, development activity, and learning outcomes.

Appendix C

Gibson and Dembo (1984) TE Scale

**GIBSON AND DEMBO (1984)
TEACHER EFFICACY SCALE**

Please indicate the extent to which you agree or disagree (1= strongly disagree, 6 = strongly agree) with each of the following statements below by circling the appropriate numeral to the right of each statement.

	Strongly Disagree					Strongly Agree
1. When a student does better than usual, many times it is because I exerted a little extra effort.	1	2	3	4	5	6
2. The hours in my class have little influence on students compared to the influence of their home environment.	1	2	3	4	5	6
3. The amount that a student can learn is primarily related to family background.	1	2	3	4	5	6
4. If students are not disciplined at home, they are not likely to accept any discipline.	1	2	3	4	5	6
5. When a student is having difficulty with an assignment, I am usually able to adjust it to his/her level.	1	2	3	4	5	6
6. When a student gets a better grade than he/she usually gets, it is usually because I found better ways of teaching that student.	1	2	3	4	5	6
7. When I really try, I can get through to most difficult students.	1	2	3	4	5	6
8. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.	1	2	3	4	5	6
9. When the grades of my students improve, it is usually because I found more effective teaching approaches.	1	2	3	4	5	6
10. If a student masters a new math concept quickly, this might be because I knew the necessary steps in teaching that concept.	1	2	3	4	5	6
11. If parents would do more with their children, I could do more.	1	2	3	4	5	6
12. If a student did not remember information I have in a previous lesson, I would know how to increase his/her	1	2	3	4	5	6

- 2 -

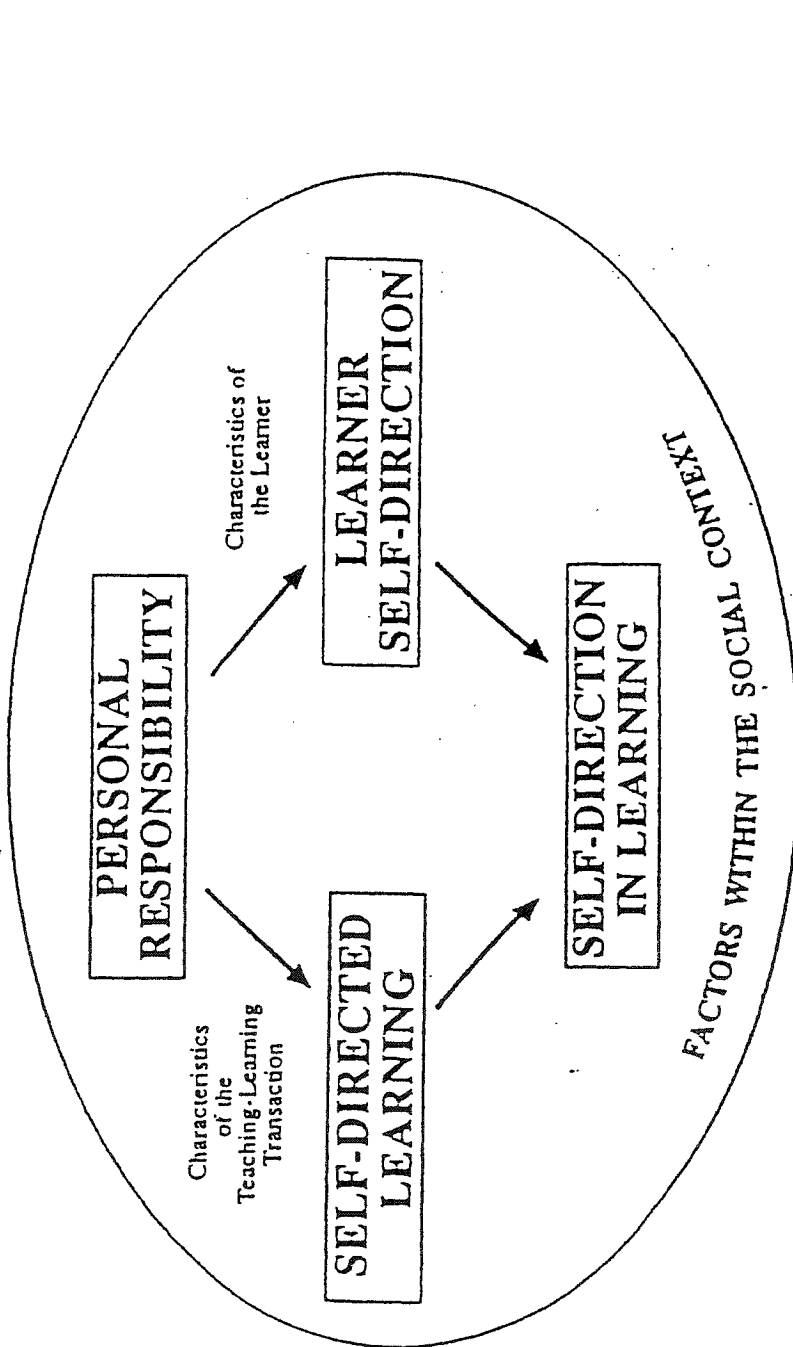
- | | | | | | | | |
|-----|--|---|---|---|---|---|---|
| 13. | If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. | The influence of a student's home experiences can be overcome by good teaching | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. | If one of my students could not do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty. | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. | Even a teacher with good teaching abilities may not reach many students. | 1 | 2 | 3 | 4 | 5 | 6 |

Thank you for taking time to complete this task.

Appendix D

Brockett and Heimstra (1991) PRO Model

Figure 2.1 The "Personal Responsibility Orientation" (PRO) model



Appendix E

Guglielmino (1977) SDLRS

Name _____ Influences on Teacher Professional Growth 303
 Date of Testing _____ Location of Testing _____

QUESTIONNAIRE

INSTRUCTIONS: This is a questionnaire designed to gather data on learning preferences and attitudes towards learning. After reading each item, please indicate the degree to which you feel that statement is true of you. Please read each choice carefully and circle the number of the response which best expresses your feeling.

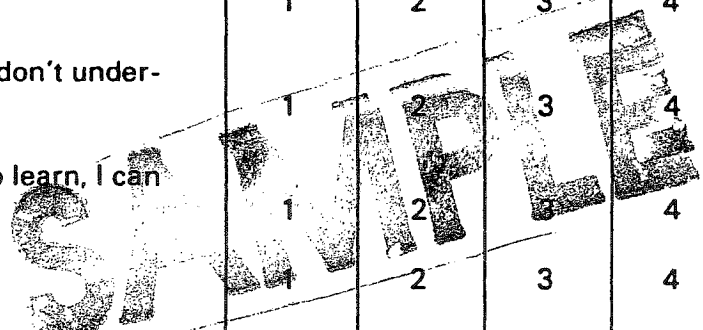
There is no time limit for the questionnaire. Try not to spend too much time on any one item, however. Your first reaction to the question will usually be the most accurate.

RESPONSES

ITEMS:

1. I'm looking forward to learning as long as I'm living.
2. I know what I want to learn.
3. When I see something that I don't understand, I stay away from it.
4. If there is something I want to learn, I can figure out a way to learn it.
5. I love to learn.
6. It takes me a while to get started on new projects.
7. In a classroom, I expect the teacher to tell all class members exactly what to do at all times.
8. I believe that thinking about who you are, where you are, and where you are going should be a major part of every person's education.
9. I don't work very well on my own.

	<i>Almost never true of me; I hardly ever feel this way.</i>	<i>Not often true of me; I feel this way less than half the time.</i>	<i>Sometimes true of me; I feel this way about half the time.</i>	<i>Usually true of me; I feel this way more than half the time.</i>	<i>Almost always true of me; there are very few times when I don't feel this way.</i>
1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5



Influences on Teacher Professional Growth

10. If I discover a need for information that I don't have, I know where to go to get it.
11. I can learn things on my own better than most people.
12. Even if I have a great idea, I can't seem to develop a plan for making it work.
13. In a learning experience, I prefer to take part in deciding what will be learned and how.
14. Difficult study doesn't bother me if I'm interested in something.
15. No one but me is truly responsible for what I learn.
16. I can tell whether I'm learning something well or not.
17. There are so many things I want to learn that I wish that there were more hours in a day.
18. If there is something I have decided to learn, I can find time for it, no matter how busy I am.
19. Understanding what I read is a problem for me.
20. If I don't learn, it's not my fault.
21. I know when I need to learn more about something.
22. If I can understand something well enough to get a good grade on a test, it doesn't bother me if I still have questions about it.
23. I think libraries are boring places.
24. The people I admire most are always

	<i>Almost never true of me; I hardly ever feel this way.</i>	<i>Not often true of me; I feel this way less than half the time.</i>	<i>Sometimes true of me; I feel this way about half the time.</i>	<i>Usually true of me; I feel this way more than half the time.</i>	<i>Almost always true of me; there are very few times when I don't feel this way</i>
10.	1	2	3	4	5
11.	1	2	3	4	5
12.	1	2	3	4	5
13.	1	2	3	4	5
14.	1	2	3	4	5
15.	1	2	3	4	5
16.	1	2	3	4	5
17.	1	2	3	4	5
18.	1	2	3	4	5
19.	1	2	3	4	5
20.	1	2	3	4	5
21.	1	2	3	4	5
22.	1	2	3	4	5
23.	1	2	3	4	5
24.	1	2	3	4	5

Influences on Teacher Professional Growth

- 41. I'm happy with the way I investigate problems.
- 42. I become a leader in group learning situations.
- 43. I enjoy discussing ideas.
- 44. I don't like challenging learning situations.
- 45. I have a strong desire to learn new things.
- 46. The more I learn, the more exciting the world becomes.
- 47. Learning is fun.
- 48. It's better to stick with the learning methods that we know will work instead of always trying new ones.
- 49. I want to learn more so that I can keep growing as a person.
- 50. I am responsible for my learning — no one else is.
- 51. Learning how to learn is important to me.
- 52. I will never be too old to learn new things.
- 53. Constant learning is a bore.
- 54. Learning is a tool for life.
- 55. I learn several new things on my own each year.
- 56. Learning doesn't make any difference in my life.
- 57. I am an effective learner in the classroom and on my own.
- 58. I am an effective learner in the classroom and on my own.

1

1

1

1

1

1

1

1

1

1

1

1

1

1

1

1

1

1

2

2

2

2

2

2

2

2

2

2

2

2

2

2

2

2

2

2

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

4

4

4

4

4

4

4

4

4

4

4

4

4

4

4

4

4

4

5

5

5

5

5

5

5

5

5

5

5

5

5

5

5

5

5

5

Almost never true of me; I hardly ever feel this way.

Not often true of me; I feel this way less than half the time.

Sometimes true of me; I feel this way about half the time.

Usually true of me; I feel this way more than half the time.

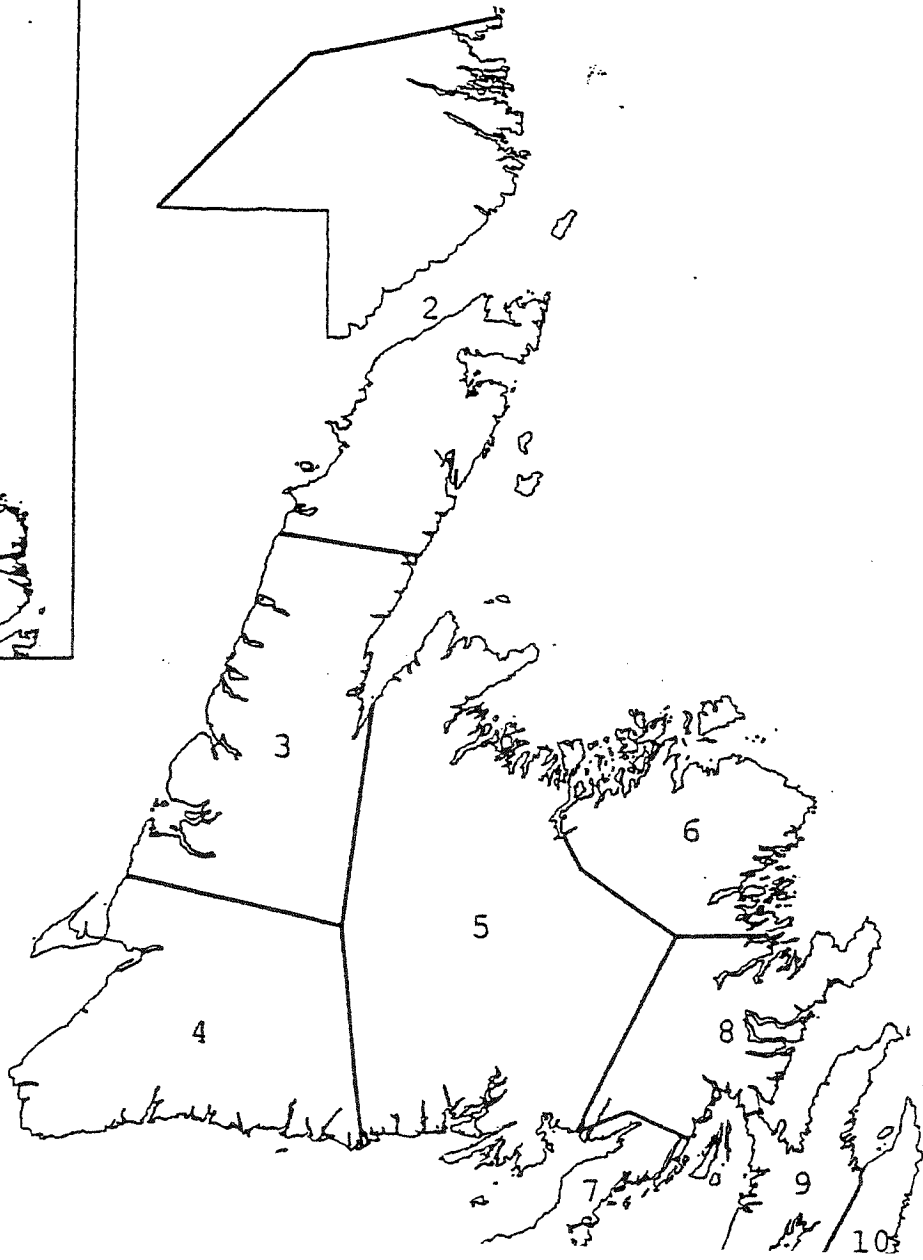
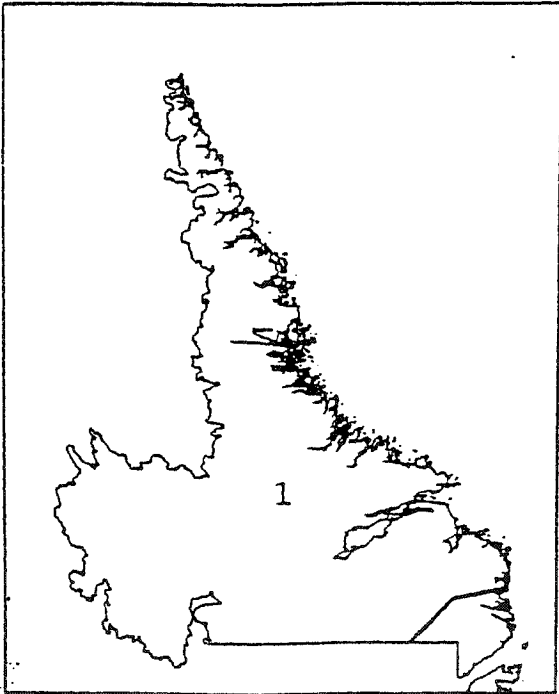
Almost always true of me; there are very few times when I don't feel this way.

Appendix F

School Districts - Newfoundland and Labrador

2000 - 2001 SCHOOL DISTRICTS

- 2000 - 2001 School Districts**
- District 1 - Labrador
 - District 2 - Northern Peninsula/Labrador South
 - District 3 - Deer Lake/Corner Brook/St. Barbe
 - District 4 - Cormack Trail
 - District 5 - Baie Verte/Central/Connaigre
 - District 6 - Lewisporte/Gander
 - District 7 - Burin Peninsula
 - District 8 - Vista
 - District 9 - Avalon West
 - District 10 - Avalon East
 - District 11 - Conseil Scolaire Francophone (Entire Province)



Appendix G

Correspondence to Teacher Participants

The Influence of Teacher Efficacy and Readiness for Self-Directed Learning on the Implementation of a Growth-Oriented Teacher Performance Appraisal Process

✓ **Yes, I am interested in participating in an interview to assist the researcher with this project.**

Name: _____

School: _____

Home Address: _____

Telephone: _____ (home)
_____ (school)

Fax: _____

E-Mail: _____

Thank you for your interest and cooperation.

Appendix H

Teacher Interview Protocol

Teacher Interview Questions

Research Questions:

1. **Do teachers' levels of TE influence their professional growth experiences in a teacher performance appraisal process that encourages SDL?**
2. **Do teachers' levels of readiness for SDL influence their professional growth experiences in a teacher performance appraisal process that encourages SDL?**
3. **What are the barriers to implementation of a teacher performance appraisal process that encourages SDL?**

A. General/Background Information

1. **How many years have you been in the teaching profession?**
2. **Please highlight your educational background for me.**
 ✓ degrees, universities, undergraduate/graduate study, projects...
3. **What are your experiences as an educator?**
 ✓ grades taught, schools, communities, roles, related experiences...
4. **To which professional organizations do you belong? Do you subscribe to educational literature/journals?**

B. Teacher Professional Growth

1. **What experiences constitute professional growth amongst teachers?**
2. **Describe some previous experiences in your career thus far that you believe have resulted in professional growth.**
 - ✓ **What was it about those experiences that motivated that professional growth? What was the nature of these experiences?**
 - ✓ **Did any of these experiences include a teacher performance appraisal process, or a teacher evaluation component?**
 - ✓ **Was there support from your administrator in this growth process? (Principal/Vice Principal)**
 - ✓ **How did you know and when did you realize you grew (or were growing) professionally?**
3. **Based on these experiences, how can you deduce that you have grown professionally?**
4. **In your estimation, how can a teacher performance appraisal process encourage professional growth?**
5. **What difficulties are inherent in such a process?**
6. **What should teacher professional development “look like”?**
7. **Who is responsible for teacher professional development?**

C. District 3 Document & Appraisal Process

- A. **Describe the process of performance appraisal that you participated in during the 1998-99 school year.**
- B. **Are you familiar with the new District 3 document entitled “*Teacher Appraisal, Professional Growth and Improvement*”?**
- C. **Do you think the process that you followed was the same as is espoused in the District document or did it diverge somewhat? If so, in what way?**
- D. **Were you comfortable with the process followed? Did your appraiser support you throughout the process? How so? Please comment.**

- E. What is your opinion of this new direction in “teacher evaluation”? What is your response to the current teacher performance appraisal process in District 3? Is professional growth/development encouraged? How so? Explain.**
 - F. What aspects of the current teacher performance appraisal process in District 3 are unique in your experiences?**
 - G. What difficulties and barriers are inherent in such a process? Explain.**
- D. Self-Directed Learning (SDL) and Teacher Efficacy (TE)**

General

- A. In the self-evaluation section of this process, tell me what you wished to focus on. Do you think you had success? Why or why not?**
- B. Are you interested in instructional strategies and exploring different methods of teaching? (see Allinder, 1994; Guskey, 1984; Smylie, 1988)**

SDL

- 1. Do you feel that allowing you to set ‘your’ agenda with respect to professional development in this appraisal process has influenced your commitment to teaching? (see Blase & Blase, 1999; Cousins, 1995; Duke 1990; Sheppard, 1996; also ask about professional involvement, commitment to the appraisal process itself and classroom innovativeness) “... teacher involvement in the professional growth process is one of the keys to success...” (Duke, 1990)**
- 2. Do teacher performance appraisals have to (necessarily) focus on the teacher’s agenda? Why or why not? Is the process agreement-oriented and collegial? Why or why not? (see Cousins, 1995)**
- 3. Do teachers as participants in the ‘new’ School District 3 “teacher performance appraisal process” have primary responsibility for their own learning? Explain. (refer to Candy, 1991; Garrison, 1992, 1997; Merriam & Brockett, 1997; Merriam & Caffarella, 1991, and other learning literature**

with definitions of SDL)

4. **In your opinion, is there a way of knowing if a teacher is ‘ready’ to participate in such a process that places the onus on the individual?**

TE

1. **Of all the things you do as a teacher, identify the one you think is most important.**
2. **Are you inclined to divide your class for small group instruction (cooperative learning activities) as opposed to instructing the class as a whole? (see Gibson & Dembo, 1984; Ross, 1994)**
3. **Do you feel that a teacher with good teaching abilities may not be able to reach many students? Why or why not? (From Gibson & Dembo (1984) TE scale)**
4. **How would you react to a student providing you with an incorrect response to one of your questions? (Gibson & Dembo, 1984)**
5. **Do you subscribe to the idea that *all* students are teachable? (definition of GTE) Do you persist for an extended period with students who experience difficulty?**
6. **Do you feel that you are able to bring about student learning despite any and all out-of-school constraints, such as home environment, family background and parental influence? (definition of PTE) “If I try really hard I can get through to even the most difficult or unmotivated students”**
7. **Do you feel valued in your organization? (i.e., school district) Do you feel you have an impact? What is your sense of self worth?**

E. Conclusion

Do you have any other comments, ideas or opinions you would like to add?

Thank you for your participation.

Appendix I

Administrator Interview Protocol

Principal Interview Questions

Research Questions:

- 1. Do teachers' levels of TE influence their professional growth experiences in a teacher performance appraisal process that encourages SDL?**
- 2. Do teachers' levels of readiness for SDL influence their professional growth experiences in a teacher performance appraisal process that encourages SDL?**
- 3. What are the barriers to implementation of a teacher performance appraisal process that encourages SDL?**

A. General/Background Information

- 1. How many years have you been in the teaching profession?**
- 2. How many years have you been a school administrator?**
- 3. Please highlight your educational background for me.**
✓ degrees, universities, undergraduate/graduate study, projects...
- 4. What are your experiences as an educator?**
✓ grades taught, schools, schools administered, communities, roles, related experiences...
- 5. To which professional organizations do you belong? Do you subscribe to educational literature/journals?**

B. Process Rationale

1. **Do you believe that teacher professional growth is a necessary and essential component of a teacher's career? Why?**
2. **Please explain to me your view of what experiences constitute professional growth amongst teachers?**
3. **Can these growth experiences be included a teacher performance appraisal process, or a teacher evaluation process? How so?**
4. **In your estimation, how can a teacher performance appraisal process encourage professional growth? Does the School District 3 new policy encourage teacher professional growth and teacher professional development? Explain.**
5. **What difficulties are inherent in such a process?**

C. Process Implementation

1. **Are you familiar with the new District 3 document entitled "*Teacher Appraisal, Professional Growth and Improvement*"?**
2. **How familiar are teachers in your school with this new document?**
3. **Describe the process of performance appraisal that you lead in your school during the 1998-99 school year.**
4. **Do you think the process that you followed was the same as is espoused in the District document or did it diverge somewhat? If so, in what way?**
5. **What difficulties do (did) teachers have with this new policy?**

D. Process Barriers

1. **What difficulties and barriers are inherent in this new performance appraisal process? In your opinion, what are the obstacles to implementing such a policy? (Time, Number of appraisals; Accountability...)**
2. **Do you feel that this new policy is fully implemented in your school? Why or why not?**

3. **Do teacher performance appraisals have to (necessarily) focus on the teacher's agenda? Why or why not?**
4. **What "other" agendas do we have to be concerned with?**
5. **In your opinion, is there a way of knowing if a teacher is 'ready' to participate in such a process that places the onus on the individual?**
6. **Are there other characteristics of teachers that would assist implementation efforts?**

E. Process Responsibility

1. **Do teachers as participants in the 'new' School District 3 "teacher performance appraisal process" have primary responsibility for their own learning? Explain.**
2. **Is the process agreement-oriented and collegial? Why or why not?**
3. **In your opinion, who is responsible for teacher professional development and teacher professional growth?**
4. **How can an administrator negotiate with a 'difficult' teacher in this process?**

F. Process Uniqueness

- A. **What is your opinion of this new direction in "teacher evaluation"? What is your response to the current teacher performance appraisal process in District 3? Is professional growth/development encouraged?**
- B. **What aspects of the current teacher performance appraisal process in District 3 are unique in your experiences?**
- C. **Is self-direction an important aspect of this new policy?**

G. Process Influences

1. **Do you feel that allowing teachers to set 'their' agenda with respect to professional development in this appraisal process has influenced their commitment to teaching?**

2. Do you feel that allowing teachers to set ‘their’ agenda with respect to professional development in this appraisal process has influenced their professional involvement? Their commitment to the appraisal process itself? Their classroom innovativeness? Why?
3. How would you respond to this statement “... teacher involvement in the professional growth process is one of the keys to success...”? Why?

H. Process Growth Realization

- A. How did you know and when do you realize that teachers have grown professionally?
- B. Do you feel that a certain ‘type’ of teacher will have success in this new process?
3. Do you feel that a teacher with good teaching abilities may not be able to reach many students? Why or why not? (From Gibson & Dembo (1984) TE scale)
4. Do you subscribe to the idea that *all* students are teachable? (definition of GTE)
5. Do you feel that teachers are able to bring about student learning despite any and all out-of-school constraints, such as home environment, family background and parental influence? (definition of PTE)
6. How would you react to the sentence “If I try really hard I can get through to even the most difficult or unmotivated students”? Explain.

I. Other:

Are there other comments / suggestions that you would like to make?

Thank you for your participation.

Appendix J

Permission Request and Approval to Conduct Research

Appendix K

Certificate of Ethical Approval