

PERCEPTION OF TEACHERS IN HIGH AND LOW PERFORMING SCHOOLS ABOUT
THE NEW YORK CITY ADVANCE EVALUATION SYSTEM

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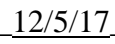
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This was not an easy journey, it required strength, motivation, encouragement and commitment. I would like to thank my mother for instilling the love of education in me. My mother loved reading and learning but was never able to finish high school or pursue higher education. However, my mother taught me the value of education and throughout the years she encouraged me to continue learning. My father was a factory worker his entire life and showed me that no matter what you did in life, you needed to do it with pride and commitment. My two daughters have motivated me throughout the years as they are my true inspiration and the reason why I continue to work so hard.

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ABSTRACT

PERCEPTION OF TEACHERS IN HIGH AND LOW PERFORMING SCHOOLS ABOUT THE NEW YORK CITY ADVANCE EVALUATION SYSTEM

The purpose of this study was to examine teacher perception of the Advance Evaluation System and the difference between teachers in high performing and low performing schools. The essential core belief used to conduct this research is the notion that teacher effectiveness is a key factor in improving student outcomes.

This was a quantitative study that included 100 elementary school teachers across grades K-5 in two New York City districts. The study focused on examining teacher perception of the Advance Evaluation System and the differences between teachers working in high performing schools and teachers working in low performing schools.

The most essential conclusion of this study is that the practices of school leaders following an observation are important in relation to building teacher efficacy, increasing collaboration, and seeing the value in the feedback process. This study found that teachers in high performing schools demonstrated positive perception regarding the Advance evaluation system by agreeing or strongly agreeing with the survey statements more so than their counterpart-teachers in low performing schools. Teachers in high performing schools perceived that Advance has value in shifting teacher effectiveness through the process of collaboration, observation and feedback, and professional development opportunities, while their counterpart teachers in low performing schools disagreed or strongly disagreed. The most essential conclusion of this study is that the practices of a school leaders following an observation are important in relation to building teacher efficacy, increasing collaboration, and seeing the value in the feedback process.

Keywords: Advance Evaluation System, Teacher efficacy, Observation and Feedback, Teacher Effectiveness

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CHAPTER ONE: INTRODUCTION

Background of the Problem

Public education has been in the forefront of public and political discussion for decades. The notion that every child deserves an effective teacher is one that has evolved increasingly over the years. For so long, schools have struggled and continue to struggle with producing student outcomes that demonstrate literacy and mathematics proficiency. Through recent research, scholars show that education is the number one producer of “human capital” (Schiller, 2008, p.16).

One major purpose of schools is to provide a learning environment where interactions among all stakeholders produce a result of improved student achievement. However, many schools continue to struggle to provide a sense of assurance that students, through the various programs, acquire the necessary skills and knowledge for college and career, ready for life in the 21st century (Danielson, 2011; Rogers & Weems, 2010).

For years, researchers have investigated contributing factors that impact student achievement. Some have placed attention on one contributing factor, which is the quality of teaching or teacher effectiveness. Teacher quality is a factor that correlates heavily to student learning and success (Darling-Hammond, 1999; Odden, 2004). Hull (2013) states:

For decades, teacher evaluations were little more than a bureaucratic exercise that failed to recognize either excellence or mediocrity in teaching. As such, evaluation represented a missed opportunity for giving teachers valuable feedback that could help them improve their practice (Hall, 2013, p.1)

During President Barack Obama’s term, the administration began educational reforms to

address the achievement gap, which resulted in focusing on teacher effectiveness as the major point of reform. Teacher evaluation is not a new practice and has evolved over time. According to Marzano, Frontier, & Livingston (2011), in the 1700s, education experts and policymakers did not consider education a professional field of study. Based on the historical background, education as they saw it in the 1700s was a structure that was overseen by local government and clergy. It was not until the 1800s that they began to look at education as a more complex system and structure. During the 1800s, there was a rising demand to hire teachers with expertise and for administrators to take on the complex role of supervising teachers (Marzano et al., 2011).

Many scholars have defined and described teacher effectiveness differently. It is a term that continues to evolve and increase in intensity over the years. According to Danielson (1996), effective teaching is what teachers do, how well they do it and how they accomplish the results. For other researchers like Stronge, Tucker, & Hindman (2004), effective teaching is a continual learning process, and as changes arise in each new school year, the effective teacher must adapt to the changes.

In 2009, based on the notion that teacher effectiveness can impact student achievement, the federal government, through the U.S. Department of Education, established a \$4.5 billion federal grant program, “Race to the Top” (RTTT), to set forth policies that mandate states to adopt and implement a teacher evaluation system that evaluates teacher effectiveness and student outcomes (Planty et al., 2009). The RTTT grant was a method used to persuade states to implement an evaluation system that would align to the Obama administration’s priority of ensuring effective leadership teaching in schools by bringing light to the wide variation in teacher effectiveness across schools and districts.

According to a report by Hull (2013), local states have changed their evaluation systems

since 2009. An influential factor that contributed to the change has been the incentives available through federal programs such as RTTT and Teacher Incentive Fund (TIF). Policymakers established the TIF in 2006 to support performance-based teacher and principal compensation systems in schools that are hard to staff or categorized as high-needs schools. However, much discussion has taken place because TIF fails to take into account the challenges faced in accelerating student learning in high poverty schools and teacher effectiveness. TIF is a system that rewards teachers and principals for increases in student outcomes. To qualify for TIF, applicants should agree to establish a system of compensation that provides teachers and principals in high need schools with differentiated pay based on student achievement as well as classroom observations. Hull (2013) reported that evaluation of teacher performance is important for its impact on student learning.

In a research and policy brief, researchers Goe, Biggers and Croft (2012) discussed the concept of teacher evaluations and the relationship of teacher effectiveness on student outcomes. One particular viewpoint that Goe, Biggers & Croft (2012) discussed was that teacher evaluation is a tool to improve teacher practice. Goe, Biggers, & Croft (2012, p.2) state, “teacher accountability can be used to determine the focus and strategies for professional growth.”

Elmore (2002) also discussed the concept that teacher effectiveness can impact student achievement. Elmore (2002) noted that policymakers asked school administrators to measure their success through metrics of student academic performance, and highlighted that the method did not align to how they organized schools. According to Elmore (2002), administrators did not organize schools in places where educators were expected to engage in collaboration. Furthermore, in his review of the Education Commission of the State report, *In Pursuit of Quality Teaching* (2000), Fullan stated, that school districts must “ensure that all teachers can

participate in high-quality professional learning, so they can improve their practice and enhance student learning” (Fullan, 2007, p. 265).

Professional development as Elmore (2002) discussed, should involve a practice where stakeholders are committed to the learning. Ideally, participants should have a clear understanding of what administrators expect during the learning and why the learning is taking place. They should view this learning practice as a tool to develop teacher capacity through the investigation of problems of practice.

Statement of the Problem

In 2009, President Obama introduced the RTTT initiative. The Federal Government funded this \$4.5 billion initiative to induce states to improve public education (Howell, 2009). Part of this process included selecting new teacher evaluation systems to track teacher performance. The fundamental idea was to ensure quality in education and effective teaching. However, according to Danielson, the idea might be clear and compelling, but the “assurance of great teaching for every student has proved exceedingly difficult to capture in either policy or practice” (Danielson, 2016, p. 20).

In 2010, the New York State Legislative and the Governor signed Education Law 3012-c, introducing changes to the Annual Professional Performance for school leaders and teachers. New York State imposed Education Law 3012-C to implement a new policy that focused on teacher and leadership effectiveness. This law established a process to ensure a more meaningful evaluation process (Advance, 2015). In New York City, educators use the Advance Evaluation System, which they align to the Charlotte Danielson Rubric. Specifically, in New York City, the Advance Evaluation System includes multiple measures to rate the effectiveness of teachers. There is a four-point HEDI scale, which represents ratings across highly effective, effective,

developing and ineffective. This new type of evaluation is supposed to provide teachers with specific feedback and next steps. Through this process, school leaders are supposed to use the low inference data to align evaluation results to professional learning opportunities.

According to the New York City Advance Guide, in the spring of 2015, New York State passed Education Law 3012-d (§3012-d). This new modification to the state law modifies how education experts evaluate teachers. Education Law 3012-d operates under the same guiding principles of 3012-c. In the spring of 2016, the NYS Board of Regents voted to regulate how boards use state assessments as measures of accountability. Currently, in New York City, the experts have removed certain state assessments from a teacher's overall evaluation rating. This regulation is set to continue into the 2017-2018 school year as New York State works on modifying and transitioning into new learning standards. At the time of this study, it is a fact that NYS will not use the grades 3-8 English Language Arts (ELA) or Math State Assessments in the process of teacher evaluation and or employment decisions.

Over the last decade, the accountability notion in public education has shifted to the school level. System leaders are responsible for ensuring that growth and progress are evident in summative assessment results. In addition to student accountability, system leaders must abide by the new State Law (3012-c) and conduct a specific number of observations and feedback cycles for teachers. This new law focuses on tracking teacher performance to ensure that teachers are reflective of their practice and that they apply feedback recommendations to enhance their practice.

This study will examine the implementation of Advance in New York City across two districts. The study will investigate the perceptions of teachers about the Advance Evaluation system and the impact it has on teacher effectiveness. New York City adopted the Charlotte

Danielson Framework as part of the Advance Evaluation System. The Danielson Framework is a tool Charlotte Danielson developed to help teachers increase their effectiveness through rigorous and reflective practice that fosters teacher development through meaningful feedback aligned to tailored professional learning opportunities. Danielson designed and developed the framework as a professional development tool meant to support student achievement and professional best practice through the domains of planning and preparation, instruction and professional development (Danielson, 2011).

Researchers have found teacher quality to be highly correlated with student learning and success (Darling-Hammond; 1999, Kimball et al., 2004; Odden et al., 2004). Hence, an exploration on how system leaders use the feedback process to evaluate teacher effectiveness and the extent to which the evaluation feedback aligned to professional development opportunities to improve teacher effectiveness and student outcomes is vital.

Research Questions and Hypothesis

The following research questions were used to guide this study, to examine teacher perception of the Advance Evaluation System and to identify if there is a difference in perception between teachers in high performance and low performance schools as it relates to the Advance Evaluation System. The five research questions, hypotheses and null hypothesis for this study are as follows:

1. Is there any difference in perception between teachers in high performing and low-performing schools regarding the use of the Danielson Framework as part of the Advance Evaluation System?

H1: There is a significant difference in perception between teachers in high

performing and low performing schools regarding the use of the Danielson Framework as part of the Advance Evaluation System.

H0: There is no difference in perception between teachers in high performing and low performing schools regarding the use of the Danielson Framework as part of the Advance Evaluation System.

2. Is there any difference in perception between teachers in high performing and low-performing schools regarding the extent to which the Advance Evaluation System impacts collaboration between building leaders and other teachers?

H1: There is a significant difference in perception between teachers in high-performing and low performing schools regarding the extent to which the Advance Evaluation System impacts collaboration between building leaders and other teachers.

H0: There is no difference in perception between teachers in high performing and low performing schools regarding the extent to which the Advance Evaluation System impacts collaboration between building leaders and other teachers.

3. Is there any difference in perception between teachers in high performing and low-performing schools regarding the extent to which building leaders provide clear next steps aligned to professional development opportunities that can improve teacher effectiveness?

H1: There is a significant difference in perception between teachers in high performing and low performing schools regarding the extent to which building leaders provide clear next steps aligned to professional development opportunities that can improve teacher effectiveness.

H0: There is no difference in perception between teachers in high performing and low performing schools regarding the extent to which building leaders provide clear next steps aligned to professional development opportunities that can improve teacher effectiveness.

4. Is there any difference in perception between teachers in high performing and low-performing schools regarding how the use of the Danielson framework helps change and improve on classroom practices?

H1: There is a significant difference in perception between teachers in high performing and low performing schools regarding how the use of the Danielson Framework helps change and improve on classroom practices.

H0: There is no difference in perception between teachers in high performing and low performing schools regarding how the use of the Danielson Framework helps change and improve on classroom practices

5. Is there any difference in perception between teachers in high performing and low-performing schools concerning the building leaders' use of teacher evaluation and the feedback process?

H1: There is a significant difference in perception between teachers in high performing and low performing schools concerning the building leaders' use of teacher evaluation and feedback process.

H0: There is no difference in perception between teachers in high performing and low performing schools concerning the building leaders' use of teacher evaluation and feedback process.

Conceptual Framework

This study will investigate teacher perception as it relates to the Advance Evaluation System used in New York City. Additionally, the researcher will examine the difference, if any, between teachers in high performing schools and low performing schools across two districts in New York City. The study is relevant as teacher effectiveness has become the focal point aligned to student outcomes. Based on the notion that the quality of teaching affects student outcomes, teacher evaluation systems are being used to determine the level of teacher effectiveness.

The Advance Evaluation System used in New York City aligns directly to the Charlotte Danielson Framework for Teaching (Advance 2016). The process in this evaluation system includes informal and formal observations, using low inference data, a rubric to rate teachers, and providing feedback aligned to the low inference data with next steps. Charlotte Danielson's Framework addresses four domains. Across the four domains, there is one that specifically focuses on instruction (domain 3). Domain 3 includes components 3b, 3c, and 3d; 3b is questioning and discussion techniques, 3c is engaging students in learning, and 3d is assessment in instruction.

Charlotte Danielson's Framework is a tool that can foster professional growth and the development of teacher effectiveness. The framework includes using a rubric to understand the attributes needed to reach levels of effectiveness in domains such as planning and preparation, instruction and professional growth. In other words, leaders and teachers are able to use a rubric to understand the different levels of performance that can impact student learning. A major role in the success of any evaluation system is the quality of feedback provided and the dialogue that occurs between the teacher and the administrator (Danielson, 2007; Tuytens & Devos, 2011).

According to Marzano (2009), a common language or model of instruction provides a

framework for discussion among teachers and educators. The use of a common language creates a path to converse about effective teaching, give and receive feedback and monitor growth throughout time.

In schools, students who have to learn a new language are afforded opportunities to develop the new language through social interactions (Walqui, 2010). Walqui's research regarding the academic success of English Language Learners examines a theory called Vygotsky's Sociocultural Learning Theory, or the Social Constructivism Theory pioneered in the 1920s. This theory reflects the notion that learning is collaborative and that it is contingent upon how individuals interact with each other. Walqui (2010) discusses the Zone of Proximal Development to discuss the level of development where learners require support and collaboration of a more capable peer (Walqui, 2010. P.9). The discussion relates to how well teachers support learners through social interactions and dialogue.

The Advance Evaluation System is a new language being utilized by New York City to evaluate teachers, and monitor professional growth. However, the effectiveness of the feedback and the common language used depends on the interactions that occur between the administrator and educator (Danielson, 2007; Tuytens & Devos 2011).

Vygotsky's theory includes knowing that teachers need support in understanding how to reach their level of potential development (Walqui, 2010). This must include providing collaborative opportunities where dialogue defines what good teaching is with reference to the low inference data collected after an observation. Education system use Danielson's (2011) framework as a tool to foster effective conversations. According to Danielson (2011), the best practice in the implementation of an evaluation system is the dialogue that takes place on the evidence collected after every observation (Danielson & McGreal 2000). New York City has

outlined in the Advance Implementation Guide (2016) that administrators have up to 30 days to provide written feedback to teachers after an observation. Furthermore, they can provide informal feedback within 15 days via email, or in general conversation. Currently, in New York City, the timeframe for providing feedback does not have to occur immediately after an observation.

Significance of Study

A number of reforms impact the United States educational system as the movement to increase accountability becomes greater. The accountability measures come with the pressure of ensuring that all children receiving a public education receive quality instruction. Education policymakers two decades ago used accountability measures to control and monitor local control of school districts. Today the accountability measures are greater and have become increasingly controlled at the state and federal levels. The expectation is that teacher growth and development is essential and should be the focus of reform efforts (Commissioner's Task Force on Quality Teaching and Learning, 2005, National Commission on Teaching and America's Future, 2009; Schnoker, 2004).

Teacher evaluation systems continue to evolve across the United States. In 2012-2013, the Department of Education in New York City began utilizing the Charlotte Danielson's Framework as part of the Advance Evaluation System. Advance is the NYCDOE evaluation system used to evaluate the effectiveness of teachers. Through this system, leaders and teachers can benefit from understanding the purpose behind the evaluation system. They can also comprehend factors, based on teacher perception, which impede the intended outcome of the evaluation. In this study, the researcher gathered data on teachers' perceptions of the Advance Evaluation System. NYCDOE designed the Advance as a tool to evaluate teachers and to

provide teachers with feedback on their performance that can improve teacher effectiveness.

This study focused on investigating the factors that impact the effectiveness of a teacher evaluation system. Such factors that can impact teacher effectiveness include but are not limited to teacher efficacy, feedback provided by system leader, professional development, and teacher perception. Teachers' past experiences shape their perception. Perceptions can be powerful and can define the climate and quality of instruction put forward by a teacher. Researchers highlighted a correlation between teachers' favorable reactions to evaluation systems (Tobin, Tippins, & Gallrad, 1994). However, such research failed to align to the new methods in place to evaluate teachers. Currently, New York State educational experts proposed Education Law 3012-C, a new law requires that states should use a teacher evaluation system as a method to provide frequent observations with feedback to teachers. They align the observation and feedback to a specific score depending on the type of framework that is used. In New York City, the Department of Education uses the Danielson Framework, and the ratings range from across four categories: ineffective, developing, effective and highly effective.

Educational experts have examined the correlation between teacher effectiveness and student outcomes (Hammond, 2000; Goldhaber 2016; Hanushek and Rivkin 2012, Hattie 2012, Rockoff, 2004). The notion that teacher effectiveness impacts student outcomes has led to the new teacher evaluation system. However, teacher efficacy should be considered as part of this new process. Feedback given to teachers can be positive and meaningful if the teacher perceives that the feedback will help shift practice. Teacher efficacy pertains to teachers' confidence in their ability to promote student learning (Hoy, 2000). With this notion, it is pivotal to investigate teachers' perception as it relates to the Danielson Framework. The research entails using the results of this quantitative study to determine the perception of the impact of the teacher

evaluation system as it relates to teacher effectiveness. Additionally, the quantitative data analysis will involve examining teacher perception and to the extent to which the feedback and professional learning opportunities enhance their ability to shift practice. Understanding teacher perception in the implementation of the Danielson Framework is of importance in examining what type of effect (positive or negative) the framework has on teacher effectiveness and student outcomes. This study contributes to the information as it relates to the pedagogical perception which can help leaders understand how to better utilize the evaluation system as a tool to shift practice. The feedback provided to teachers is of good use when teachers understand and believe in the process.

Delimitations

In this study, there are several delimitations. The research was narrowed to two school districts (2 out of 32) in New York City. Additionally, the research entailed selecting only two schools (four in total) within each district. The four schools represent one high performing and one low performing within each district (totaling four).

Additional delimitations of this study are the fact that not all teachers in the schools identified are eligible to participate. Eligibility is limited to teachers who have three or more years of experience and who are identified as eligible to participate in the Advance Evaluation System.

Limitations

Miles Bryant (2004) stated that “Limitations are those restrictions created by your methodology” (Bryant, 2004, p. 58). This study has limitations because it included a small sample of participants (100 teachers) across four schools and only two districts. Of the sample of 100, 47 teachers participated. Although, this response rate of 47% is adequate, the size of the sample is small. The information gathered from the data might not generalize or represent perception as it pertains to other teachers across other schools in NYC. Additionally, the researcher informed participants of maintaining confidentiality; however, due to the sensitive nature of the survey, participants may be unwilling to be transparent relating to their level of satisfaction of the evaluation system and leader practice. Finally, the researcher’s role as a NYC principal might have influenced participants to answer favorably in some of the responses.

Summary

This study is an investigation of teacher perception regarding the impact, of the Charlotte Danielson Framework used in the NYCDOE Advance Teacher Evaluation System on teacher practice. This study will include a focus on how teacher efficacy can shape teacher perception of an evaluation system.

Chapter one of this study presented an overview that includes the purpose of the study, investigating teacher perception, and how the perception can alter the effectiveness of the evaluation system. The overall goal is to understand how educators and system leaders can continue using the Danielson Framework in a way that it is purposeful for teachers and impacts teacher effectiveness. The chapter identified the research problem, five research questions, the conceptual frame, the significance of the study, delimitations, and limitations of the study, and assumptions.

Chapter two will be a literature review that is related to four themes; the historical background of the evaluation process, teacher efficacy, the evaluation system in New York City and professional development as part of the observation and feedback cycles. The literature review includes specific research about the Danielson Framework.

Chapter three will provide a detailed research design needed to conduct this study. The researcher will include various methodologies of data collection along with the appropriate technique to ensure the use of proper protocols and analysis during the data collection.

Chapter four will include presenting the results in the form of data generated and analyzed through Survey Monkey and SPSS. The data presented in chapter four will reflect the methodology provided in chapter three.

Chapter five will involve presenting a discussion of the findings and conclusions as they relate to the research questions and there will be recommendations for policy, practice and further study.

CHAPTER TWO: LITERATURE REVIEW

Introduction

The role of educators' in promoting and enhancing student learning is crucial. Over the last decade, researchers have shaped the intention that all students deserve effective teachers through an urgency to track teacher and leadership accountability (Tucker & Stronge 2005). The level of accountability has shifted dramatically on the school level. According to Hull (2013), for decades, teacher evaluation did not involve a focus on linking teacher effectiveness to student achievement. However, as of 2009, many states have revamped teacher evaluation based on the notion that teacher effectiveness impacts student achievement. According to Tucker & Stronge (2005), Bill Sanders conducted a study and found that effective teachers were able to produce effective results with students of all achievement levels, regardless of factors such as level of heterogeneity in their classrooms.

Building leaders monitor the teacher evaluation systems, and they hold the responsibility of developing teachers who are not demonstrating effective teaching practices. Danielson (2016) states:

The immediate challenge is that those with the responsibility to ensure good teaching in schools-primarily building administrators-don't always have the skill to differentiate great teaching from that which is merely good, or perhaps even mediocre (Danielson, 2016, p.20).

In his review of the Education Commission of the State report, *In Pursuit of Quality Teaching* (2000), Fullan argues that school districts must "ensure that all teachers can participate in high-quality professional learning so they can improve teacher practice and enhance student learning" (Fullan, 2007, p.265).

Both Danielson (2016) and Fullan (1991), expressed that coherent teaching practice improves student outcomes. However, building leaders need to develop the skills necessary to identify good teaching and to remedy practices that fall below expectations. With a new evaluation system in place, the Department of Education has established an expectation that focuses on observation and feedback cycles where teacher performance is monitored and feedback is aligned to professional development.

This study examines how building leaders use the Charlotte Danielson Framework in NYC to foster teacher development and to provide meaningful feedback aligned to tailored professional learning opportunities. In addition, the study explores how teachers across two different districts perceived how system leaders are utilizing the Danielson Rubric and to what extent they feel supported through the observation-feedback cycles. It is important to understand how the evaluation system is being utilized and the impact it is having across districts and in high and low performing schools.

This chapter provides a review of literature about teacher evaluation, beginning with an examination of the history and background of teacher evaluation, continuing with a review of teacher efficacy and perception, NYC Teacher Evaluation System, the feedback process and professional development.

Historical Background of Teacher Evaluation

The concept behind teacher evaluation is not new; teacher evaluation has taken place throughout the 20th century. In the early 1900s through 1950s, the evaluation of teacher performance was not based on the quality of instruction or teacher effectiveness. The teacher quality was based and judged from a moral and ethical point of view, basing judgments on the teachers' traits (Ellet & Teddlie, 2003). Ironically, enough research conducted in the late 1800s

by Kratz (1896) indicated that being helpful was the most important characteristic of good teaching and that appearance was the second. This notion receives support from the work of other researchers such as Madeline Hunter, author of *Mastery Teaching* published in 1982. This resulted in the belief that traits such as voice, appearance, warmth, excitement, and trustworthiness, were associated with teacher effectiveness. This was the belief despite the fact that there was no research available to link such traits to effective teaching and or increase student achievement (Danielson & McGreal, 2000).

Danielson & McGreal (2000) discuss the work originally done by Hunter (1982); it is stated that student learning aligned to the evaluation systems relied on “the only available measures of student achievement” (Danielson, 2000, p.3). Such measures included norm references and multiple choice test of low quality. Over time, our educational goals as a society have changed, and we are now looking at more complex student learning; such as problem-solving, application of knowledge, etc. As Danielson & McGreal (2000) discuss that educational researched has evolved over the years and is now focused on new approaches that are centered on student outcomes.

A number of reforms impact the United States educational system as the movement to increase accountability becomes greater. The accountability measures come with the pressure of ensuring that all children receiving a public education receive quality instruction. Education policymakers two decades ago used accountability measures to control and monitor local control of school districts. Today the accountability measures are greater and have become increasingly controlled at the state and federal levels. The expectation is that teacher growth and development is essential and should be the focus of reform efforts (Commissioner’s Task Force on Quality Teaching and Learning, 2005, National Commission on Teaching and America’s Future, 2009;

Schnoker, 2004).

Danielson (2016) argued that professional learning can only exist when there is intellectual engagement: “This means using observation and evaluation processes that promote active engagement: self-assessment, reflection on practice, and professional conversation” (p.20). When schools work on ensuring that professional learning opportunities focus on shifting practice, it positively impacts teacher growth and development. Structuring learning opportunities that develop teacher effectiveness will result in positive student outcomes. Covey (1996) suggested that only those organizations that have a passion for learning have an enduring influence.

Over two-thirds of states have made changes on teacher evaluation (Hull, 2013). Based on state and federal incentives, most states made the changes in an attempt to receive funding and incentives. Such incentives include but are not limited to “Race to the Top” (RTTT), “No Child Left Behind” (NCLB), and “Teacher Incentive Funds” (TIF). RTTT fund aimed at closing the achievement gap and focusing attention on teacher effectiveness.

William Sanders conducted research investigating the correlation between teacher effectiveness and student outcome. According to his research, Sanders reported the following:

The results of this study well document that the most important factor affecting student learning is the teacher. In addition, the results show wide variation in effectiveness among teachers. The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor. Effective teachers appear to be effective with students of all achievement levels, regardless of the level of heterogeneity in their classrooms (Sanders, 1997, p. 7).

Teacher Efficacy

Researchers have studied teacher efficacy and have attempted to connect how teacher efficacy links to teacher effectiveness. Hoy defined teacher efficacy as, “teachers’ confidence in their ability to promote students’ learning” (Hoy, 2000. p. 42). Teacher efficacy has been a topic of discussion for over 30 years. RAND Corporation, in a study, introduced the concept of teacher efficacy as one of the few teacher characteristics related to student achievement (Armor et. al., 1976). This early study entailed providing some insights, and the RAND Corporation led the way for future studies, which have evolved over the years. Some of the information gained from studies include the notion that self-efficacy may impact teacher effectiveness.

According to Maehr & Pintrich (1997), efficacy beliefs help shape teacher motivation. Other authors such as Bandura define self-efficacy as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1997, p. 3). Bandura’s (1997) research argues that personal beliefs in abilities affect behavior, motivation, and the degree of success. Other authors such as Tschannen-Moran (2014) and Hoy (1998) define teacher efficacy as a teacher’s “judgment of his or her capabilities to bring the desired outcome of student engagement and learning, even among those students who may be difficult or unmotivated” (1998, p. 68).

Some of the research also suggested that self-efficacy beliefs impact a person’s ability to respond effectively in difficult and stressful situations (Bandura, 1977; Ericsson et al., 1993; Harter, 1978; Kuhl, 1992; Nicholls, 1984). Teachers who have strong beliefs about their ability are also more likely to take risks and to use new methodology and strategies (Guskey, 1988). Overall, the goal of increasing teacher efficacy is to enhance teacher effectiveness so that there is an impact on student outcomes. According to Ross (1992) teachers with high efficacy beliefs

may have a positive impact on student achievement.

In the study of teacher effectiveness, one issue identified is teacher perception and how teachers view the evaluation process. Danielson (2010) argued that teacher perception shifts when using the observation process as a learning tool rather than an evaluative tool. On the other hand, Tuyten & Devos (2009) contended that teachers should be aware of how perception can alter this process and must begin to believe that the evaluation process improves their teaching performance when perception is positive. Tuyten & Devos (2009) conducted a study based on the notion that teachers' perception of educational policy is "vital" and needed to "understand the success or failure of the policy's implementations" (Tuyten & Devos, 2009, p. 924). They examined the characteristic of the teacher evaluation policy and the levels of teacher perception. One particular focus is accountability, a factor that must be visible; in other words, leaders and teachers need to be held accountable in a visible matter which can be aligned to "professionalization approach" (Tuyten & Devos, 2009, p. 924). In looking at teacher evaluation system, Tuyten & Devos (2009) examined the notion of applying an increased approach of professional growth, which results in school leaders needing to stay abreast of professional best practices.

Tuytens and Devos (2009) focused on three characteristics that can influence the success of the educational policy. The first characteristic was "need," in which they examined if it was important for teachers to understand the need of the policy in question or the new policy (Tuytens & Devos, 2009, p. 925). The second characteristic was "clarity," and they based it on the notion that for teachers to put into practice a change or new policy, the goals must be clear (Tuytens & Devos, 2009, p. 925). The third characteristic was "complexity," which they referred to "difficulty" of the implementation process and efforts of teachers; it is important, as teachers

might perceive that they are incompetent when the complexity is at a difficult range (Tuyten s& Devos, 2009, p. 925).

Based on the above characteristics, Tuytens and Devos developed an instrument called, “The Policy Characteristic Scale.” They based the scale on Fullan’s (2001) theory of policy implementation. Upon the conclusion of the study, the results indicated that teachers responded “fairly” positive towards the new policy (Tuytens & Devos, 2009, p. 928). The findings did not align to those of some authors (Beerens, 2000; Peterson & Peterson, 2006); the researchers indicated a negative attitude from teachers regarding teacher evaluation systems.

Other authors such as Young, Range, Hvidson & Mette (2015) maintained that principals play a huge role in forming teacher perception as they suggested that principals’ beliefs about aligning observation cycles with feedback is the most important aspect of the evaluation system because it shapes and affects teachers’ perception. Young et al., (2015) conducted a study to examine principals' perceptions about newly implemented teacher evaluation systems. As described in their study, teacher effectiveness has become a center in educational reform. The study entailed using three assumptions. They based their first assumption on the teacher evaluation system having different purposes for stakeholders. Principals use the accountability process in where they observe and document for guidance. According to Danielson (2012), the purpose of an evaluation system should be to ensure teachers are competent and systems support them with feedback and professional development. The second assumption in this study was that the evaluation system used should be valid and reliable. The third assumption involved development around the notion of “Peer Assistance Review”; this is a process in which expert teachers mentor and assist struggling teachers (Young et al., 2015, p. 161).

Researchers have highlighted teachers as the most influential factor on student learning.

According to Young et al. (2015), there are many studies supporting the notion that teacher effectiveness does influence student outcomes; however what is less clear is the “how principals evaluate teachers and how this process of teacher evaluation improves teacher performance focused on using research based teacher evaluation systems” (Young et al., 2015, p. 158). Adding to the compounding issues related to teacher evaluation systems is the notion of how “teacher effectiveness” is defined (Young et al., 2015, p. 158). In this study, the researchers examined the purpose for teacher evaluation systems and redefined the term teacher effectiveness.

According to Harris, Ingle & Rutledge (2014), teacher effectiveness refers to the ability to impact student achievement positively. In examining teacher effectiveness, researchers should discuss the notion of teacher efficacy. Teacher perception and self-efficacy can affect the way they acquire new information and participate in professional development.

According to Finnegan (2013), teachers with higher levels of self-efficacy perform better in training. Finnegan (2013) engaged readers in a review of literature in which he explored the correlation between teacher evaluations and teacher self-efficacy. The literature entailed exploring the factors that influence teachers’ sense of self-efficacy; the influence of administrators on teacher self-efficacy; and the effects of teacher evaluations on teacher self-efficacy. Finnegan (2013) suggested that a factor that influences teacher efficacy includes social persuasion. Social persuasion as he outlined, deals with the “verbal interaction a teacher experiences about his or her performance and prospects for success from respected others in the teaching context” (Finnegan, 2013, p. 20). In other words, self-efficacy influences effort put forward and the degree of resilience when faced with obstacles (Bandura, 1997).

Coladarci (1992) conducted a study earlier that supported Finnegan’s. According to

Coladarci (1992), teachers who exhibited high efficacy had higher levels of professional commitment. Researchers like McLaughlin, Pfeifer, Swason-Owens & Yee (1986) and Rosenholtz (1989) suggested that school organizations that focused on enhancing teacher efficacy may, in turn, be improving teacher commitment to the profession.

Other researchers showed that teacher efficacy relates to academic achievement, and teacher behaviors develop and foster academic achievement (Ashton & Webb, 1986; Gibson & Dembo, 1984; Hoy & Woolfolk, 1990). Finnegan (2013) stated, “The construct of teacher self-efficacy can strengthen or weaken classroom instruction” (2013, p. 18). Hoy (2000) also suggested that one way to improve student achievement is for administrators to work on raising the collective efficacy beliefs of their staff. In conclusion, teacher efficacy is important as researched based evidence suggests that it is an important component of the professional development process and it can also sustain individual improvement.

Teacher Evaluation New York City

In 2010, New York State passed Education Law 3012-c, introducing significant changes to the Annual Professional Performance. Education Law 3012-c established a foundation to ensure a more meaningful evaluation process (Advance, 2015). In 2013, the New York State Department of Education imposed a new teacher evaluation on New York City. State Education Commissioner John King discussed that the evaluation system would streamline the teacher termination process. During an interview, King (2013) stated, “If a teacher is rated “ineffective” twice, that represents a strong “pattern” of incompetence.” The urgency of ensuring that teacher effectiveness is improved aligns to research highlighting teachers as the most important influence on student learning (Aaronson, Barrow, & Sander, 2007; Goe, 2007; Leithwood, Seashore, Louis, Anderson, & Wahlstrom, 2004).

Before the implementation of a research based evaluation system (Danielson Framework), New York City had a system in place that rated teachers either satisfactory or unsatisfactory. Based on NYC data, that particular system resulted in only 3% of teachers on an average evaluated as unsatisfactory (Advance, 2015). The new system aligned to the Danielson Framework would provide ratings that can range from highly effective, effective, developing to ineffective.

The New York City Advance Evaluation System includes using multiple measures of a teacher's effectiveness, a four-point "HEDI" rating scale, specific feedback for teachers and alignment between evaluation and professional development (Advance Implementation Guide, 2016). Advance is a teacher evaluation system that is aligned to the Charlotte Danielson rubric and reflects a process of evaluating teachers through measures of teacher practice (MOTP). This concept includes cycles of observation and feedback, reflective of observing teachers multiple times throughout a school year. Educators are instructed (Advance, 2015) to use low inference data collected during observations to rate eight key components of the Danielson Framework for Teaching (2013). According to the New York City Advance guide (2015), educators cannot use the other components from the Danielson Framework for Teaching (2013) for evaluative purposes; but they can be used for informal conversations and purposes. Unlike Danielson's Framework, New York City focuses on Four Domains that include eight components. Components define an aspect of a specific domain, and there are two to five elements that describe the features of components. Educators use the rubric to evaluate levels of teacher performance across each domain and components. The domains utilized in New York City are planning and preparation, the classroom environment, instruction, and professional responsibilities. They weigh components in domains two and three more heavily (85%) than

components in domains three and four (15%). According to Advance (2016), the eight prioritized components in New York City are as follows:

- 1) 1a: Demonstrating Knowledge of Content and Pedagogy
- 2) 1e: Designing Coherent Instruction
- 3) 2a: Creating an Environment of Respect and Rapport
- 4) 2d: Managing Student Behavior
- 5) 3b: Using Questioning & Discussion Techniques
- 6) 3c: Engaging Students in Learning
- 7) 3d: Using Assessment in Instruction
- 8) 4e: Growing & Developing Professionally

According to Advance (2015), engaging in using multiple measures of teacher practice allows educators to engage in meaningful collaborative cycles of observations and feedback, where they use a common language about the instruction to guide reflection. The focus is to use this framework so that teachers can use the feedback and professional development opportunities to shift practice and improve pedagogy. School leaders are encouraged to use the framework as a tool to better understand specific pedagogical needs and supports that can demonstrate growth.

Before 2010, when New York State imposed an evaluation system in New York City, the NYCDOE had taken steps in implementing a pilot program called “Talent Management.” “Talent Management” was a pilot program that included schools that opted to participate in learning how to use the Charlotte Danielson Framework and how to conduct cycles of observation and feedback. During the pilot implementation program, educators offered professional development opportunities to engage in learning how to use the Danielson Framework for schools that opted in. However, it is important to know that the pilot program did

not include using the “HEDI” ratings in the final teacher evaluation report. Schools that participated in the pilot continued using the traditional unsatisfactory or satisfactory ratings.

During 2010-11, a total of 20 schools took part in the pilot program; educators increased this number in 2011-12 when 106 schools participated; by 2012-13 a total of 200 schools participated in the pilot (NYCDOE, 2013). The pilot period for the new teacher evaluation process allowed schools to opt out and not participate in the early training that fostered the utilization of research based teacher evaluation systems. This resulted in some schools not receiving job embedded professional learning that would have provided early preparation for the implementation of a teacher evaluation system.

According to NYSED data (2013-14), administrators rated almost 90% of teachers in New York City effective or highly effective. However, that same academic year (2013-14) only 31% of students met proficiency in the ELA and Math Assessment (NYSED, 2013). “The fear and mistrust on the part of teachers, along with the narrow compliance focus by school-based administrators, is evocative of the challenges that follow when they change a long-standing policy without adequate planning and support” (Curtis & City, 2015, pp. 169-170).

Killion (2008) suggested that teacher evaluation is an important process for reforming schools. The process of the evaluation system provides system leaders and teachers with data that can impact their work. Specifically, the data can show trends and patterns across domains that highlight school wide needs or needs by subgroups of teachers. Administrators should present a strong argument to discuss how accountability systems will continue to fail unless policymakers address the issue of developing teacher practice. Elmore (2002) stated, “We need to recognize that American schools are being asked to do something new-to engage in systematic, continuous improvement in the quality of educational experience of students”

(Elmore, 2002, p.3). The idea that schools are required to measure their success through metrics of student academic performance is one that does not align to school organization.

The overall goal Danielson (2007) established is providing a roadmap for the improvement of teaching through reflective practice and feedback. The Danielson Framework (2013) provided a vehicle for the conversation to take place between system leaders and teachers; encouraging teachers to use the framework for teaching to strengthen their practice. According to Danielson (2007), administrators can use the framework for many purposes, but researchers have emphasized that they realize the value of such an evaluation system as the foundation for professional development and conversations. New York City has attempted to intentionally develop Advance and to align the attributes and system beliefs to the work of Charlotte Danielson (Advance, 2013).

Based on the guidelines the Office of Teacher Effectiveness (Advance, 2013) published, the current NYC Advance Evaluation System requires that building leaders monitor teacher effectiveness through cycles of observations; administrators should follow each observation by providing oral and written feedback to each teacher. The proposed guidelines in the Advance handbook states that feedback must align to the specific next steps that will impact teacher growth. Furthermore, guidelines require building leaders to complete the written feedback form within 30 days and lesson specific feedback to teachers (verbally or written) within 15 school days (Advance, 2016). The observation data serves as a tool for building leaders to collect data that will help them design professional learning opportunities to impact teacher development and growth. According to Scheeler, Ruhl, and McAfee (2004) and Wiggins, (2012), feedback conversations should take place in a timely manner. The idea is that the actions that were observed and documented would still be fresh in both the observer's mind and the teacher's

mind. In New York City, the timely feedback as outlined in the Advance Evaluation System is 30 days for formal written feedback and 15 days for verbal or written informal feedback.

Purpose of Teacher Evaluation & Feedback

Danielson & McGreal (2000) underline that there are specific purposes for teacher evaluation. One is for summative purposes, directly linked to accountability, and the other formative, aligned to the enhancement of teacher practice. School leaders need to understand the purpose of each and establish a procedure that will allow them to meet the demands of the State Law but also truly promote and foster teacher development. Currently, Danielson's (2013) model for teacher evaluation focused on learning strategies that impact student outcomes. According to Danielson (2013), school leaders must center the framework for teaching on teacher growth in order to ensure that professional conversations lead the way to the growth of individual teachers.

The purpose of feedback is to support teachers in developing their craft, so their practice is effective and can drive higher student outcomes. However, feedback is not always easy to construct. According to Danielson (2016), feedback will have a greater impact when there is trust between the person providing the feedback and the person receiving the feedback. Based on the Danielson Framework, school leaders must apply feedback that is grounded in evidence of the teaching and learning. The feedback process must include a collaborative conversation between the feedback giver and the teacher. The process should include making real connections about the evidence linked to the teaching and what effective practices would look like in the particular classroom (e.g., the Danielson Framework for Teaching).

In addition to timely feedback, feedback should be targeted and focused on the most

important aspects of the pedagogical needs. In doing this school leaders and teachers can focus on specific targeted areas and align action steps that can remedy the error in practice and need. The idea is to ensure that the targeted actionable steps are aligned to where the teacher needs to grow and that it is clearly aligned to professional learning that can shift the practice. (Wiggins, 2012).

The feedback process should be collaborative so that the teacher can benefit from truly engaging in analyzing low inference data and making those connections to the practice and attributes within the Danielson Framework. When the feedback is collaborative it will allow for the teacher to engage in her own learning and build some capacity for independent reflection that can help shift practice throughout time (Danielson, 2016).

Marzano (2003) also developed a similar evaluation system, which emphasized quality and meaningful conversations between the building leader and the teacher; however, unlike the Danielson Rubric, the Marzano rubric had a protocol that outlined the conversations that must take place. Based on a study Mielke (2012) conducted, the Marzano Model was more successful in driving teacher development due to the specificity of the framework.

Young et al. (2015) examined what the principals' beliefs were about the newly adopted teacher evaluation system. The findings suggested that principals' beliefs about aligning observation cycles with feedback are the most important aspect of the evaluation system. Additionally, this study involved showing that teachers who received meaningful feedback aligned to practice were able to demonstrate growth by participating in tailored learning opportunities. The study also entailed examining how past attempts did little to enhance teacher effectiveness. Principals aligned one perspective to Danielson's belief of basing the process on enhancing teacher performance through professional learning activities (Danielson, 2012). New

York City opted to use the evaluation process for two different purposes, one for accountability purposes and the other for the development of teachers (Advance, 2013).

Tuytens & Devos (2009) conducted a qualitative study to particularly investigate the impact of feedback and to what extent the feedback impacts teacher perception of the evaluation process. In addition, they reviewed literature examining critical accounts regarding the effectiveness of the feedback in teacher evaluation. According to Tuytens & Devos (2009), teachers improve teaching performance if they have a positive perception of their evaluation experience. Additionally, teachers need to understand and be aware of the benefits derived from an evaluation system, and how they can use the data to improve their practice. Tuytens & Devos (2009) discussed findings in their study that relate to how to use teacher evaluation to impact school improvement.

Teacher efficacy is a factor that can be influenced when there is trust between the school leader and the teacher. In more recent studies, researchers like Drago-Severson and Blum-DeStefano believe that honest discourse is critical in the evaluation process. School leaders must be “willing to expose their challenges, mistakes, and questions-as well as their hopes, strengths, and successes-and be comfortable discussing all of these with their colleagues” (Drago-Severson and Blum-DeStefano, 2016, p.23). Danielson (2016), argues that for this to happen there must be trust and the belief that there is a commitment to working together in an effort to improve practice.

Principals can accomplish supporting teachers to adapt to change through Professional Learning Community (PLC) work. Dufour and Fullan (2013) used the lens of the PLC to explore ideas related to sustainability of systemic change. Dufour & Fullan (2013) stated:

Unless system leaders at all levels have a clear sense of what they are trying to accomplish in their state provinces, districts, schools, and classrooms, as well as a strategic focus that moves them in that direction, they are likely to end up in some place other than improving systems (Dufour, R & Fullan, 2013, p. 65).

The coaching analogy entailed suggesting that administrators provide immediate and appropriate support through the teacher evaluation system as a means to ensure student improvement. If schools are truly PLCs, then the administrators can supply meaningful on-the-spot support as a coach does for a member of the team. If all members of the PLC learn to support the students, then the following key concepts are the evidence of high-performing systems:

1. To improve our schools, we must improve the technical core of teaching and learning.
2. To improve teaching and learning, we must continually develop the collective capacity of people throughout the system to support high-quality instruction in every classroom, every day.
3. To improve instruction and support student learning, we must use evidence of student learning to inform professional practice and to ensure that students who struggle will receive additional time and support for learning in a way that is timely, diagnostic, precise, directive and systematic. (Dufour & Fullan, 2013, p. 65)

When the schools can ensure a coaching model for all teachers, administrators, and the coaching itself, and therefore, mirrors the steps articulated in the third key concept, then the data will reflect the appropriate correlation between student performance and teacher practice (Dufour & Fullan, 2013).

According to Dufour & Fullan (2013), when schools support the teachers in an

environment that supports growth and change in response to the needs of the students, then the culture truly reflects a model of learning and not merely compliance. There is no other immediate goal than improving learning opportunities for all students. By communicating simple strategies that allow teachers to change the way they serve students immediately, they will realize the immediate success that will change the ways that students learn. By supporting, not penalizing, teachers are willing to change and veteran educators continue to grow and thrive while new colleagues begin a career where the expectation of them is one of constant renewal (Dufour & Fullan, 2013).

The National Comprehensive Center for Teacher Quality published a research and policy brief in 2012 and cited that to improve teaching and learning; there must be a link between the teacher evaluation process and professional development. Goe, Biggers, & Croft (2012) engaged readers in a discussion related to the relationship between evaluation and student outcomes. This relationship proves to carry noticeable differences that include the notion that teachers have different “abilities to help students” (Goe, Biggers, & Croft, 2012, p. 1). In their research and policy brief, Goe, Biggers, & Croft (2012) explained that many states and districts use the results gathered from teacher evaluation for accountability purposes. However, their work outlined the notion of using the results of the assessment for both “accountability and improvement” (Geo, Biggers, & Croft, 2012, p.1). Other researchers like Danielson (2012) agree with the notion that an evaluation system must address improvement and become a tool for teacher effectiveness. Geo, Biggers, & Croft (2012) addressed six components in aligning an evaluation system to professional development. The components included teaching standards, multiple measures of teacher performance, high-quality training, trained individuals to evaluate and provide feedback, professional growth opportunities, and professional learning standards (Geo, Biggers, & Croft,

2012).

Geo, Biggers, & Croft (2012) emphasized the importance behind the role of a principal. School leaders must devote time to the complex and comprehensive teacher evaluation process. Although school leaders have a complex role, educators must place priority in the process of effectively utilizing an evaluation system. Geo, Biggers, & Croft (2012), state, “the role of instructional leaders comes with certain requirements, including gaining a thorough knowledge of the professional needs of teachers” (Geo, Biggers, & Croft, 2012, p. 13). They aligned the notion to the component of ensuring that leaders are trained individuals able to evaluate and provide feedback. Danielson noted the importance of “focused and timely feedback” (Danielson, 2007, p.22). According to Geo, Biggers, & Croft (2012), when educators include feedback in the evaluation process, there is the impact on teacher practice.

The feedback process entails aligning to steps that principals use to enhance teacher practice. However, researchers have discovered that personal opinions or bias alter the meaning of the evaluation process and “undermine the credibility and trust necessary for meaningful dialogue about instruction” (Tucker & Stronge, 2005, p. 10). Killion (2008) discussed that evaluation data could be crucial in helping leaders understand what happened and why so that they make informed decisions and provide modifications to support teacher development. Jackson (2013) discusses the preeminence that district leaders must have systems in place that can identify the effectiveness level of teachers and establish systems of supports that can help teachers shift practice and move forward. Additionally, Jackson (2013) wrote in her book that the focus on the evaluation system should be to help all teachers become better and great.

As stated earlier, an evaluation system serves two purposes; one focuses on assurance and the other on professional development (Danielson & McGreal, 2000). Based on much of the

research Danielson (2000) presented, principals use an evaluation system to gather data that can help system leaders design professional development that can impact and shift teacher practice. According to Darling-Hammond (2003), districts must ensure a link between “formal professional development and job embedded learning opportunities to the evaluation system” this will result in a focused and meaningful professional development (Darling-Hammond, 2013, p. 100).

However, it is crucial to examine teacher perception of the evaluation system and how teacher efficacy impacts teacher perception of the evaluation system. One particular concept to examine is how principals can build up collective efficacy through exposing teachers to experiences. Self-confidence impacts teacher efficacy and principals consider it as one of the most influential motivators of behavior (Bandura, 1986). Bandura (1977) suggested that one’s perception of self-confidence impacts our ability to achieve. This study will entail highlighting teacher perception as it relates to the NYC Advance rating system. The methodology presented in chapter three will involve investigating teacher perception of the evaluation system, the feedback process and professional development and what impact if any the evaluation system has had on their teaching practice.

CHAPTER THREE: METHODOLOGY

Introduction

The purpose of this research study is to examine teachers' perception regarding the Advance Teacher Evaluation System, its value and impact in New York City. The research questions focused on investigating whether teachers believe that the Advance Evaluation System (aligned to the Danielson Framework) has value or impacts their instructional practice. The aim of this study is to investigate the levels to which teachers perceive the evaluation system to be a tool that provides effective feedback that affects teacher effectiveness and to determine if there is a difference in perception between teachers in high performing schools or low performing schools. The design for this study is a quantitative method. This method will include an online survey that will be composed of twenty questions directly aligned to the research questions.

Chapter three explains the background and the reasons why this research study is relevant to the evaluation process in New York City. Chapter three includes a description of the methods used to answer the research questions. Following the explanation of design, the researcher includes an explanation of selection criteria and an explanation of data collection and analysis.

Research Questions

The purpose of this study was to measure teacher perception as it relates to the evaluation process and the extent to which teachers believe the use of the evaluation process impacts teacher effectiveness and practice. The following research questions were used for this study:

1. Is there any difference in perception between teachers in high performing and low-performing schools regarding the use of the Danielson framework as part of the Advance Evaluation System?

H1: There is a significant difference in perception between teachers in high performing and low performing schools regarding the use of the Danielson Framework as part of the Advance Evaluation System.

H0: There is no difference in perception between teachers in high performing and low performing schools regarding the use of the Danielson Framework as part of the Advance Evaluation System.

2. Is there any difference in perception between teachers in high performing and low-performing schools regarding the extent to which the Advance Evaluation System impacts collaboration between building leaders and other teachers?

H1: There is a significant difference in perception between teachers in high-performing and low performing schools regarding the extent to which the Advance Evaluation System impacts collaboration between building leaders and other teachers.

H0: There is no difference in perception between teachers in high performing and low performing schools regarding the extent to which the Advance Evaluation System impacts collaboration between building leaders and other teachers.

3. Is there any difference in perception between teachers in high performing and low-performing schools regarding the extent to which building leaders provide clear next steps aligned to professional development opportunities that can improve teacher effectiveness?

H1: There is a significant difference in perception between teachers in high performing and low performing schools regarding the extent to which building leaders provide clear next steps aligned to professional development opportunities

that can improve teacher effectiveness.

H0: There is no difference in perception between teachers in high performing and low performing schools regarding the extent to which building leaders provide clear next steps aligned to professional development opportunities that can improve teacher effectiveness.

4. Is there any difference in perception between teachers in high performing and low-performing schools regarding how the use of the Danielson framework helps them change and improve their classroom practices?

H1: There is a significant difference in perception between teachers in high performing and low performing schools regarding how the use of the Danielson Framework helps change and improve on classroom practices.

H0: There is no difference in perception between teachers in high performing and low performing schools regarding how the use of the Danielson Framework helps change and improve on classroom practices

5. Is there any difference in perception between teachers in high performing and low-performing schools concerning the building leaders' use of teacher evaluation and the feedback process?

H1: There is a significant difference in perception between teachers in high performing and low performing schools concerning the building leaders' use of teacher evaluation and feedback process.

H0: There is no difference in perception between teachers in high performing and low performing schools concerning the building leaders' use of teacher evaluation and feedback process.

Research Design

The purpose of this quantitative study was to investigate teacher perception as it relates to the Advance Evaluation System in New York City public elementary schools. According to Creswell (1994), quantitative research is a type of research that involves “explaining phenomena by collecting numerical data that are analyzed using mathematically based methods.”

Quantitative research allows researchers the opportunity to search for quantities in something and to establish research numerically (Creswell 2009). The study entails using a quantitative approach to collect information (quantities) about teacher perception as it relates to the Advance Evaluation System. The concept behind survey research allowed for a survey design that measured characteristics of the population (teacher perception) with statistical precision. Cohen (1980) discussed the empirical evaluation process, which allows one to determine the degree to which a specific policy (Advance Rating System) fulfills or does not fulfill a particular standard or norm based on teacher perception.

Sample and Sampling Procedures

For this study, two New York City districts were selected. The sampling for this study included a sampling criterion based on New York State and New York City data. The sampling criteria included identifying districts with high percentages of Title 1 eligibility (high poverty- 70% or higher) and districts with an average to low percentage of Title 1 eligibility (low poverty- 50% or below). The criteria included looking at demographics across two districts and four schools with high percentages of minorities (50% or higher). The rationale for this process was to measure perception across four schools that have common demographics that allowed the researcher to examine teacher perception without prejudice. In addition to the similar demographics, the study aimed to find schools across the two districts that showed a difference

in proficiency according to the New York State data.

The first step was reviewing the New York State District Report Cards. The New York State Database has an archive of District Report Cards that shows demographics and statistical data. Upon the completion of this review, four schools across two districts were identified. They were identified as having similar demographics but differences in English Language Arts proficiency performance (levels 3s and 4s). A review of the New York City data allowed for an in-depth data analysis of each of the four schools. The four schools included two schools from district A and two schools from district B (two boroughs).

One similarity in demographics was the fact that all four schools were Title 1 eligible, which indicates that at least 50% or more of students are eligible for free lunch. All four schools had at least 40% or more of students classified as minority students. Two out of the four schools had a high percentage of minority students and a high percentage of disadvantaged students (high poverty rate) performed at a high proficiency rate (40% or higher). While the other two schools with similar demographics (high minority and high poverty rate) continued to struggle to reach proficiency in the New York State English Language Arts Assessment (25% or below). This was an interesting factor because within each district there were schools that, despite the high poverty rate and high percentage of minorities, performed well.

For this study, high proficiency rating is defined as schools whose average is 40% or higher in English Language Arts proficiency (levels 3s and 4s) as measured in the New York State ELA assessment. For the purpose of this study, Low Proficiency is defined as 25% or lower in English Language Arts proficiency (levels 3s and 4s) as measured in the New York State ELA assessment.

The selection criteria was purposeful in an effort to capture teacher perception in an objective manner. According to Maxwell (1996), this type of sampling is a strategy by which scholars select particular settings, persons, or events deliberately to provide pertinent information that they cannot obtain as well from either convenience or probability sampling. The criteria for participant inclusion in this study will be: full-time NYC City teachers (K-5); teachers identified as eligible for the Advance Evaluation System; and teachers with at least three years of experience.

The study included a population of 100 teachers across the four elementary schools K-5 that met the eligibility criteria for this study. Teacher eligibility is defined as follows: Teachers must be categorized as eligible in the New York City Teacher Evaluation System and active in the Advance Evaluation System. Teachers who fell under the prior evaluation rating system of Satisfactory or Unsatisfactory were not eligible to participate in this study. Any teacher identified as F Status was not eligible to participate. This study defines an F status teacher as a teacher who is working part time for the New York City Department of Education; F status teachers are not subject to ratings under the new evaluation system known as Advance. School administrators do not rate Pre-K teachers and Related Service teachers under the Advance Evaluation System. Therefore, they were not able to participate in this study.

The final step in this process included generating an email to principals to elicit participation and to inform superintendents. Upon receiving confirmation of participation from the selected principals, a second distribution of emails was generated to inform teachers of the research study. The second email included the introduction of the researcher, information detailing the purpose and research design and the relevance of the study. Phone conferences with each principal took place in an effort to set up a date to meet the teachers in person to explain the

purpose of the study and the process for participation. After meeting the teachers and explaining the study an email with the link to the teacher perception survey was emailed to each participating school.

The survey included two questions to ensure that eligibility was met. The two questions are as follows:

Question A: Are you active in the Advance Evaluation System?

Question B: Are you a full-time employee?

Additional demographic data collected included number of years teaching, grade level or subject area taught and gender. The researcher labeled additional questions as Questions C, D under demographics.

To ensure a high degree of timely participation, teachers received weekly emails reminding them to complete the online survey. A researcher should establish a high participation rate to ensure validity and interpretation of data collected (Gay, 1996). According to Gay (1987, p. 201), the ideal return rate for a survey is 70% to 100%. For this study, the researcher defined high participation rate as at least 50% across the four schools.

Instrumentation

The data collection instrumentation for this study was a survey containing statements of teacher perceptions of the evaluation process known as the Advance Evaluation System. The instrument is an online survey designed with twenty statements aligned to specific research questions. The first section of the survey contained items related to demographics (A, B, C, and D) which determined eligibility and demographics. The second section of the survey contained statements about building leaders and the participant's perception of how building leaders use the evaluation system and feedback to impact teacher effectiveness. This part of the survey was

pivotal, as it entailed providing information about teacher perception regarding the extent to which they feel building leaders use the evaluation tool effectively. The third section of the survey involved a focus on the teacher evaluation system and the extent to which teachers feel an evaluation system is a tool that can impact teacher effectiveness and growth as it applies to their building. This section allowed for comparison of the teacher perception regarding the evaluator and the evaluation system itself. The fourth section of the survey focused on questions concerning the extent to which teachers perceive that the evaluation system and feedback process shifts their practice and impacts their effectiveness. The researcher designed this section to gain information and insight into the participants' attitude towards changes, results and the impact that the evaluation system has had on teacher effectiveness.

In developing the instrument, the factors for usability were considered. According to Dumas and Redish (1993), usability testing is a method to examine the effectiveness of an instrument which can help a researcher administer and score the instrument as effectively as possible. For this study, the researcher examined usability considerations as follows; the attributes when developing the questionnaire based on current research, literature review, and the school systems' evaluation rubric.

The survey entailed using the Likert Scale. The Likert Scale required participants to decide on their level of agreement, on a four-point scale with responses ranging from strongly agree, agree, disagree and strongly disagree. Robson (1993) suggested that Likert Scales can look interesting to participants and people often enjoy completing a scale of this kind. Based on this notion Robson (1993) suggested that when completing a survey participants will place a greater effort on this type of survey rather than completing it without effort. Neuman (2000, p. 207) stated, "The simplicity and ease of use of the Likert Scale are its real strength."

Data Collection

After receiving IRB approval from The Sage Colleges and New York City DOE, principals were contacted via email to elicit participation. Principals and superintendents were emailed with the specific description of the study. Upon receiving notification from principals of their willingness to participate, teacher emails were requested. Principals were extremely cooperative and provided a list of each qualified participant and their email addresses. In addition, visiting dates during March 2017, were selected to provide teachers the opportunity to meet the researcher and engage in a discussion related to the purpose of the study and the process of the data collection. In total, there were four introduction meetings held before the data collection began. Every participating school was visited, and the meetings were held after school hours for a period of thirty minutes. In addition to meeting the participants, emails were also generated for each participant that clearly defined the purpose and data collection process. The second emailed distribution consisted of an email with a unique electronic survey link via Survey Monkey. The unique link was coded for each school so that responses collected were categorized in either high performing schools or low performing schools. This was pivotal as the research questions aimed to find the difference in perception if any between teachers in high and low performing schools.

The survey included four items (A-D) eliciting eligibility and teacher demographics. A total of twenty statements were used to analyze teacher perception of the Advance Evaluation System. The twenty statements were based on answering the five research questions and aligned to aspects of the evaluation system. Follow up emails were generated weekly to remind teachers to complete the survey. The survey was opened for a month, providing teachers ample time to complete the surveys. Part of the data collection included assigning statements to particular

research questions. Research question one was aligned to survey statements 1-4, research question two was aligned to statements 5-7, etc.

Participants were asked to read each statement and to select a score based on a 1-4 Likert scale (strongly agree, agree, disagree and strongly disagree). Participants were informed that the survey and data collection process would remain confidential and every effort to protect their identity and privacy was put into practice. According to Vogt, Gardner & Haeffele (2012), researchers conducting studies have a responsibility to the people that participate in research studies; this responsibility includes receiving informed consent to participate in the study and ensuring their anonymity. The researcher included a statement of consent in the survey Monkey stating that “participation in the survey implies consent.” In addition, the consent slip informed teachers that the survey was anonymous and did not require the name of the teacher. Teachers completing the Survey Monkey received a survey code so that each person completing the survey remained confidential.

Data Analysis

The researcher analyzed the results of the surveys to examine teacher perception as it relates to the evaluation system and to determine if there was a significant difference in perception between teachers in high performing and low-performing schools regarding how the use of the Advance Evaluation System has changed their instructional practice. The study entailed using inferential statistics, specifically Levene’s test was used to assess the equality of variances for a variable calculated for two or more groups (Gastwirth, Gel & Mia, 2009). This type of statistical analysis helped the researcher determine how one variable compares to another. The study involved comparing the difference in teacher perception between teachers in high performing and low performing schools.

For this study, the researcher used a T-test for each research question to compare the mean scores of the two groups of teachers (high performing and low performing schools). The T-test allowed the researcher to determine if the groups have significantly different means. The researcher also ran descriptive statistics to analyze the participants' background information using SPSS version 24. Results of the T-tests were chosen based on the equality of variance according to the Levene's test. For a significant Levene's test score, the equality of variance assumption is violated because the null hypothesis of the Levene's test states that the variances for the groups are equal. Failure to reject the null hypothesis is the desired result. If the equality of variance assumption is violated, adjustments were made to account for the unequal variances. The results of the t test are presented by survey question grouped within each research questions.

To examine the normality of the questions in the survey, the descriptive statistics were used, specifically the skewness statistics were evaluated for each question. A skewness score of between -1 and +1 is considered normal distribution, and therefore, a t test can be run accordingly. If a skewness statistic is outside of the -1 to 1 range, adjustments would need to be made.

Researcher Bias

In designing this study, much thought was applied to special considerations in an effort to reduce researcher bias. The first was phrasing the survey statements in a manner that did not influence the participants to answer in favor or against, to ensure some type of objectivity. In addition, the expertise of TDEC Coaches was used to ensure that the wording of the questions did not lead to bias. Researcher bias was also reduced by ensuring that survey statements were piloted by field experts (TDEC coaches) before the survey administration.

The second step in reducing researcher bias was ensuring that the eligibility for

participation was outlined for survey participants. This step ensured that the population surveyed met the objective of the study, which resulted in getting survey results in a proper scope. Finally, the researcher outlined a data analysis strategy; this ensured avoidance of misinterpretation of data results.

A researcher cannot eliminate bias. However, the goal is to limit misinterpretation of data and misuse of data (Penwarden, 2015). In addition, to using data correctly, the study entailed using eligibility criteria, which allowed capturing reliable data of pedagogues who engage in the process of participating in the teacher evaluation process.

Validity and Reliability

Considering factors that can impact the validity of a study is pivotal. Validity is one of the main concerns with research. “Any research can be affected by different kinds of factors which, while extraneous to the concerns of the research, can invalidate the findings” (Seliger & Shohamy 1989, p. 95). Researchers have a responsibility to control all factors that can alter the validity of a study.

This study entailed outlining a process to use inferential statistics to generalize findings of a larger group. Part of this process involved identifying factors that can affect external validity. The first factor that was considered is the population characteristics; the population for this study is a targeted population as outlined in the eligibility criteria. The second factor that was considered was the data collection methodology, and the validity of the instrument used. This study included a plan for the data collection using inferential statistics and SPSS to organize the data. Data collection was done promptly, and the survey remained opened only for a one-month time period.

Siegle (2002) suggests that validity is a process that accurately measures a specific

concept in a study. In other words validity is present or valid when the instrument measures the specific concept and inferences about a specific group of people can be made. The researcher will measure internal consistency (reliability) through Cronbach's Alpha using SPSS.

Vogt, Gardner, & Haeffele (2012) discussed the basic questions researchers asked themselves when thinking about validity. The questions for consideration when developing the instrument are:

- 1) Are we truly studying what we intend to study?
- 2) Are the methods we used appropriately for the problem?
- 3) Will the conclusions drawn be accurate?

Based on those questions, the researcher followed a process in designing an effective valid instrument and conducting a review of the literature to examine what other researchers have learned about teacher perception regarding evaluation systems. Second, the researcher examined other instruments from similar studies. Third, a survey on teacher perception was developed based on previous research in the area of teacher perception and efficacy regarding the evaluation process. Fourth, the researcher distributed a survey to ten Teacher Development and Evaluation Coaches (TDEC) for recommendations on improvement of the instrument. The process of distributing the survey to ten TDEC coaches allowed experts to pilot and examine the survey. In the New York City Department of Education, a Teacher Development and Evaluation Coach ensures school leaders have the support they need to implement Advance effectively.

Based on the definition the New York City Department of Education provided, TDEC coaches are experts as they lead the work with the school leaders across the city (Division of School Support & Supervision, 2016). Piloting the survey with TDEC coaches provided a degree of reliability, specifically internal consistency reliability as defined by Vogt, Gardner and

Haefele (2012). Internal consistency reliability refers to how an instrument is used to measure the same concept across multiple items (Vogt, Gardner & Haefele, 2012). If the items on the scale measure the same thing, then they highly correlate. The survey measures teacher perception regarding the evaluation system across three areas (evaluator, system, and impact). The TDEC coaches analyzed the reliability of the survey and provided feedback for improvement.

Summary

The main objective of this study was to examine the difference, if any, in teacher perception about the effectiveness of the teacher evaluation system and principal feedback on their instructional practice of high performing or low performing schools.

This section included a detailed description of a research design to ensure that data collection, interpretation of data, validity, and reliability held constant, and the findings are valid. The researcher considered population and sampling to ensure the right population for a survey and developed an eligibility criterion to control variables that can alter data results. Such variables can include surveying the wrong population. The researcher collected data via an online survey and analyzed using inferential statistics to compare teacher perception. A T test using SPSS version 24 was performed to allow the researcher to organize data results and to compare differences of teacher perception.

The methodology the researcher outlined provides readers with a clear understanding of the various approaches used in answering the research questions. According to Rajasekar, Philominathan and Chinnathambi (2013, p. 22), “Essentially, the research design creates the foundation of the entire research work.” It is important that the researcher present a clear research design for readers to understand the collection and interpretation of data.

The next chapter outlines the data analysis process and the results of the study by

research question.

CHAPTER FOUR: RESULTS

Introduction

The purpose of this research study was to examine teachers' perception regarding the Advance Teacher Evaluation System in terms of its value and impact in New York City. The research questions focus on investigating whether teachers believe that the Advance Evaluation System (aligned to the Danielson Framework) has value or impacts their instructional practice. The aim of this study was to investigate the levels to which teachers perceive the evaluation system to be a tool that provides effective feedback that impacts teacher effectiveness and to determine if there is a difference in perception between teachers in high performing schools or low performing schools. The design chosen for this study is a quantitative method.

A review of the literature outlined the background and the reasons why this research study is relevant to the evaluation process in New York City. In New York City, the Department of Education is currently using the Danielson Framework as part of their Advance Teacher Evaluation System. The Danielson Framework is a tool to improve teacher effectiveness. Throughout this study, teacher effectiveness is discussed as an essential factor that influences student outcomes. The DOE is utilizing the Danielson Framework as the vehicle to improve teacher effectiveness through cycles of observations and feedback. The study also examined teacher efficacy as a factor that can aid teachers in improving practice.

A description of the methods used to answer the research questions is included in this chapter. Following the explanation of design, an explanation of selection criteria is included and an explanation of how data was collected and analyzed. In this chapter, the results of the analyses will be presented and explained. Significance of each test will be evaluated.

The study included a sample range of 100 teachers across elementary schools K-5 who met the eligibility criteria for this study. Teacher eligibility is defined as teachers who are categorized as eligible in the New York City Teacher Evaluation System. Eligible teachers must be active in the Advance Evaluation System. Teachers who are rated under the Advance Evaluation System receive ratings comprised of 60% Measures of Teacher Practice (MOTP) and 40% of State and Local Measures of Student Learning (MOSL).

For this study, series of T-tests were used to answer each research question to compare the mean scores of the two groups of teachers (high performing and low performing schools). The T-test was used to determine if the groups had significantly different means. Descriptive statistics were also run to analyze the participants' background information. The data were organized and analyzed by research question using SPSS version 24.

Research Questions

The study measured teacher perception as it relates to the evaluation process and the extent to which teachers believe the use of the evaluation process impacts teacher effectiveness and practice. The following research questions guided this study:

1. Is there any difference in perception between teachers in high performing and low performing schools regarding the use of the Danielson framework as part of the Advance Evaluation system?

H1: There is a significant difference in perception between teachers in high performing and low performing schools regarding the use of the Danielson Framework as part of the Advance Evaluation System.

H0: There is no difference in perception between teachers in high performing and

low performing schools regarding the use of the Danielson Framework as part of the Advance Evaluation System.

2. Is there any difference in perception between teachers in high performing and low performing schools regarding the extent to which the Advance Evaluation system impacts collaboration between building leaders and other teachers?

H1: There is a significant difference in perception between teachers in high-performing and low performing schools regarding the extent to which the Advance Evaluation System impacts collaboration between building leaders and other teachers.

H0: There is no difference in perception between teachers in high performing and low performing schools regarding the extent to which the Advance Evaluation System impacts collaboration between building leaders and other teachers.

3. Is there any difference in perception between teachers in high performing and low performing schools regarding the extent to which building leaders provide clear next steps aligned to professional development opportunities that can improve teacher effectiveness?

H1: There is a significant difference in perception between teachers in high performing and low performing schools regarding the extent to which building leaders provide clear next steps aligned to professional development opportunities that can improve teacher effectiveness.

H0: There is no difference in perception between teachers in high performing and low performing schools regarding the extent to which building leaders provide

clear next steps aligned to professional development opportunities that can improve teacher effectiveness.

4. Is there any difference in perception between teachers in high performing and low performing schools regarding how the use of the Danielson framework helps them change and improve on their classroom practices?

H1: There is a significant difference in perception between teachers in high performing and low performing schools regarding how the use of the Danielson Framework helps change and improve on classroom practices.

H0: There is no difference in perception between teachers in high performing and low performing schools regarding how the use of the Danielson Framework helps change and improve on classroom practices.

5. Is there any difference in perception between teachers in high performing and low performing schools concerning the building leaders' use of teacher evaluation and the feedback process?

H1: There is a significant difference in perception between teachers in high performing and low performing schools concerning the building leaders' use of teacher evaluation and feedback process.

H0: There is no difference in perception between teachers in high performing and low performing schools concerning the building leaders' use of teacher evaluation and feedback process.

Description of Background of Participants

The participants for this study included elementary school teachers across grades K-5 who are identified as eligible in the Advance Evaluation System. Teachers such as speech

teachers, Pre-K teachers and or related service providers were not eligible to participate in this study because they are identified as ineligible in the Advanced Rating System. Other characteristics in the background of participants included working in Title 1 schools with high poverty (poverty 70% or more) or working in Title 1 schools where the poverty threshold is low (poverty 50% or less). In addition, the sample of schools identified for this study were schools that are high performing (40% or higher in levels 3 or 4) or schools that are low performing (25% or below levels 3 or 4). The high performing schools and the low performing schools have a variable in common, and that is that all schools despite their proficiency and performance levels are all identified as Title 1 schools.

The sampling procedure for this study included a sampling criterion based on New York State and New York City data. The sampling criterion was based on the New York State English Language Arts State Assessment results. This criterion was of high importance because all participating schools have similar demographics that include students classified as economically disadvantaged. The purpose of this sampling criterion was to see the difference in performance across schools and to ensure that a comparison was being made in a purposeful manner. Schools identified as schools with high Title 1 threshold (70% or higher) had performance levels 25% or below, while schools with low Title 1 threshold (50% or less) had performance levels of 40% or higher. In addition, all four schools across two districts, have a minority rate of at least 50% or higher. All participating schools were identified as having a high number of minority students (50% or higher). A total number of 100 teachers received invitations to participate in this study. Invitations were emailed to all eligible participants and data were collected using email invitations sent out from Survey Monkey. Only teachers who met the inclusion criteria were included into the final sample.

After trimming for incomplete responses, there were 47% valid and full responses that were to be included into the final analysis. Table 1 summarizes the respondents by email invitation, and Table 2 summarizes the teachers' responses based the sampling criteria of high and low performance schools (Email Invitations 1, 4 and 5 were high; Email Invitations 2 and 3 were low).

Initial email invitations were sent and follow up invitations and reminders were sent on four separate occasions (May 1st, May 12, May 26 and June 1). The reminders were sent electronically through survey monkey one week apart from each other. Based on the high/low performance criteria, the data were split into two approximately even groups (55.3% vs. 44.7%). Table 1 shows the effort of the researcher to encourage participation as the attempt was made to ensure some equality in the responses collected. This was crucial as equity of distribution is essential when analyzing the data. Table 1 outlines the frequency and percent by email invitation and in Table 2 the frequency of high and low performing schools with the percent of participation is noted. Table 2 shows that there is even distribution in the response rate by high and low performing schools; the valid percent as noted in Table 2 is 55.3% response rate by high performing schools and 44.7% response rate by low performing schools.

Table 1

Raw response summary by email invites

	Frequency	Percent	Valid Percent	Cumulative Percent
Email Invitation 1	10	21.3	21.3	21.3
Email Invitation 2	12	25.5	25.5	46.8
Email Invitation 3	9	19.1	19.1	66.0
Email Invitation 4	9	19.1	19.1	85.1
Email Invitation 5	7	14.9	14.9	100.0
Total	47	100.0	100.0	

Table 2
Responses by high and low performing school

	Frequency	Percent	Valid Percent	Cumulative Percent
High	26	55.3	55.3	55.3
Low	21	44.7	44.7	100.0
Total	47	100.0	100.0	

Table 3 represents demographic background of years of experience in defined ranges of participants background information asked in the survey, respondents reported their years teaching in brackets. Table 3 shows the years of experience of teachers from high performing schools. There were 13 (50.0%) with 10 years or less teaching experience, 11 (42.3%) with between 10 – 20 years teaching experience, and 2 (7.7%) with over 20 years of teaching experience (Table 3). The highest percentage of teaching experience is in the bracket of 4-10 years of teaching with a percent of 38.5%; and the lowest percent of years of teaching experience is in the bracket of 21-30 with a percent of 7.7%.

Table 3

Years of teaching experience from teachers in high performing schools

	Frequency	Percent
1-3	3	11.5
4-10	10	38.5
11-15	3	11.5
16-20	8	30.8
21-30	2	7.7
Total	26	100.0

Table 4 shows grade levels currently taught by the participants. Of the 26 respondents in the high performing schools, there were 4 (15.4%) kindergarten teachers, 2 (7.7%) first grade

teachers, 9 (34.6%) second grade teachers, 10 (38.5%) third grade teachers, 5 (19.2%) fourth grade teachers, and 4 (15.4%) fifth grade teachers (Table 4). The data in Table 4 demonstrates that 53.9% of the teachers participating in this survey teach in the testing grades.

Table 4

Grade currently teaching by teachers in high performing schools

	Frequency	Percent
K	2	7.7
First	2	7.7
Second	8	30.8
Third	8	30.8
Fourth	4	15.4
Fifth	2	7.7
Total	26	100.0

Table 5 represent demographic background of years of experience in defined ranges of participants' background information asked in the survey for the participants in low performing schools. Respondents reported their years of teaching in ranges. There were 13 (61.9%) with 10 years or less teaching experience, 7 (33.3%) with between 10 – 20 years teaching experience, and 1 (4.8%) with over 20 years of teaching experience (Table 5). The data shows that in low performing schools the highest percent of teaching years of experience is 33.3% which represent teachers in the bracket of 3 years of teaching experience. The lowest percentage of teaching experience is in the bracket of 21-30 years with a percent of 4.8%. Table 5 indicates that in low performing schools the teaching experience for ten years or less is at 61.9%. When comparing Table 5 years of teaching experience of low performing schools to Table 3 years of teaching experience of high performing schools, there is a difference in experience. Table 3 indicates that

in high performing schools the teaching experience for ten years or less is at 50%, which is 11.9% lower than that of the low performing schools.

Table 5

Years of teaching experience from teachers in low performing schools

	Frequency	Percent
3	7	33.3
4-10	6	28.6
11-15	3	14.3
16-20	4	19.0
21-30	1	4.8
Total	21	100.0

Table 6 represent the grade level taught by each participant in the low performing schools. Of the 21 respondents in the low performing schools, there were 2 (9.5%) kindergarten teachers, 2 (9.5%) first grade teachers, 5 (23.8%) second grade teachers, 4 (19.0%) third grade teachers, 3 (14.3%) fourth grade teachers, and 5 (23.8%) fifth grade teachers (Table 6). This table shows that most of the participants (low performing schools) are teaching in the testing grades (3-5) with a total percent of 57.1%.

Table 6

Grade currently teaching by teachers in low performance schools

	Frequency	Percent
K	2	9.5
First	2	9.5
Second	5	23.8
Third	4	19.0
Fourth	3	14.3
Fifth	5	23.8
Total	21	100.0

Skewness Statistics and Reference

One of the assumptions prior to running the independent samples t-test was the normality of the distribution. To examine the normality of the questions in the survey, the descriptive statistics were used, specifically the skewness statistics were evaluated for each question. A skewness score of between -1 and +1 is considered normal distribution, and therefore, a t test can be run accordingly. If a skewness statistic is outside of the -1 to 1 range, adjustments will need to be made. According to the results located in Appendix B, all of the skewness statistics for the variables were within the normal distribution range, which means there were no skewed variables in the sample.

Data Analysis

To evaluate each of the 20 questions in the questionnaire, individual t test results were considered. Among the 20 independent samples t test results, the t scores were all negative, which means (when significant) group 1 (high performing schools) always had greater means in terms of perception scores compared to group 2 (low performing schools). Results of the t tests were chosen based on the equality of variance according to the Levene's test. For a significant Levene's test score, the equality of variance assumption is violated because the null hypothesis of the Levene's test states that the variances for the groups are equal. Failure to reject the null hypothesis is the desired result. If the equality of variance assumption is violated, adjustments were made to account for the unequal variances. The results of the t test are presented by survey question grouped within each research questions.

Research Question One Analysis and Findings

Research question one was structured to determine if there were differences in perception

between teachers in high performing and low performing schools regarding the use of the Danielson framework as part of the Advance Evaluation system. In the survey, items regarding the usage of the framework were the first four items (1-4) as noted in Table 7.

H1: There is a significant difference in perception between teachers in high performance and low performance schools regarding the use of the Danielson Framework as part of the Advance Evaluation System.

H0: There is no difference in perception between teachers in high performing and low performing schools regarding the use of the Danielson Framework as part of the Advance Evaluation System.

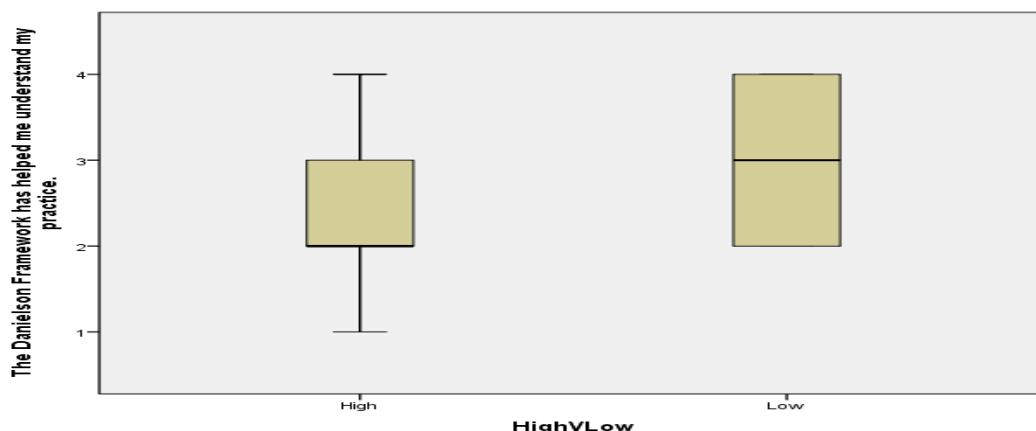
Table 7

Summary of independent samples t results for research question one

Survey Item #	Equal variances	Levene's Test		t-test for Equality of Means					
		Sig.	t	df	Sig.	Mean Diff	95% CI Lower	Diff	Upper
1. The Danielson Framework has helped me understand my practice.	Assumed	.632	-2.29	45	.026	-.59	-1.12		-.07
2. Using the Danielson Framework has helped me shift practice to increase effectiveness as measured on the Advance Evaluation System.	Assumed	.880	-2.23	45	.031	-.53	-1.02		-.05
3. The Danielson Framework is used by my school leaders to provide meaningful feedback.	Assumed	.126	-1.79	45	.079	-.55	-1.18		.06
4. The Danielson Framework is a tool that has helped me identify my professional learning goals.	Assumed	.262	-1.13	45	.261	-.31	-.88		.24

Analysis of survey items one through four. Table seven has all four survey items listed to support answering research question one. The first survey item for research question one is as follows: The Danielson Framework has helped me understand my practice. For this survey item, the equality of variance was assumed, and t score was -2.29 with a corresponding p value of .026, which is significant. Therefore, the null hypothesis is rejected, and there is a significant difference between teachers in high performing schools and teachers in low performing schools in relation to how the Danielson Framework has helped them understand their practice. A box plot labeled Figure 1 shows the difference in perception between teachers in high performing schools and teachers in low performing schools. The teachers in the high performing schools perceived that the Danielson Framework helps them understand their practice. The box plot shows a graphic illustration of the data results, thus demonstrating that the perception of teachers in high performing schools is higher than those in low performing schools. The group statistics for this survey item resulted in a mean of 2.3077 for teachers working in high performing schools and a mean of 2.9048 for teachers working in low performing schools. Using the Likert Scale 1-4, the data shows that the high performing group was more in agreement with the survey statement regarding the use of the Danielson Framework. The significant difference was identified through the t -test, which resulted in a corresponding p value of .026, which is significant.

Figure 1: Data representing survey item one

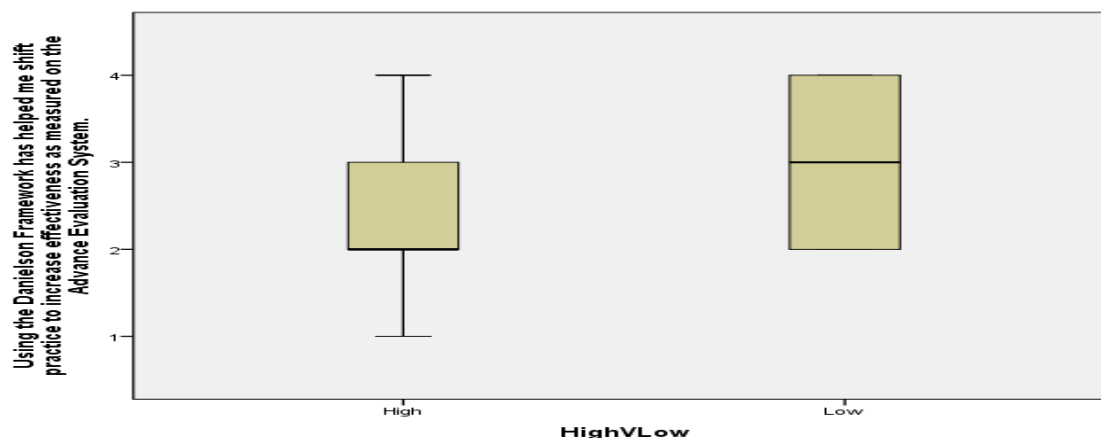


A box plot depicting a graphical representation of the distribution of survey scores/group statistics for survey item one. The box plot shows results using the Likert scale as follows: 1-Strongly Agrees, 2-Agrees, 3-Disagrees and 4-Strongly Disagrees

Survey item two stated: Using the Danielson Framework has helped me shift practice to increase effectiveness as measured on the Advance Evaluation System. For this survey item, the equality of variance was assumed, and t score was -2.23 with a corresponding p value of .031, which is significant. Therefore, the null hypothesis is rejected, and there is a significant difference between teachers in high performing schools and teachers in low performing schools in relation to how the Danielson Framework has helped them shift practice to increase effectiveness as measured on the Advance Evaluation System. Figure 2 shows the difference in perception between teachers in high performing schools and teachers in low performing schools. The teachers in the high performing schools perceive more so than their low performing counterparts that Danielson Framework helps in shifting practice and increasing effectiveness as measured on the Advance Evaluation System. The group statistics for this survey item resulted in a mean of 2.4615 for teachers working in high performing schools and a mean of 3.0000 for teachers working in low performing schools. Using the Likert Scale 1-4, the data shows that the

high performing group was more in agreement with the survey statement regarding the use of the Danielson Framework to shift practice and increase effectiveness. The significant difference was identified through the t-test, which resulted in a corresponding p value of .031, which is significant.

Figure 2: Data representing survey item two

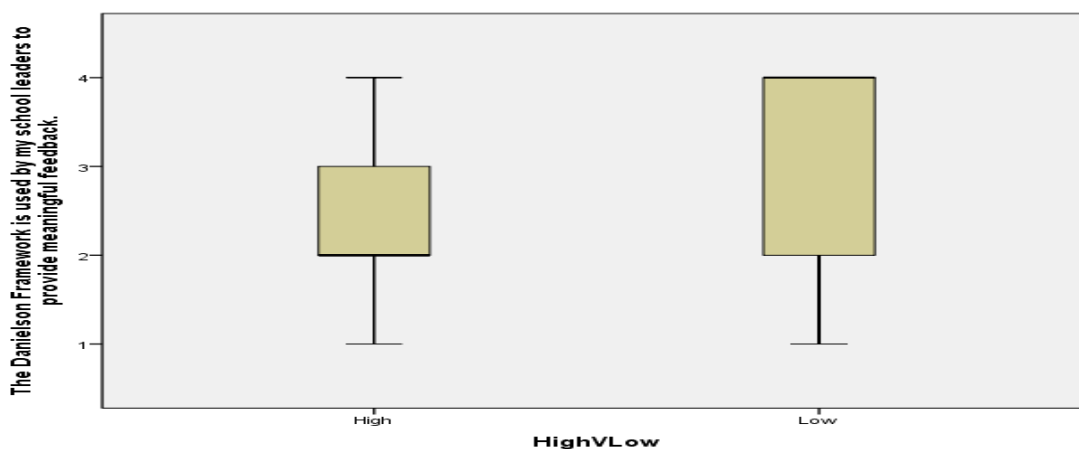


A box plot depicting a graphical representation of the distribution of survey scores/group statistics for survey item two. The box plot shows results using the Likert scale as follows: 1-Strongly Agrees, 2-Agrees, 3-Disagrees and 4-Strongly Disagrees.

Survey item three stated: The Danielson Framework is used by my school leaders' to provide meaningful feedback. For this item, the equality of variance was assumed, and t score was -1.80 with a corresponding p value of .079, which is not significant. Therefore, the null hypothesis is not rejected, and there is not a significant difference between teachers in high performing schools and teachers in low performing schools in relation to how school leaders used the Danielson Framework to provide meaningful feedback. Figure 3 shows the difference in perception between teachers in high performing schools and teachers in low performing schools. The group statistics for this survey item resulted in a mean of 2.5385 for teachers working in

high performing schools and a mean of 3.0952 for teachers working in low performing schools. Using the Likert Scale 1-4, the data shows that the high performing group was more in agreement with the survey statement regarding the use of the Danielson Framework to shift practice and increase effectiveness. However, the t-test had a corresponding p value of .079, which is not significant. This indicates that although the group statistics show some difference, it was not a significant difference based on the t-test. Figure 3 shows a graphical representation of the group statistics mean score for survey item three. According to the t-test there is no significant difference between teachers in high performing schools and teachers in low performing schools in relation to how school leaders use the Danielson Framework to provide meaningful feedback.

Figure 3: Data representing survey item three

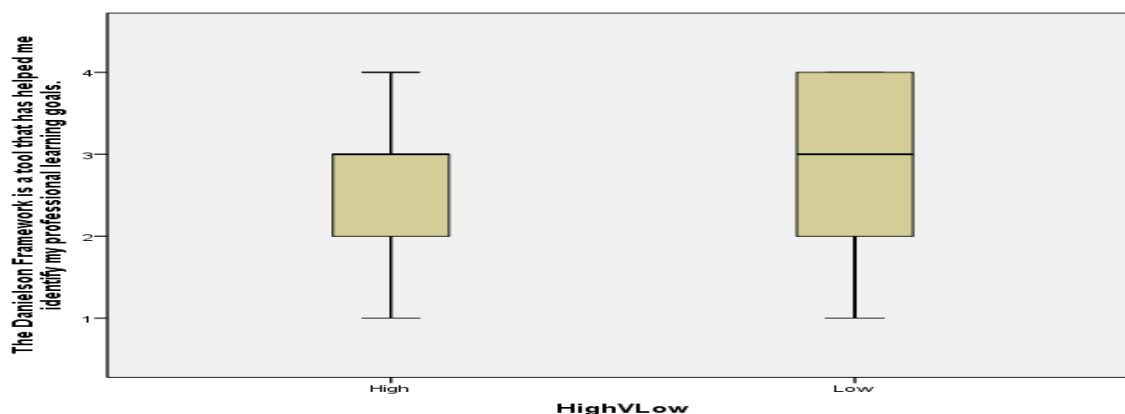


A box plot depicting a graphical representation of the distribution of survey scores/group statistics for survey item three. The box plot shows results using the Likert scale as follows: 1- Strongly Agrees, 2-Agrees, 3-Disagrees and 4-Strongly Disagrees

Survey item four stated: The Danielson Framework is a tool that has helped me identify my professional learning goals. For this item, the equality of variance was assumed, and t score

was -1.14 with a corresponding p value of .261, which is not significant. Therefore, the null hypothesis is not rejected, and there is not a significant difference between teachers in high performing schools and teachers in low performing school in relation to the Danielson Framework and how it has helped them identify professional learning goals. Figure 4 shows the difference in perception between teachers in high performing schools and teachers in low performing schools. The group statistics for this survey item resulted in a mean of 2.5385 for teachers working in high performing schools and a mean of 2.8571 for teachers working in low performing schools. Using the Likert Scale 1-4, the data shows that the high performing group was more in agreement with the survey statement regarding the use of the Danielson Framework as a tool to identify professional learning goals. However, the t-test had a corresponding p value of .261, which is not significant. This indicates that although the group statistics show some difference, it was not a significant difference based on the t-test. Figure 4 shows a graphical representation of the group statistics mean score for survey item four. According to the t-test there is no significant difference between teachers in high performing schools and teachers in low performing schools in relation to using the Danielson Framework to identify professional learning goals.

Figure 4: Data representing survey item four



A box plot depicting a graphical representation of the distribution of survey scores/group statistics for survey item four. The box plot shows results using the Likert scale as follows: 1-Strongly Agrees, 2-Agrees, 3-Disagrees and 4-Strongly Disagrees

Research question one findings. Based on the results from survey items one through four, research question one showed some significant and some non-significant outcome based on the t-test (Table seven). Finding one is that there is a significant difference between teachers in high performing schools and low performing schools in relation to how teachers use the Danielson Framework to understand their practice and how it is utilized by teachers to increase their effectiveness. Teachers in high performing schools agree with the survey statement, while teachers in low performing school disagree, the mean difference between the two groups was $-.59$. Finding two is that there is a significant difference between teachers in high performing schools and teachers in low performing schools in regards to using the Danielson Framework to shift practice and increase effectiveness as measured on the Advance Evaluation System. Teachers in high performing schools agree with the survey statement, while teachers in low performing school disagree, the mean difference between the two groups was $-.53$. Finding three is that there is no significant difference between teachers in high performing schools and teachers in low performing schools in regards to how the school leader use the framework to provide feedback to them. The group statistics for this question showed a difference but the t-test did not result in a significant difference. The mean for teachers in high performing schools was 2.5385 while teachers in low performing schools had a mean of 3.0952 , resulting in a difference of $-.55$. Finding four is that there is no significant difference between teachers in high performing schools and teachers in low performing schools in their perception of how the Danielson Framework helps teachers identify professional learning goals, the mean for teachers in high

performing schools was 2.5385, while teachers in low performing schools had a mean of 2.8571, a difference of -.031. Research question one resulted in some significant difference and some non-significant differences as indicated in Table seven.

Research Question Two Analysis and Findings

The intent of research question two was to determine if there were any differences in perception between teachers in high performing and low performing schools regarding the extent to which the Advance Evaluation system impacts collaboration between building leaders and other teachers. The corresponding items were survey items five through seven. This research question focused on examining perception between the two groups in regards to how Advance impacts collaboration between school leaders and teachers. As indicated in Table eight, three survey questions were used to answer research question two.

H1: There is a significant difference in perception between teachers in high- performing and low performing schools regarding the extent to which the Advance Evaluation System impacts collaboration between building leaders and other teachers.

H0: There is no difference in perception between teachers in high performing and low performing schools regarding the extent to which the Advance Evaluation System impacts collaboration between building leaders and other teachers.

Table 8

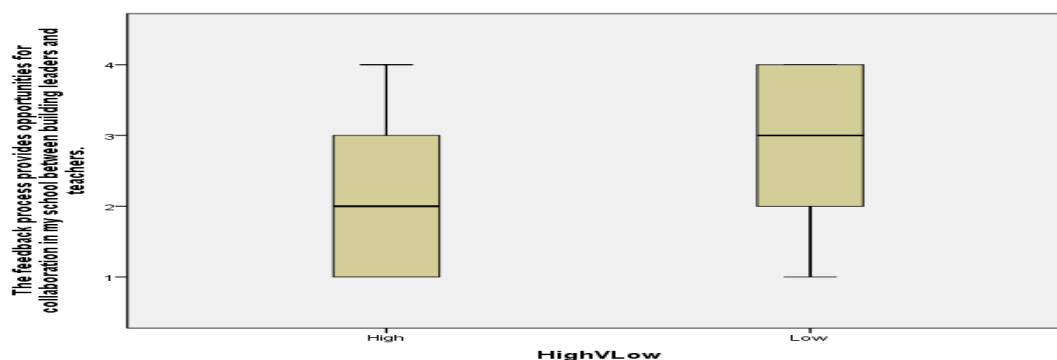
Summary of independent samples t results for research question two

	Equal variances	Levene's Test		t-test for Equality of Means				
		Sig.	t	df	Sig.	Mean Diff	95% CI Lower	Upper
5. The feedback process provides opportunities for collaboration in my school between building leaders and teachers.	Assumed	.151	-2.11	45	.040	-.60	-1.18	-.02
6. I have been involved in collaboration with other teachers as a result of the evaluation process.	Assumed	.195	-2.43	45	.019	-.69	-1.27	-.11
7. There has been an increased amount of collaboration in my school between building leaders and teachers due to the evaluation system.	Assumed	.121	-3.26	45	.002	-.92	-1.49	-.35

Analysis of Survey items five through seven. Table eight has three survey items listed to support answering research question two. Survey item five stated: The feedback process provides opportunities for collaboration in my school between school leaders and teachers. For this question, the equality of variance was assumed, and t score was -2.12 with a corresponding p value of .040, which is significant. Therefore, the null hypothesis is rejected, and there is a significant difference between teachers in high performing schools and teachers in low performing schools in relation to the feedback process and the opportunities it provides for

collaboration between leaders and teachers. Figure 5 shows the difference in perception between teachers in high performing schools and teachers in low performing schools. The teachers in the high performing schools agree with survey item number five. The group statistics for this survey item resulted in a mean of 2.1538 for teachers working in high performing schools and a mean of 2.7619 for teachers working in low performing schools. Using the Likert Scale 1-4, the data shows that the high performing group were more in agreement with the survey statement regarding the feedback process increasing opportunities for collaboration. The significant difference was identified through the t-test, which resulted in a corresponding p value of .040, which is significant.

Figure 5: Data representing survey item five



1-Strongly Agrees, 2-Agrees, 3-Disagrees and 4-Strongly Disagrees

Survey item six stated: I have been involved in collaboration with other teachers as a result of the evaluation process. For this question, the equality of variance was assumed, and t score was -2.43 with a corresponding p value of .019, which is significant. Therefore, the null hypothesis is rejected, and there is a significant difference between teachers in high performing schools and teachers in low performing schools in relation to how the evaluation process has increased their collaboration. Figure 6 shows the difference in perception between teachers in high performing schools and teachers in low performing schools. The teachers in the high

performing schools agree with survey item number six, the group statistics for this survey item resulted in a mean of 1.9231 for teachers working in high performing schools and a mean of 2.6190 for teachers working in low performing schools. Using the Likert Scale 1-4, the data shows that the high performing group was more in agreement with the survey statement regarding the evaluation system and the impact it has on collaboration. The significant difference was identified through the t-test, which resulted in a corresponding p value of .019, which is significant.

Figure 6: Data representing survey item six

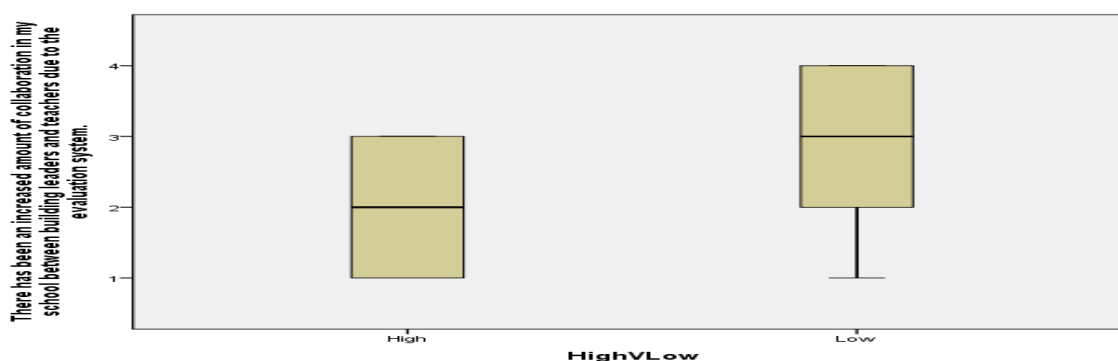


A box plot depicting a graphical representation of the distribution of survey scores/group statistics for survey item six. The box plot shows results using the Likert scale as follows: 1-Strongly Agrees, 2-Agrees, 3-Disagrees and 4-Strongly Disagrees

Survey item seven stated: There has been an increased amount of collaboration in my school between building leaders and teachers due to the evaluation system. For this item, the equality of variance was assumed, and t score was -3.27 with a corresponding p value of .002, which is significant. Therefore, the null hypothesis is rejected, and there is a significant difference between teachers in high performing schools and teachers in low performing schools in relation to collaboration between teachers and leaders due to the evaluation system. Figure 7 shows the difference in perception between the two groups. The group statistics for this survey

item resulted in a mean of 1.8846 for teachers working in high performing schools and a mean of 2.8095 for teachers working in low performing schools. Using the Likert Scale 1-4, the data shows that the high performing group was more in agreement with the survey statement regarding increased collaboration between building leaders and teachers due to the evaluation system. The significant difference was identified through the t-test, which resulted in a corresponding p value of .019, which is significant.

Figure 7: Data representing survey item seven



A box plot depicting a graphical representation of the distribution of survey scores/group statistics for survey item seven. The box plot shows results using the Likert scale as follows: 1-Strongly Agrees, 2-Agrees, 3-Disagrees and 4-Strongly Disagrees

Research question two findings. Based on the results from survey items five through seven, research question two resulted in a significant difference between the two groups, all of the variables included showed significant differences (Table 8). Finding one is that teachers in high performing schools agree that the feedback process provides opportunities for collaboration between building leaders and teachers, while their low performing counterparts disagree, with a mean difference between the two groups of -.60. Finding two is that there is a significant difference between teachers in high performing schools and teachers in low performing schools

in regard to being involved in collaboration with other teachers as a result of the evaluation process, with a mean difference between the two groups of $-.69$. Finding three is that there is a significant difference between teachers in high performing schools and teachers in low performing schools in regard to an increased amount of collaboration in schools between building leaders and teachers due to the evaluation system. The mean difference between the two groups was $-.92$. As a result of the findings, the data suggests that teachers in high performing schools see the value of collaboration more so than their low performing counterparts.

Research Question Three Analysis and Findings

Research question three was structured to determine if there were any differences in perception between teachers in high performing and low performing schools regarding the extent to which building leaders provide clear next steps aligned to professional development opportunities that can improve teacher effectiveness. The corresponding items were survey items 12-15. As indicated in Table nine, the following four survey items were used to answer research question three.

Table 9

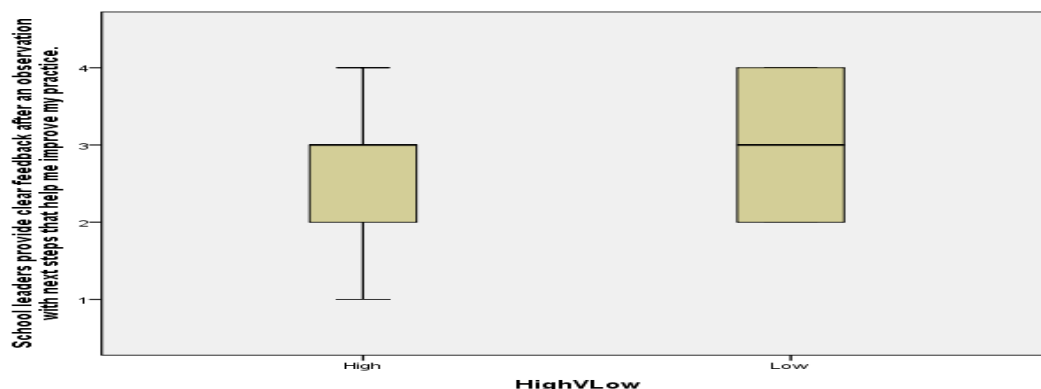
Summary of independent samples t results for research question three

	Equal variances	Levene's Test		t-test for Equality of Means				
		Sig.	t	df	Sig. g.	Mean Diff	95% CI Lower	Diff Upper
12. School leaders provide clear feedback after an observation with next steps that help me improve my practice.	Assumed	.731	-2.47	45	.017	-.63	-1.14	-.11
13. Building leaders effectively link the evaluation outcomes to tailored professional development in the building.	Assumed	.083	-2.41	45	.020	-.65	-1.20	-.10
14. The professional development offered in my school over the last 2 years has had some type of positive impact on my practice.	Assumed	.309	-3.17	45	.003	-.82	-1.35	-.30
15. Professional development opportunities are aligned to my individual needs in specific components.	Not assumed		-2.90	34.795	.006	-.79	-1.34	-.23

Analysis of Survey Items 12-15. Table nine has four survey items listed to answer research question three. Survey item 12 stated: School leaders provide clear feedback after an observation with next steps that help me improve my practice. For this item, the equality of variance was assumed, and t score was -2.48 with a corresponding p value of .017, which is significant. Therefore, the null hypothesis is rejected, and there is a significant difference

between teachers in high performing schools and teachers in low performing schools in relation to their perception about how the school leaders provide clear feedback after an observation with next steps that help improve practice. Figure 8 shows the difference in perception between teachers in high performing schools and teachers in low performing schools. The teachers in the high performing schools agree with survey item number 12, the group statistics for this survey item resulted in a mean of 2.4615 for teachers working in high performing schools and a mean of 3.0952 for teachers working in low performing schools. Using the Likert Scale 1-4, the data shows that the high performing group was more in agreement with the survey statement. The significant difference was identified through the t-test, which resulted in a corresponding p value of .017, which is significant. Based on the data, teachers in high performing schools perceive that school leaders provide feedback after an observation that can help them shift practice, while their low performing counterparts disagree.

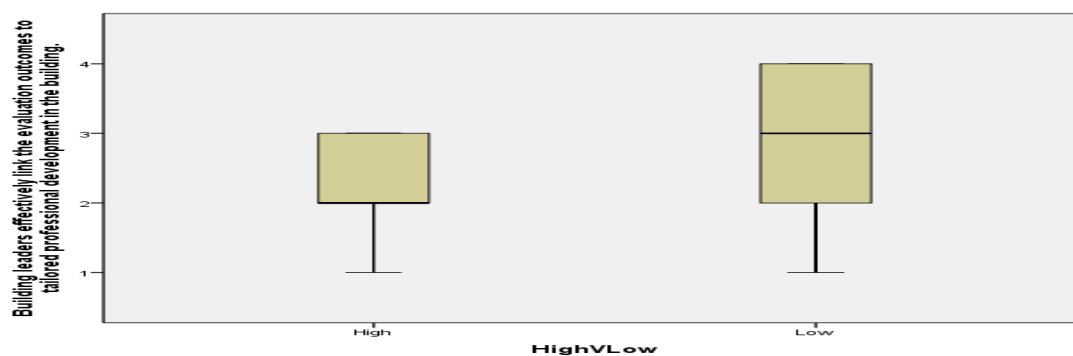
Figure 8: Data representing survey item 12



A box plot depicting a graphical representation of the distribution of survey scores/group statistics for survey item 12. The box plot shows results using the Likert scale as follows: 1-Strongly Agrees, 2-Agrees, 3-Disagrees and 4-Strongly Disagrees

Survey item 13 stated: Building leaders effectively link the evaluation outcomes to tailored professional development in the building. For this question, the equality of variance was assumed, and t score was -2.41 with a corresponding p value of .020, which is significant. Therefore, the null hypothesis is rejected, and there is a significant difference between teachers in high performing schools and teacher in low performing schools in relation to how building leaders link the evaluation outcomes to tailored professional development. Figure 9 shows the difference in perception between teachers in high performing schools and teachers in low performing schools. The teachers in the high performing schools agree with survey item number 13 and the group statistics for this survey item resulted in a mean of 2.1538 for teachers working in high performing schools and a mean of 2.8095 for teachers working in low performing schools. Using the Likert Scale 1-4, the data shows that the high performing group was more in agreement with the survey statement. The significant difference was identified through the t-test, which resulted in a corresponding p value of .020, which is significant

Figure 9: Data representing survey item 13



A box plot depicting a graphical representation of the distribution of survey scores/group statistics for survey item 13. The box plot shows results using the Likert scale as follows: 1-Strongly Agrees, 2-Agrees, 3-Disagrees and 4-Strongly Disagrees

Survey item 14 stated: The professional development offered in my school over the last two years has had some type of positive impact on my practice. For this question, the equality of variance was assumed, and t score was -3.17 with a corresponding p value of .003, which is significant. Therefore, the null hypothesis is rejected, and there is a significant difference in perception between teachers in high performing schools and teachers in low performing schools in relation to the professional development and the positive impact on practice. Figure 10 shows the difference in perception between teachers in high performing schools and teachers in low performing schools. The teachers in the high performing schools perceive more so than their counterparts that professional development impacts practice. The group statistics for this survey item resulted in a mean of 2.0769 for teachers working in high performing schools and a mean of 2.9048 for teachers working in low performing schools. Using the Likert Scale 1-4, the data shows that the high performing group was more in agreement with the survey statement. The significant difference was identified through the t -test, which resulted in a corresponding p value of .003, which is significant.

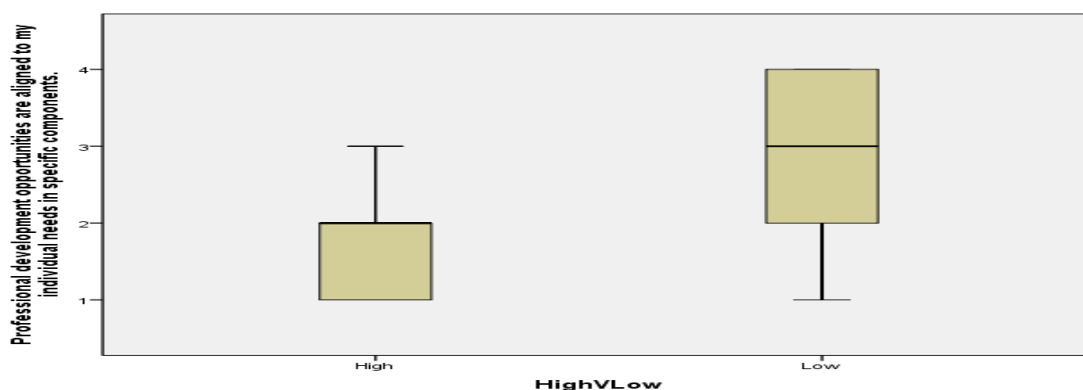
Figure 10: Data representing survey item 14



A box plot depicting a graphical representation of the distribution of survey scores/group statistics for survey item 14. The box plot shows results using the Likert scale as follows: 1- Strongly Agrees, 2-Agrees, 3-Disagrees and 4-Strongly Disagrees

Survey item 15 stated: Professional development opportunities are aligned to my individual needs in specific components. For this item, the equality of variance was not assumed (and adjusted), and t score was -2.90 with a corresponding p value of .006, which is significant. Therefore, the null hypothesis is rejected, and there is a significant difference between teachers in high performing schools and their low performing counterparts in relation to how professional development opportunities are aligned to their individual needs in specific components of the Danielson Framework. Figure 11 shows the difference in perception between teachers in high performing schools and teachers in low performing schools. The group statistics for this survey item resulted in a mean of 1.9231 for teachers working in high performing schools and a mean of 2.7143 for teachers working in low performing schools. Using the Likert Scale 1-4, the data show that the high performing group was more in agreement with the survey statement. The significant difference was identified through the t -test, which resulted in a corresponding p value of .006, which is significant. Teachers in high performing schools agree that the professional development opportunities are aligned to their needs across components of the Danielson Framework, while their low performing counterparts disagree.

Figure 11: Data representing survey item 15



The box plot shows results using the Likert scale as follows: 1-Strongly Agrees, 2-Agrees, 3-Disagrees and 4-Strongly Disagrees

Research question three findings. Based on the results from survey items 12-15, research question three resulted in a significant difference between the two groups, all of the variables included showed significant differences (Table nine). There are three findings for research question three. Finding one is that teachers in high performing schools agree that they receive clear feedback, while teachers in low performing schools disagree and the mean difference between two groups was -.63. Finding two is that teachers in high performing schools agree with the statement that building leaders link evaluation outcomes to professional development opportunities, while teachers in low performing schools disagree and the mean difference between the two groups is -.65. Finding three is that teachers in high performing schools agree with the statement that professional development impacts their practice and that it is aligned to their needs. Based on the data, teachers in high performing schools perceived that school leaders link evaluation outcomes more to professional development, while teachers in low performing schools perceived differently and disagreed.

Research Question Four Analysis and Findings

Research question four was structured to determine if there were any differences in perception between teachers in high performance and low performance schools regarding how the use of the Danielson Framework helps them change and improve on their classroom practices. The corresponding items were survey questions 16-20. This research question focused on examining perception between the two groups in regards to how the use of the Danielson Framework helps teachers change and improve classroom practices. As indicated in Table 10, the following four survey items were used to answer research question four.

Table 10

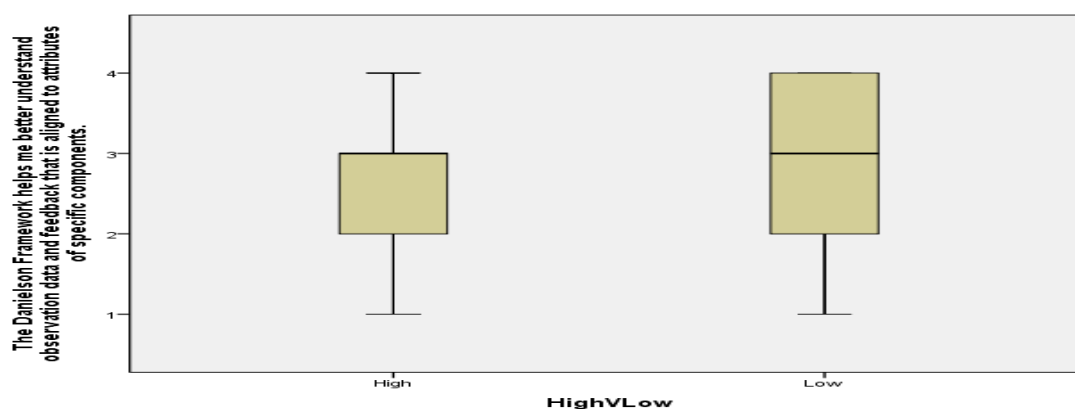
Summary of independent samples t results for research question four

	Equal variances	Levene's Test		t-test for Equality of Means				
		Sig.	t	df	Sig.	Mean Diff	95% CI Diff Lower Upper	
16. The Danielson Framework helps me better understand observation data and feedback that is aligned to attributes of specific components.	Assumed	.682	-2.13	45	.038	-.55	-1.08	-.03
17. The Danielson Framework helps me focus on specific components and attributes that can help me improve my classroom practice.	Assumed	.680	-2.48	45	.017	-.61	-1.11	-.11
18. Using the Danielson Framework has helped me design coherent instruction that engages students.	Assumed	.450	-2.74	45	.009	-.66	-1.15	-.17
19. The Danielson Framework is used effectively in the Advance Evaluation System to impact teacher effectiveness.	Assumed	.274	-2.78	45	.008	-.70	-1.21	-.19
20. The Danielson Framework is used to differentiate learning so that my classroom practice improves.	Assumed	.952	-3.07	45	.004	-.78	-1.30	-.27

Analysis of Survey items 16-20. Survey item 16 stated: The Danielson Framework helps me better understand observation data and feedback that is aligned to attributes of specific

components. For this item, the equality of variance was assumed, and t score was -2.14 with a corresponding p value of .038, which is significant. Therefore, the null hypothesis is rejected, and there is a significant difference in perception between teachers in high performing schools and teachers in low performing schools in relation to how the Danielson Framework helps them understand observation data and feedback aligned to the attributes of specific components found in the Danielson Framework. Figure 12 shows the difference in perception between teachers in high performing schools and teachers in low performing schools. The group statistics for this survey item resulted in a mean of 2.3462 for teachers working in high performing schools and a mean of 2.9048 for teachers working in low performing schools. Using the Likert Scale 1-4, the data shows that the high performing group was more in agreement with the survey statement. The significant difference was identified through the t-test, which resulted in a corresponding p value of .038, which is significant. Teachers in high performing schools perceive that the Danielson Framework helps them understand observation data and feedback, while their low performing counterparts disagree.

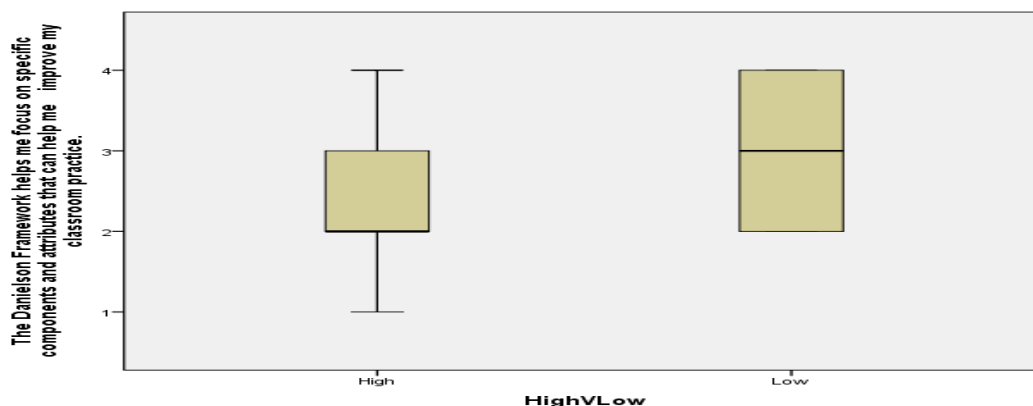
Figure 12: Data representing survey item 16



The box plot shows results using the Likert scale as follows: 1-Strongly Agrees, 2-Agrees, 3-Disagrees and 4-Strongly Disagrees

Survey item 17 stated: The Danielson Framework helps me focus on specific components and attributes that can help me improve my classroom practice. For this item, the equality of variance was assumed, and t score was -2.48 with a corresponding p value of .017, which is significant. Therefore, the null hypothesis is rejected and there is a significant difference between teachers in high performing schools and teachers in low performing schools in relation to the Danielson Framework and how it can help teachers focus on specific components and attributes that can improve practice. The teachers in the high performing schools agree with survey item number 17 and the group statistics for this survey item resulted in a mean of 2.3846 for teachers working in high performing schools and a mean of 3.0000 for teachers working in low performing schools. Using the Likert Scale 1-4, the data show that the high performing group were more in agreement with the survey statement. The significant difference was identified through the t-test, which resulted in a corresponding p value of .017, which is significant.

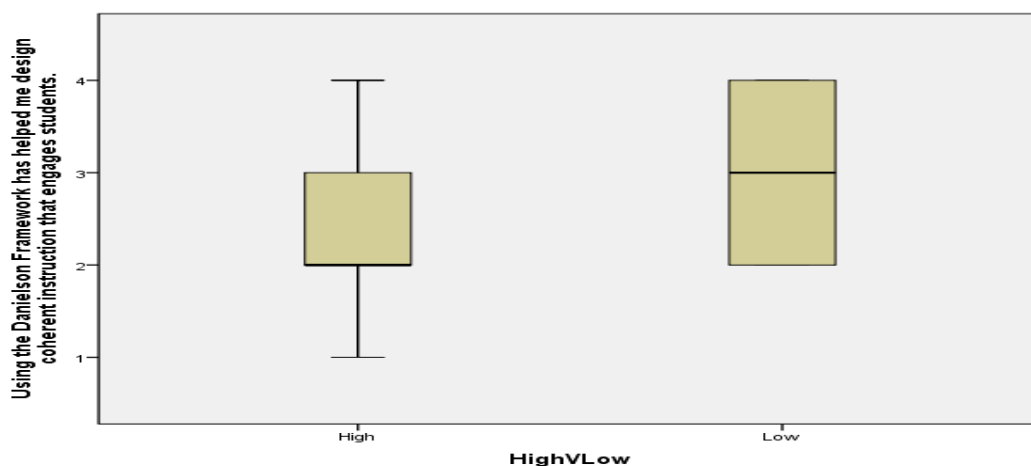
Figure 13: Data representing survey item 17



The box plot shows results using the Likert scale as follows: 1-Strongly Agrees, 2-Agrees, 3-Disagrees and 4-Strongly Disagrees

Survey item 18 stated: Using the Danielson Framework has helped me design coherent instruction that engages students. For this question, the equality of variance was assumed, and t score was -2.75 with a corresponding p value of .009, which is significant. Therefore, the null hypothesis is rejected, and there is a significant difference between teachers in high performing schools and teachers in low performing schools in relation to how the Danielson Framework has helped them design coherent instruction that engages students. The teachers in the high performing schools agree with survey item number 18 and the group statistics for this survey item resulted in a mean of 2.1923 for teachers working in high performing schools and a mean of 2.8095 for teachers working in low performing schools. Using the Likert Scale 1-4, the data show that the high performing group was more in agreement with the survey statement. The significant difference was identified through the t -test, which resulted in a corresponding p value of .009, which is significant.

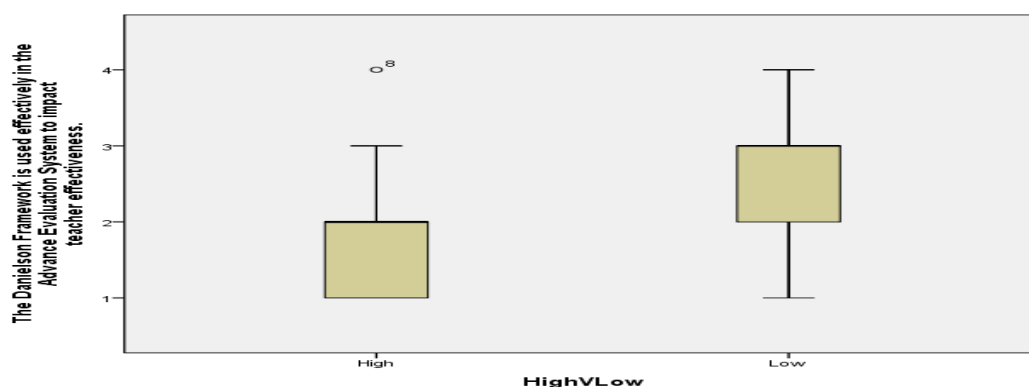
Figure 14: Data representing survey item 18



The box plot shows results using the Likert scale as follows: 1-Strongly Agrees, 2-Agrees, 3-Disagrees and 4-Strongly Disagrees

Survey item 19 stated: The Danielson Framework is used effectively in the Advance Evaluation System to impact teacher effectiveness. For this item, the equality of variance was assumed, and t score was -2.78 with a corresponding p value of .008, which is significant. Therefore, the null hypothesis is rejected, and there is a significant difference between teachers in high performing schools and teachers in low performing schools in relation to how the Danielson Framework is used effectively in the Advance Evaluation System to impact teacher effectiveness. The teachers in the high performing schools agree with survey item number 19 , the group statistics for this survey item resulted in a mean of 1.9615 for teachers working in high performing schools and a mean of 2.6667 for teachers working in low performing schools. Using the Likert Scale 1-4, the data shows that the high performing group was more in agreement with the survey statement. Teachers in high performing schools perceive that the Danielson Framework is used effectively, while their low performing counterparts disagree. The significant difference was identified through the t-test, which resulted in a corresponding p value of .008, which is significant.

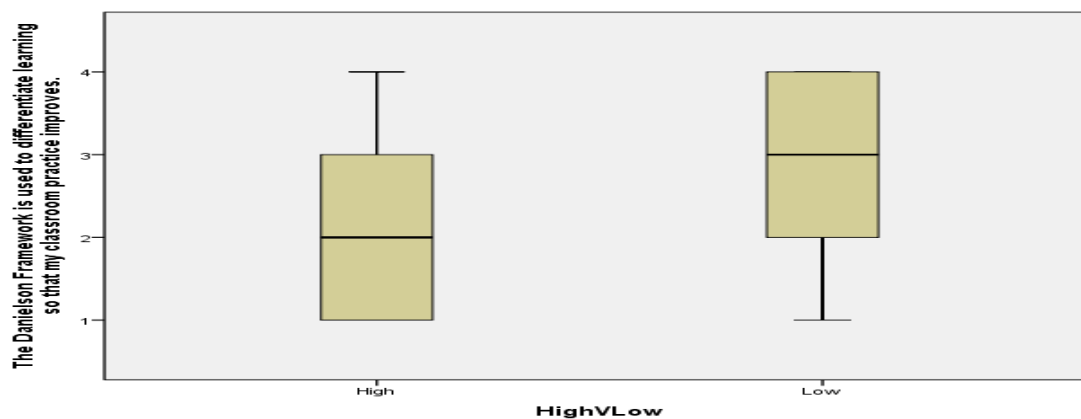
Figure 15: Data representing survey item 19



The box plot shows results using the Likert scale as follows: 1-Strongly Agrees, 2-Agrees, 3-Disagrees and 4-Strongly Disagrees

Survey item 20 stated: The Danielson Framework is used to differentiate learning so that my classroom practice improves. For this question, the equality of variance was assumed, and t score was -3.07 with a corresponding p value of .004, which is significant. Therefore, the null hypothesis is rejected, and there is a significant difference between teachers in high performing schools and teachers in low performing schools in relation to the Danielson Framework and how it is being used to differentiate learning so that practice improves. The teachers in the high performing schools agree with survey item number 20 and the group statistics for this survey item resulted in a mean of 2.1154 for teachers working in high performing schools and a mean of 2.9048 for teachers working in low performing schools. Using the Likert Scale 1-4, the data shows that the high performing group was more in agreement with the survey statement. The significant difference was identified through the t -test, which resulted in a corresponding p value of .004, which is significant. Teachers in high performing schools perceive that the Danielson Framework is used to differentiate learning, while their low performing counterparts disagree.

Figure 16: Data representing survey item 20



The box plot shows results using the Likert scale as follows: 1-Strongly Agrees, 2-Agrees, 3-Disagrees and 4-Strongly Disagrees

Research question four findings. Based on the results from survey items 16-20, research question four resulted in a significant difference between the two groups, all of the variables included showed significant differences (Table 10). There are three findings for research question four. Finding one is that teachers in high performing schools agree with the survey statement about their understanding of the observation data, feedback and their ability to focus on specific competencies to improve practice, while teachers in low performing schools perceived differently. The mean difference between the two groups was $-.55$ for survey item 16 and $-.61$ for survey item 17. Finding two is that teachers in high performing schools agree with the survey statement about their improved ability to design coherent instruction and how Danielson Framework impacts effectiveness, while teachers in low performing schools perceived differently and disagree. The mean difference between the two groups was $-.66$ for survey item 18 and $-.70$ for survey item 19. Finding three is that teachers in high performing schools agree with the survey statement about their ability to differentiate instruction for students based on use of the Danielson Framework, while teachers in low performing schools perceived it differently and disagree. The mean difference between the two groups was $-.78$. Based on the group statistics and the t-test, research question four resulted in a significant difference in perception between teachers in high performing and low performing schools. Teachers in high performing schools more so than their low performing counterparts perceive that the Danielson Framework has helped change and improve classroom practices including the ability to differentiate instruction.

Research Question Five Analysis and Findings

Research question five was structured to determine if there were any differences in perception between teachers in high performing and low performing schools concerning the building leaders' use of teacher evaluation and the feedback process. The corresponding items were survey items 8-11.

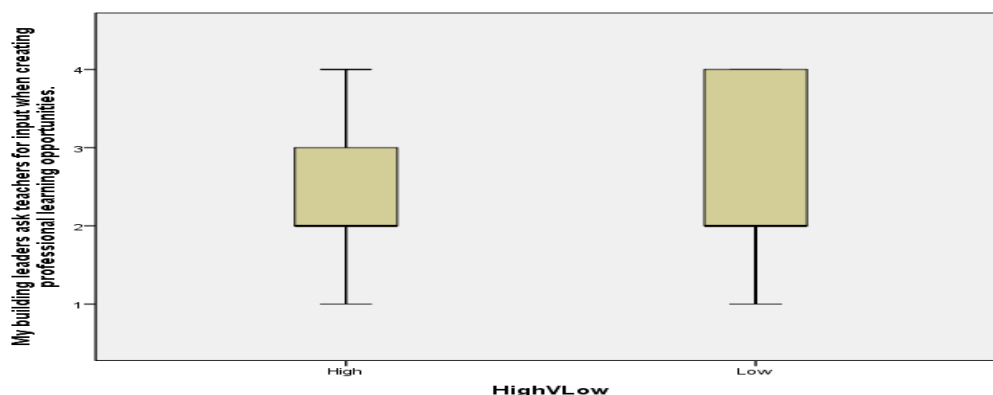
Table 11

Summary of independent samples t results for research question five

	Equal variances	Levene's Test		t-test for Equality of Means				
		Sig.	t	df	Sig.	Mean Diff	95% CI Diff Lower Upper	
8. My building leaders ask teachers for input when creating professional learning opportunities.	Not assumed		-1.89	33.298	.066	-.60	-1.25 .04	
9. Building leaders use the Advance Evaluation system as a vehicle to engage in professional conversations that can impact my practice.	Assumed	.078	-1.58	45	.121	-.47	-1.07 .12	
10. School leaders use the observation cycle to strategically provide learning opportunities that can improve my classroom practice.	Not assumed		-1.72	31.182	.094	-.56	-1.22 .10	
11. The school leaders evaluate me using low inference data aligned to the attributes of the Danielson Framework and align the feedback to the attributes.	Assumed	.892	-1.12	45	.268	-.30	-.86 .24	

Analysis of Survey items eight to 11. Survey item eight stated: Building leaders ask teachers for input when creating professional learning opportunities. For this item, the equality of variance was not assumed (and adjusted), and t score was -1.90 with a corresponding p value of .066, which is not significant. Therefore, the null hypothesis is not rejected, and there is not a significant difference between teachers in high performing schools and teachers in low performing schools in relation building leaders asking for teacher input when creating professional learning opportunities. Figure 17 shows the difference in perception between teachers in high performing schools and teachers in low performing schools. The group statistics for this survey items resulted in a mean of 2.1538 for teachers working in high performing schools and a mean of 2.7619 for teachers working in low performing schools. Using the Likert Scale 1-4, the data shows that the high performing group was more in agreement with the survey statement. However, the t-test had a corresponding p value .066, which is not significant.

Figure 17: Data representing survey item eight



The box plot shows results using the Likert scale as follows: 1-Strongly Agrees, 2-Agrees, 3-Disagrees and 4-Strongly Disagrees

Survey item nine stated: Building leaders use the Advance Evaluation system as a vehicle to engage in professional conversations that can impact my practice. For this question, the equality of variance was assumed, and t score was -1.58 with a corresponding p value of .121, which is not significant. Therefore, the null hypothesis is not rejected, and there is not a significant difference between teachers in high performing schools and low performing schools in relation to building leaders using the Advance Evaluation system as a vehicle to engage in professional conversations that impact practice. Both groups perceive that the Advance Evaluation system is not a vehicle used to engage in professional conversations that can impact practice. Figure 18 shows the difference in perception between teachers in high performing schools and teachers in low performing schools. The group statistics for this survey item resulted in a mean of 2.3846 for teachers working in high performing schools and a mean of 2.8571 for teachers working in low performing schools. Using the Likert Scale 1-4, the data show that the high performing group was more in agreement with the survey statement. However, the t -test had a corresponding p value .121, which is not significant.

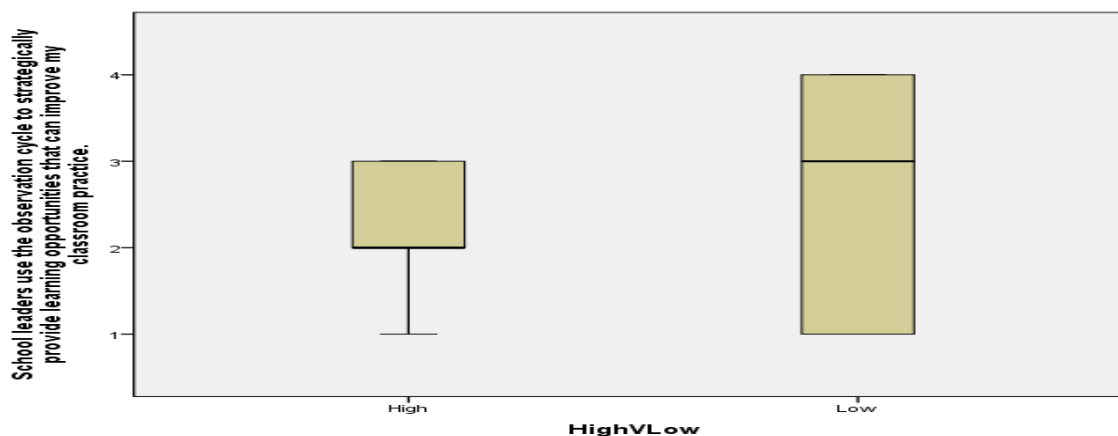
Figure 18: Data representing survey item nine



The box plot shows results using the Likert scale as follows: 1-Strongly Agrees, 2-Agrees, 3-Disagrees and 4-Strongly Disagrees

Survey item 10 stated: Building leaders use the observation cycle to strategically provide learning opportunities that can improve my classroom practice. For this item, the equality of variance was not assumed (and adjusted), and t score was -1.72 with a corresponding p value of .094, which is not significant. Therefore, the null hypothesis is not rejected, and there is not a significant difference between teachers in high performing schools and low performing in relation to how building leaders use the observation cycle to strategically provide learning opportunities that can improve classroom practice. Figure 19 shows the difference in perception between teachers in high performing schools and teachers in low performing schools. The group statistics for this survey item resulted in a mean of 2.1538 for teachers working in high performing schools and a mean of 2.7143 for teachers working in low performing schools. Using the Likert Scale 1-4, the data shows that the high performing group was more in agreement with the survey statement. However, the t -test had a corresponding p value .094, which is not significant.

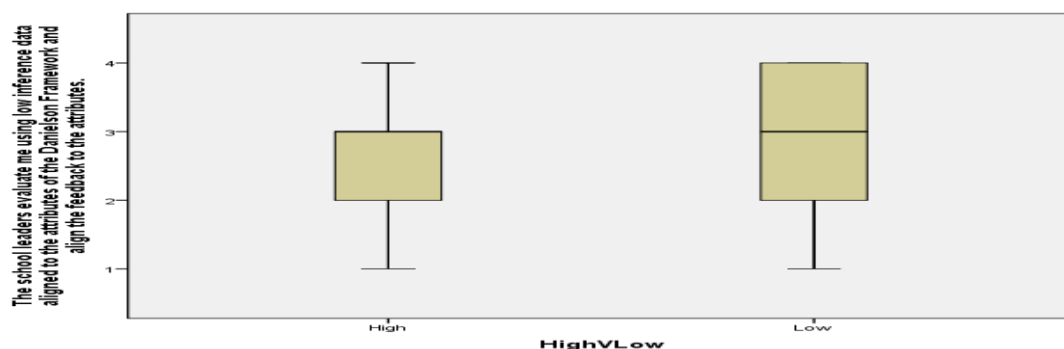
Figure 19: Data representing survey item ten



The box plot shows results using the Likert scale as follows: 1-Strongly Agrees, 2-Agrees, 3-Disagrees and 4-Strongly Disagrees

Survey item 11 stated: The school leaders evaluate me using low inference data aligned to the attributes of the Danielson Framework and align the feedback to the attributes. For this question, the equality of variance was assumed, and t score was -1.12 with a corresponding p value of .268, which is not significant. Therefore, the null hypothesis is not rejected, and there is not a significant difference between teachers in high performing schools and teachers in low performing schools in relation to how school leaders evaluate teachers using low inference data aligned to the attributes of the framework and how the feedback is aligned to the attributes. Both groups have low perception in relation to how school leaders use low inference data aligned to the attributes of the Danielson Framework and they do not perceive that the feedback is aligned to the attributes of the framework. Figure 20 shows the difference in perception between teachers in high performing schools and teachers in low performing schools. The group statistics for this survey items resulted in a mean of 2.5000 for teachers working in high performing schools and a mean of 2.8095 for teachers working in low performing schools. Using the Likert Scale 1-4, the data shows that the high performing group was more in agreement with the survey statement. However, the t-test had a corresponding p value .268, which is not significant.

Figure 20: Data representing survey item 11



The box plot shows results using the Likert scale as follows: 1-Strongly Agrees, 2-Agrees, 3-Disagrees and 4-Strongly Disagrees

Research question five findings. Based on the results from survey items eight through 11, research question five resulted in non-significant outcomes. The t-test results showed non-significance (Table 11) across all survey items. There were four findings for research question five. Finding one is that there is not a significant difference between teachers in high performance and low performance schools in regards to building leaders asking for input when creating professional learning opportunities. Survey item eight showed that the teachers working in high performing schools agreed more with the survey statement, the mean difference for this survey item was -.60, however, the t-test showed that there was no significant difference. Finding two is that there is not a significant difference in perception between teachers in high performance and low performance schools in regards to school leaders using the Advance Evaluation system as a vehicle to engage in professional conversation that can impact practice. Survey item nine showed that the teachers in high performing schools agreed more with the survey statement, the mean difference was -.47, however, the t-test showed no significant difference. Finding three is that there is no significant difference between teachers in high performance and low performance schools in regard to school leaders using the observation cycle to strategically provide learning opportunities that can improve classroom practice. Survey item 10 showed that the teachers in high performing schools agreed more with the survey item, the mean difference was -.56, however, the t-test showed no significant difference. Finding four is that there is no significant difference between teachers in high performance and low performance schools in regard to school leaders evaluating teachers using low inference data aligned to attributes of the Danielson Framework. Survey item 11 showed that teachers in high performing schools agreed more with this survey statement, the mean difference was -.30, however, the t-test showed no significant difference. Based on the results there is no significant

difference in perception between teachers in high and low performing schools in relation to how building leaders use the evaluation process and feedback cycle.

Chapter four presented the findings based on the analyses conducted to answer the research questions. Research question one resulted in some difference in relation to teacher practice and teacher understanding of the Danielson Framework (Table 7). The research question was examined through four survey items and only two survey items showed a significant difference between the two groups. Research question two resulted in a significant difference between the two groups. All of the variables for research question two showed significant differences (Table 8) between teachers in high performing and low performing schools. This question focused on the impact of collaboration between building leaders and other teachers. Teachers in high performing schools clearly believe that the Advance Evaluation impacts collaboration, while teachers in low performing schools perceive differently. Research question three resulted in a significant difference since the t test results were all significant for the survey items pertaining to this research question (Table 9). This question focused on the extent to which the building leaders provide clear next steps aligned to professional development opportunities that can improve teacher effectiveness. Research question four resulted in a significant difference since t-tests were all significant for the survey items pertaining to this question (Table 10). This question focused on how the Danielson Framework helps teachers change and improve classroom practices. Research question five did not result in any significant difference between the two groups. All of the t-test results showed non-significance (Table 11) between the high performing and low performing schools. To conclude, three out of the five questions resulted in a significant difference between teachers in high performing and low performing schools (research question two, three, and four), one research question showed some

significant difference (2 out of the four survey items/research question one), while one research question showed no significant difference (research question five).

It is important to state that although two out of the five research questions did not result in significant differences, there was always a difference in mean between the teachers in high performing schools and teachers in low performing schools; teachers in high performing schools agreed more throughout the survey items than teachers in low performing schools. Research question one had four findings and was aligned to survey items 1-4 (see appendix c). Research question two had three findings and was aligned to survey items five through seven (see appendix c). Research question three had four findings and was aligned to survey items 12-15 (see appendix c). Research question four had four findings and was aligned to survey items 16-20 (see appendix c). Research question five had four findings and was aligned to survey questions 8-11 (see appendix c).

Chapter five will present a summary of findings, conclusions, recommendations for policy, practice and future study. It concludes with the implications of this study on practice.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this study was to explore teachers' perception of and their experiences with the Advance Evaluation System and the Danielson Framework. In particular, this study explored the differences in perception between teachers in high performing schools and teachers in low performing schools as they relate to the Advance Evaluation System and the Danielson Framework.

When implementing a new teacher evaluation system, it is important that teacher perception is taken into account. Teacher effectiveness can only impact student outcomes when teachers build efficacy that will allow them to take a key role in their own professional learning.

This was a quantitative study that included examining teacher perception as it pertains to the teacher evaluation system in New York City. The study was comprised of four elementary schools across two districts in New York City. All schools selected to participate were Title 1 schools and the New York State data report card showed that two out of the four schools were high performing (40% or higher proficiency, NYS ELA assessment) while the other two were low performing (25% or below proficiency, NYS ELA assessment). All schools have a similarity in demographics as their population of minorities is greater than 50%.

Teachers participating in this study must have met the criteria which included being active in the Advance Evaluation System. All participants were teachers across grades K-5; with at least three years of experience in the system.

This chapter has three subsections that include summary of findings, conclusions, and recommendations. The summary of findings section will include a summary of analysis of each

research question; specifically, the findings will detail if there are significant differences in perception between the two groups.

The conclusion section will include important points that will be drawn from the findings of this study. In addition, the response to each research questions is addressed and the relevance to the field of education.

The recommendations section will include detailed implications for policy and practice based on the data analysis and relevance to the field of education. The implications for practice and policy will be supported by literature used in chapter two of the literature review.

A quantitative design was used to examine teacher perception and to compare the differences between teachers in high performing schools and teachers in low performing schools. The survey was administered through SurveyMonkey.com with forty-seven respondents. There were twenty questions designed with a four-point Likert scale with values of 1-strongly agree, 2 agree, 3 disagree, and 4 strongly disagree. The survey questions were aligned to the Danielson Framework, collaboration, professional development and the observation and feedback process.

Advance is the new teacher evaluation system implemented by the New York City Department of Education. The Advance Evaluation system was developed using the Charlotte Danielson Framework. However, NYCDOE has adapted the Danielson Framework to create the new evaluation system. Advance is an evaluation system that is driven by the evaluative process and does incorporate elements of the Danielson Framework which include observation and feedback cycles.

Currently in New York City all school leaders are required to conduct cycles of observation and feedback. This process is the structure that monitors teacher effectiveness across

the selected domains and components of the Advance rubric. School leaders are supported through Job Embedded Support for Advance (JESA) visits. The JESA visits are conducted by the TDEC coaches. A Teacher Development and Evaluation Coach (TDEC) is the trained expert hired by the Department of Education to ensure that school leaders receive training and support throughout the year. Each school district in New York City has a TDEC coach (Advance 2016).

Summary of Findings

This study focused on examining the differences teacher perception in particular the difference between teachers in high performing schools and teachers in low performing schools as it relates to the Advance Evaluation System. Five research questions were used to collect data regarding teacher perception and the difference in perception if any.

Research Question One: Is there any difference in perception between teachers in high performing and low performing schools regarding the use of the Danielson framework as part of the Advance Evaluation system? There were four findings for research question one. Research question one was aligned to survey items 1-4 (see appendix c).

1. There is a significant difference in perception between teachers in high performing schools and low performing schools in relation to how teachers use the Danielson Framework to understand their practice and how it is utilized by teachers to increase their effectiveness.
2. There is a significant difference in perception between teachers in high performing schools and teachers in low performing schools in regard to using the Danielson Framework to shift practice and increase effectiveness as measured on the Advance Evaluation System.

3. There is no significant difference in perception between teachers in high performing schools and teachers in low performing schools in regard to how the school leader uses the framework to provide feedback to them.
4. There is no significant difference in perception between teachers in high performing schools and teachers in low performing schools in their perception of how the Danielson Framework helps teachers identify professional learning goals.

Based on the results from survey items 1-4, research question one resulted in some significant differences and some non-significant outcomes from the t-test. There cannot be an assumption that the two groups agree totally about how the Danielson Framework is used as part of the Advance Evaluation System. However, Appendix F shows that there was a difference in mean across all four survey items for research question one between teachers in high performing and low performing schools. Teachers in high performing schools had a higher mean across all four survey items than teachers in low performing schools.

Research Question Two: Is there a difference in perception between teachers in high performing schools and low performing schools regarding the extent to which the Advance Evaluation System impacts collaboration between building leaders and other teachers? Research question two had three findings. Research question two was supported by survey items 5-7 (see Appendix c).

1. There is a significant difference in perception between teachers in high performing and teachers in low performing schools in regard to the feedback process providing opportunities for collaboration between building leaders and teachers.

2. There is a significant difference in perception between teachers in high performing schools and teachers in low performing schools in regard to being involved in collaboration with other teachers as a result of the evaluation process.
3. There is a significant difference in perception between teachers in high performing schools and teachers in low performing schools in regard to an increased amount of collaboration in schools between building leaders and teachers due to the evaluation system.

Based on the results from survey items five-seven research question two resulted in a significant difference between teachers in high performing and low performing schools. Teachers in high performing schools perceive that Advance has impacted collaboration, while their counterparts, teachers in low performing schools disagree.

Research Question Three: Is there a difference in perception between teachers in high performing and low performing schools regarding the extent to which building leaders provide clear next steps aligned to professional development opportunities that can improve teacher effectiveness? Research question three had four findings. Research question two was supported by survey items 12-15 (see Appendix c).

1. There is a significant difference in perception between teachers in high performing schools and teachers in low performing schools in regard to school leaders providing clear feedback after an observation with next steps that can help improve practice.
2. There is a significant difference in perception between teachers in high performing schools and teachers in low performing schools in regard to school leaders effectively linking the evaluation outcomes to tailored professional development.

3. There is a significant difference in perception between teachers in high performing schools and teachers in low performing schools in regard to the impact that professional development over the course of two years has had on their practice.
4. Finding four is that there is a significant difference between teachers in high performing schools and teachers in low performing schools in regard to professional development opportunities and the alignment to their individual needs in specific components.

Based on the results from survey items 12-15 research question three resulted in a significant difference between teachers in high performing and low performing schools. Teachers in high performing schools perceive that school leaders provide clear next steps aligned to professional development that can shift practice, while their counterparts, teachers in low performing schools disagreed.

Research Question Four: Is there any difference in perception between teachers in high performing and low performing schools regarding how the use of the Danielson Framework helps them change and improve on their classroom practice? Research question four had four findings. Research question two was supported by survey items 16-20 (see Appendix c).

1. There is a significant difference in perception between teachers in high performing schools and teachers in low performing schools in regard to the Danielson Framework and how it helps them understand observation data that is aligned to specific components.
2. There is a significant difference in perception between teachers in high performing schools and teachers in low performing schools in regard to the Danielson Framework

and how it helps them focus on specific components and attributes that help improve classroom practice.

3. There is a significant difference in perception between teachers in high performing schools and teachers in low performing schools in regard to using the Danielson Framework as a tool to help design coherent instruction that engages all students.
4. There is a significant difference between teachers in high performing schools and low performing schools in regard to the Danielson Framework being utilized effectively in the Advance Evaluation System to impact teacher effectiveness.

Based on the results from survey items 16-20 research question four resulted in a significant difference between teachers in high performing and low performing schools. Teachers in high performing schools perceive that the Danielson Framework helps them improve their classroom practice, while their counterparts, teachers in low performing schools disagreed.

Research Question Five: Is there a difference in perception between teachers in high performing and low performing schools concerning the building leaders' use of the teacher evaluation and the feedback process? Research question four had four findings. Research question two was supported by survey items eight-11 (see Appendix c).

1. There is not a significant difference in perception between teachers in high performing and low performing schools in regard to building leaders asking for input when creating professional learning opportunities.
2. There is not a significant difference in perception between teachers in high performing and low performing schools in regard to school leaders using the Advance Evaluation system as a vehicle to engage in professional conversation that can impact practice.

3. There is no significant difference in perception between teachers in high performing and low performing schools in regard to school leaders using the observation cycle to strategically provide learning opportunities that can improve classroom practice.
4. There is no significant difference in perception between teachers in high performing and low performing schools in regard to school leaders evaluating teachers using low inference data aligned to attributes of the Danielson Framework.

Based on the results from survey items eight-11, research question five resulted in no significant difference between teachers in high performing and low performing schools in relation to school leaders' use of the evaluation system and feedback process. All of the t test results showed non-significance. However, across survey items eight-11 teachers in high performing schools had a higher mean than teachers in low performing school (see Appendix F).

In summary the findings demonstrate that three (R2, R3, and R4) out of the five research questions resulted in a significant difference in perception between teachers in high performing schools and teachers in low performing schools in relation to the Advance Evaluation System. One research question (R1) resulted in some significant difference and one research question (R5) resulted in no significant difference in perception between the two groups. Research question five is interpreted as both groups (H & L) perceiving that building leaders are not using the tool effectively and are not providing specific, actionable feedback.

Conclusions

The purpose of this research was to determine teacher perception as it relates to the evaluation system, and the difference if any between teachers in high performing schools and low performing schools. There are two conclusions for research questions one, one conclusion

for research question two, one conclusion for research question three, one conclusion for research question four and one conclusion for research question five.

Research question one conclusions. The first conclusion is that the perception of teachers in the high-performance schools about their ability to understand their practice and how to apply their knowledge of the Danielson Framework to shift practice is significantly higher than the teachers in the low performance schools. The second conclusion is that both the teachers in the high and low performance schools did not perceive that the school leader used the Danielson Framework to provide meaningful feedback or use it to identify professional learning goals.

In looking at conclusion one for research question one, the data indicated that teachers in high performing schools have a higher perception of their ability to understand their practice and apply their knowledge of the Danielson Framework. This can be attributed to the research about teacher efficacy. According to Maehr & Pintrich (1997), efficacy beliefs can increase teacher motivation. Other authors such as Bandura define self-efficacy as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1997, p. 3). Other authors such as Tschannen-Moran (2014), Woolfolk & Hoy (1990) suggest that teacher efficacy is how teachers perceive their ability to achieve the desired outcome of student learning, even with those who may be unmotivated to learn. Teachers in high performing schools are associated with student outcomes that are considered high performing based on the level of proficiency (50% or higher), while teachers in low performing schools might struggle with efficacy due to the low performance of students whose proficiency is below 30%.

Teacher efficacy as noted by research can impact teacher perception and high efficacy can result in teachers having the confidence to take risks and become reflective about their own practice. Teachers who have strong beliefs about their ability are also more likely to take risks and to use new methodology and strategies (Guskey, 1988). Overall, the goal of increasing teacher efficacy is to enhance teacher effectiveness so that there is an impact on student outcomes. According to Hani, Czerniak, & Lumpe (1996) and Ross (1992) teachers with high efficacy beliefs may have a positive impact on student achievement.

In the study of teacher effectiveness, one issue identified is teacher perception and how teachers view the evaluation process. Danielson (2010) argued that teacher perception shifts when using the observation process as a learning tool rather than an evaluative tool.

The second conclusion for research question one is that both groups did not perceive that school leaders use the Danielson Framework to provide meaningful feedback. This conclusion can be aligned to current research that focused on the importance of knowing how to accurately provide feedback as an observer (Archer et. al. 2016). Based on recent research, feedback must contain a number of characteristics that make it impactful. Such characteristics include, trust, evidence, timely feedback, focused and targeted feedback, and collaboration (Begeman, Hertzog, Roberts, 2017).

The purpose of feedback is to support teachers in developing their craft, so their practice is effective and can drive higher student outcomes. However, feedback is not always easy to construct. According to Danielson (2016), feedback will have a greater impact when there is trust between the person providing the feedback and the person receiving the feedback. Based on the Danielson Framework, school leaders must apply feedback that is grounded in evidence of the teaching and learning. The feedback process must include a collaborative conversation between

the feedback giver and the teacher. The process should include making real connections about the evidence linked to the teaching and what effective practices would look like in the particular classroom (e.g., the Danielson Framework for Teaching).

In addition to being timely, feedback should be targeted and focused on the most important aspects of the pedagogical needs. In doing this school leaders and teachers can focus on specific targeted areas and align action steps that can remedy the error in practice and need. The idea is to ensure that the targeted actionable steps are aligned to where the teacher needs to grow and that it is clearly aligned to professional learning that can shift the practice. (Wiggins, 2012).

The feedback process should be collaborative so that the teacher can benefit from truly engaging in analyzing low inference data and making those connections to the practice and attributes within the Danielson Framework. When the feedback is collaborative it will allow for the teacher to engage in her own learning and build some capacity for independent reflection that can help shift practice throughout time (Danielson, 2016).

Teachers need to understand the feedback and what implications next steps in terms of learning can have on their practice. Archer, Cantrell, Holtzman, Joe, Tocci and Wood (2016) stated:

Effective feedback is specific, practical, and focused on improvement. A teacher should leave the feedback conversation with a clear idea of how to put a strategy into immediate use...The specificity of suggestions can make the difference between feedback that feels like judgment and feedback that feels helpful. More important, it makes change in practice possible (Archer et. al. 2016, p.188).

Research question two conclusion. Teachers in high performing schools, more so than their low performing counterparts, value the impact of the Advance Evaluation System to facilitate collaboration. Teachers in high performing schools have the advantage of feeling higher efficacy due to the student outcomes within their schools. Teachers who feel confident about their practice will more likely collaborate and contribute to their own learning.

Teachers in low performing schools might not see the value in collaboration due to how teacher effectiveness is currently defined. Researchers have highlighted teachers as the most influential factor impacting student learning. According to Young et al. (2015), there are many studies supporting the notion that teacher effectiveness does influence student outcomes; however what is less clear is the “how principals evaluate teachers and how this process of teacher evaluation improves teacher performance focused on using research based teacher evaluation systems” (Young et al., 2015, p. 158). Adding to the compounding issues related to teacher evaluation systems is the notion of how “teacher effectiveness” is defined (Young et al., 2015). According to Ingle & Rutledge (2014), teacher effectiveness refers to the ability to impact student achievement positively.

Teachers in high performing schools see the benefit of collaboration to a greater extent than teachers in low performing schools who do not see the same benefit. This can be attributed to the notion discussed by Finnegan (2013) which suggest that a factor that influences teacher efficacy includes social persuasion. Social persuasion as he outlined, deals with the “verbal interaction a teacher experiences about his or her performance and prospects for success from respected others in the teaching context” (Finnegan, 2013, p. 20). In other words, self-efficacy influences effort put forward and the degree of resilience when faced with obstacles (Bandura, 1997).

Research question three conclusion. Teachers in high performing schools, more so than their low performing counterparts, value the feedback and next steps that school leaders provide and see value in the manner in which the school leader connects the evaluation to next steps in practice. This conclusion can be a corollary to their perception of the benefits of collaboration, as stated in the research question two conclusion. In research questions two, the researcher concluded that teachers in high performing schools see the benefit of collaboration, while teachers in low performing schools do not to the same degree. Archer, Cantrell, Holtzman, Joe, Tocci and Wood (2016) stated:

Feedback should sharpen teachers' abilities to analyze their own practice. For that to happen, teachers need to be meaningfully engaged in the feedback conversation. Simply telling teachers what to do differently doesn't help them better understand the relationship between teaching and student learning. (Archer et. al. 2016, p.197)

Research question four conclusion. Teachers in high performing schools believe that the Danielson Framework is a tool that can help them change and improve classroom practice, while teachers in low performing schools do not share the same perception that the Danielson Framework is a tool that can help them change practices to the same extent.

Teachers should not see the feedback process as a time to hear what went wrong or as a session where all developing and ineffective practices are highlighted. The feedback process should be seen as a discussion between two professionals. The Danielson Framework should be utilized as the tool to establish a common understanding of expectations and what effective teaching may look like.

“The feedback giver poses questions that to the teacher that invite input and promote reflection, and the teacher shares his or her ideas and evidence” (Begeman, Hertzog, Roberts,

2017, p.8). Teachers in low performing schools cannot benefit from such evaluation system until they build their efficacy level and engage in collaboration. School leaders must keep in mind that “the most important linguistic skill for (feedback givers) lies in asking the right questions and asking them in the right manner” (Danielson, 2016, p.71).

Research question five conclusion. Both groups perceive that building leaders are not using the evaluation system effectively and that the feedback process is not aligned to attributes of the Danielson Framework. In this study teachers in high performing schools have reported that they have high perception towards the Danielson Framework, collaboration and using feedback to improve their practice. However, both groups have low perception in terms of how school leaders are utilizing the framework in alignment to the specific attributes that would clarify clear next steps. The low perception reported by both groups can be attributed to a number of factors. Such factors can include low trust and untimely feedback, inability to align low inference data to clear next steps, and the lack of preparation by school leaders to effectively provide meaningful feedback. Preparing to share meaningful feedback is not a process that can be rushed. Drago-Severson and Blum-DeStefano (2016) state, “preparing carefully for feedback conversations is one way to convey to those in your care that your attention is firmly and fully with and for them” (Drago-Severson, Blum-DeStefano, 2016, p.133).

School leaders must be skillful in collecting low inference data, using the low inference data to generate questions of practice, aligning low inference data to clear next steps that can shift practice and motivating the teacher to become reflective. Geo, Biggers, & Croft (2012) emphasized the importance behind the role of a principal. School leaders must devote time to the complex and comprehensive teacher evaluation process. Although school leaders have a complex role, educators must place priority in the process of effectively utilizing an evaluation system.

Recommendations

Recommendations for policy. Several recommendations are suggested based on the findings of this study. Three of the recommendations are for policy while two are for practice. The first recommendation for policy is that school leaders should have targeted professional development to develop expertise in providing specific feedback to teachers to shift practice and assimilate the needs of teachers. Currently, observations might be monitored by superintendents and TDEC coaches. However, there should be a practice in place where observations written by principals are evaluated and graded; this can result in remediating a problem in practice where the principal might not be providing clear feedback to a teacher. If superintendents and TDEC coaches monitor the type of feedback that is being provided, they can identify principals who might have good practices and principals who need additional training and assistance; thus, creating a differentiated plan that can build capacity. According to research, teacher quality is a factor that correlates heavily to student learning and success (Darling-Hammond, 1999; Odden, 2004). Based on this notion, teacher evaluation systems have become the central change factor in improving teacher effectiveness. However, a look at school leaders' ability to impact teacher effectiveness is crucial in this process of increasing student outcomes. "The immediate challenge of an evaluation system is that those with the responsibility to ensure good teaching in schools- primarily building administrators- do not always have the skill to differentiate great teaching from that which is merely good, or perhaps even mediocre" (Danielson, 2016, p.20).

Both Danielson (2016) and Fullan (1991) expressed that coherent teaching practice improves student outcomes. However, building leaders need to develop the skills necessary to identify good teaching and to remedy practices that fall below expectations.

The second recommendation for policy is that there should be a budget for the development of building leaders as a mandate for districts to create a professional development plan to target the needs of individual principals. Currently, the borough offices receive the majority of the funding to provide professional development to districts. It is crucial that superintendents receive adequate funding to create their own professional development plans for school leaders. School leaders need to be fully prepared to impact teacher effectiveness through the observation and feedback process and through coaching. School leaders can only impact teacher effectiveness when they have the ability and capacity to do so. Superintendents must coach and develop school leaders so that school leaders can coach and develop teachers. Geo, Biggers, & Croft (2012), state, “the role of instructional leaders comes with certain requirements, including gaining a thorough knowledge of the professional needs of teachers” (p. 13). Danielson noted the importance of “focused and timely feedback” (Danielson, 2007, p.22). According to Geo, Biggers, & Croft (2012), when educators include feedback in the evaluation process, there is the impact on teacher practice. School leaders can only acquire the necessary training if they are developed by superintendents to become effective leaders and coaches.

In addition to the robust training, the third and final recommendation for policy is that school leaders should be evaluated by the TDEC coaches during feedback cycles to monitor the effectiveness of school leaders when collaborating with teachers and providing feedback. Based on the Advance Guide (2016), school leaders are recertified once during each academic year. The recertification process does not include observing how the school leader engages in the observation and feedback cycle. The recertification consists of the district appointed TDEC coach setting up a meeting so that all principals gather to watch selected videos of practice. They grade each video together and discuss findings. These sessions do not include an exit slip, exam

or follow up observation where the TDEC coach can evaluate the principal in the observation and feedback cycle. If teachers are being observed to ensure that their practice is effective or becomes effective, principals should be observed during an actual observation and feedback cycle to assess their competence in providing feedback and designing actionable next steps. Clearly, this should change so that TDEC coaches who are the experts can model for school leaders how to effectively conduct an observation, use low inference data to guide a collaborative conversation, and provide feedback aligned to clear next steps.

School leaders should be able to have the skills needed to be lead evaluators and to develop teacher's ability to shift practice. Currently, there is no professional learning plan for school leaders other than the job embedded visits provided by the TDEC coach and the monthly professional development provided by superintendents. The State Department of Education must hold NYC districts accountable "for tailored plans to develop building leaders to truly become lead evaluators who can recognize the difference between great teaching and mediocre teaching" (Danielson, 2016, p.20).

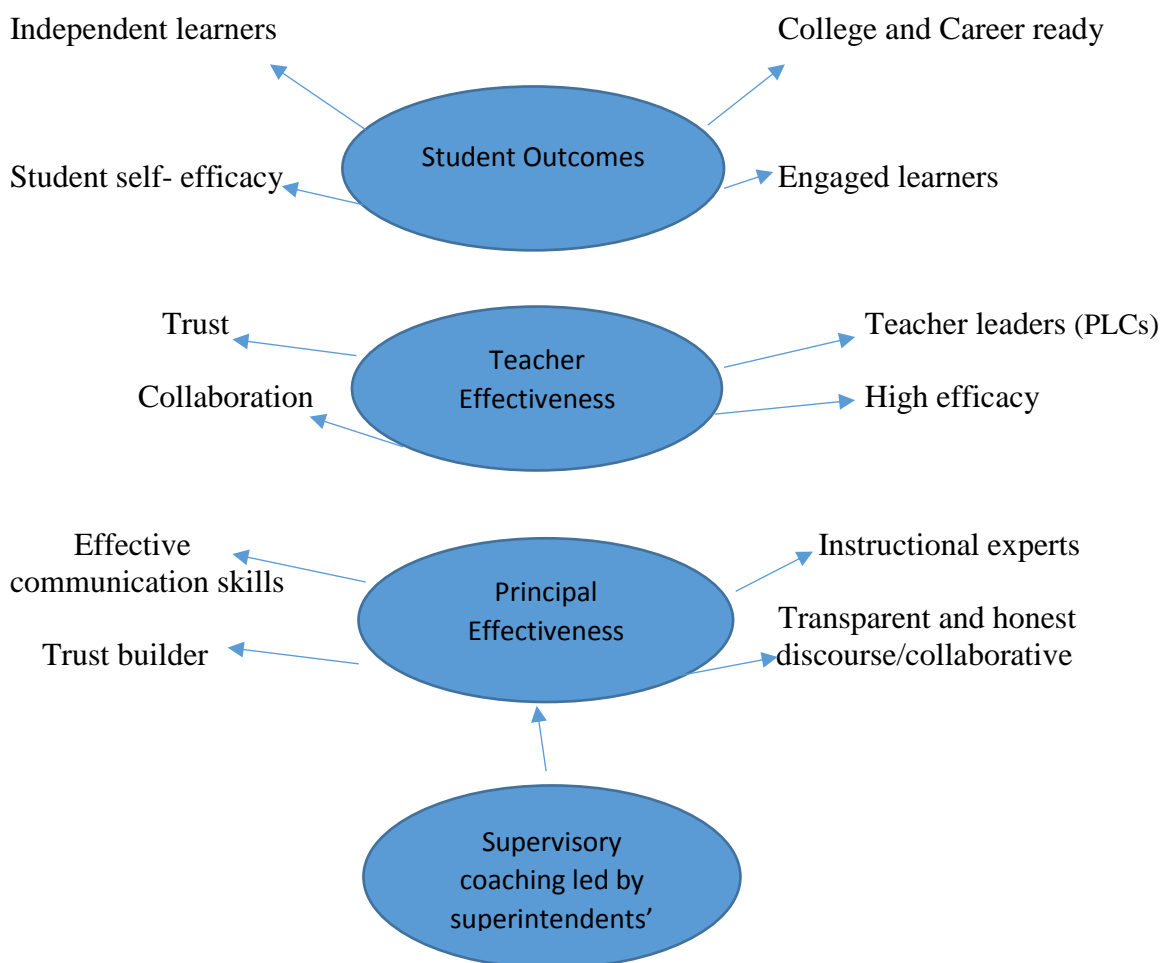
Recommendations for practice. The recommendations for policy require for the State Department of Education to bring changes to Education Law 3012-d (§3012-d). On April 13, 2015, the Governor signed Chapter 56 of the Laws of 2015; this resulted to the addition of Education Law §3012-d. The purpose of this law was to establish a new evaluation system for classroom teachers and building principals. The process of changing policy and amending current education laws can take years. Addition in educational laws or amendments require research that can justify the needed changes in policy. Therefore, practical recommendations should be considered that can improve practice in schools across New York City.

One recommendation for practice is that there be a clear model that can ensure the development of principals and teachers so that student outcomes are impacted. In the field of education, we continue to struggle to raise student achievement. As this study has discussed, teacher effectiveness is in the center of discussion as being a factor that can influence student achievement. However, in order to reach the goal of increasing student outcomes, each individual educator must climb steps that build capacity to reach that goal.

The instructional capacity of school leaders and teachers must be built to better support students; this can be done through supervisory coaching, effective use of evaluation tools and professional learning. Superintendents who are hired as experts in the field must be equipped with the knowledge to develop principals. Principals who are develop will increase their effectiveness which will result in increased teacher effectiveness. When teacher effectiveness is developed, student outcomes will increase.

In this model, principals must understand their role as lead evaluators. This role goes beyond observing and providing feedback. A developed principal is one that can build trust, impact teacher efficacy, use expertise to coach and demonstrate and use the observation and feedback process as a professional development tool to increase teacher effectiveness. A teacher who is developed will demonstrate increased teacher effectiveness, trust in the observation and feedback cycle, collaboration skills, high efficacy and leadership skills.

Figure 20. A Model for Building Effectiveness



The above model addresses the effectiveness of the key personnel that are directly responsible for increasing student achievement. In the above model, superintendents are essential in the development of a school leader.

However, school leaders who are developed can use the model to immediately change practice in their school buildings. One factor that we examine was teacher efficacy. In building teacher efficacy we must build trust, and collaboration. One method that can be implemented is the system of informal instructional rounds. This type of learning can positively impact a teacher's ability to build collaboration and foster trust. The real goal behind instructional rounds is for the teachers who are visiting and observing to compare their pedagogical practices with

those teachers they are observing. This process allows for a collaborative discussion centered on practice to take place between teachers so that an increased level of trust is established and so that teachers can begin to see the benefits of collaboration as part of the evaluation system. Based on Marzano's protocol (2009), instructional rounds are facilitated by teachers and are shorter than a period. Teachers should conduct instructional rounds in groups and debrief later in the day to discuss best practices and to reflect on their own practice. School leaders may also lead rounds, but it is crucial to understand from the outset that the purpose is not to evaluate the teachers being observed.

Based on research conducted by Marzano (2009), instructional rounds are tools that can be used to shift teacher practice and develop collaboration between school leaders and teachers. The big goal behind instructional rounds is to ensure that the teachers are invested in the work and can become reflective of their practice. In addition, to ensuring teachers are invested it can provide a sense of trust and community. During instructional rounds, the process does not always include providing feedback to the teacher that was being observed. The instructional rounds are not part of the Advance Evaluation System, but rather a job embedded opportunity that will increase understanding of practice and collaboration.

When establishing the framework of instructional rounds, school leaders should consider using *The Art and Science of Teaching* (Marzano, 2007), which provides school leaders with various tools that can be implemented to enhance the effectiveness of instructional rounds. In particular there is a tool titled, Marzano Observational Protocol Snapshot Form that can help teachers conduct effective instructional rounds. The protocol focuses teachers and is aligned to questions that include lesson segments that involve routine events that might be observed, lesson

segments that address content and lesson segments that are enacted on the spot (Marzano, 2009).

After conducting instructional rounds, it is important that teachers have time to debrief. All members of the instructional round team can contribute their thoughts based on the protocol that all observations are for practice and learning and not for evaluation purposes. It is important to mention that teachers should not be forced to be the subject of rounds. Usually, the best practice would be to have the school leader along with the instructional cabinet identify teachers who are exhibiting effective teaching practices. Teachers are free to offer their classrooms as lab sites or places for rounds, but they should never be forced.

Teacher evaluation systems have two purposes as discussed in the literature review. The first purpose would be development of teacher practice and the second would be measurement of teacher and student outcomes. This study concludes with the realization that development should be the more influential aspect of the two purposes of an evaluation system. The purpose of the evaluation system should be less focused on measurement of teacher and student outcomes and more focused on teacher development of practice. This process of focusing on the development of teachers can help teachers build high levels of efficacy and trust.

Teacher efficacy, trust, collaboration and implementation of feedback can only impact practice when teachers believe it can. School leaders must be strategic and ensure that teachers are provided with simple opportunities such as instructional rounds (coaching teachers) that can help them become reflective of practice and collaborative. School leaders should participate in instructional rounds as listeners and not evaluators

The second recommendation for practice should be enhancing the ability of building leaders to increase teacher efficacy. This can be done by using the teacher evaluation feedback

process as an opportunity to increase teacher efficacy and build capacity. In examining teacher effectiveness, researchers should discuss the notion of teacher efficacy. Teacher perception and self-efficacy can affect the way they acquire new information and participate in professional development. School leaders are faced with many challenges and demands throughout the school day. However, a key priority for a school leader must be the teaching and learning. The feedback process should be looked at as a conversation. Both the teacher and the school leader should collaboratively make sense of the evidence collected during the observation. Together, they should identify areas of strength and areas that need to be developed. This type of process can help teachers build efficacy.

Implications for Future Research

Teacher effectiveness continues to be a key factor associated with increasing student outcomes. In addition, professional development and meaningful feedback has been identified as essential in the evaluation process. However, future research is needed regarding the effectiveness of principals as lead evaluators in the evaluative process. This study consisted of examining teacher perception through the process of responding to a survey. Future research regarding teacher evaluation system should include examining the perception of the school leader and examining the effectiveness of the school leader as a lead evaluator.

The results of this study tend to point to the need for robust professional development for school leaders and teachers in low performing schools. It would be interesting to inquire whether the professional development practices of teachers and principals in high performing schools are indeed having an effect on the teaching practices over time.

Future research must include opportunities to interview both teachers and school leaders and to compare the perception of both stakeholders. It would be interesting to inquire if

principals in high performing schools see the value of the feedback process as positive as the teachers who work in high performing schools. In addition, a future study must include interviews with principals across high and low performing schools in an effort to examine the type of professional learning and the differences in practice.

A future study would be at a larger scale including more than four New York City schools and including both teachers and school leaders. The study should include both quantitative and qualitative data, thus resulting in a mixed method that can provide more detailed information as to why perception is categorized in specific manners.

The results in this study might be at a small scale, but they can be a starting point in looking at the school leader as a key factor in increasing teacher effectiveness and student outcomes. Hence, there is a need to further examine the reasons why teachers in high performing schools have higher perception than those in low performing schools. The key factors in influencing teacher perception can be informed by interviewing teachers to clarify perceptions from a survey.

Summary

The purpose of this study was to examine teacher perception of the Advance Evaluation System and the difference, if any, between teachers in high performing and low performing schools. The essential core belief used to conduct this research is the notion that teacher effectiveness is a key factor in improving student outcomes.

The most essential conclusion of this study is that the practices of a school leaders following an observation are important in relation to building teacher efficacy, increasing collaboration, and seeing the value in the feedback process. This study found that teachers in high performing schools have a higher perception as it relates to the evaluation system than those

in low performing schools. Teachers in high performing schools perceive a high value in collaboration as it is a vehicle to shift practice. Teachers in low performing schools do not see the value in collaboration and do not feel that collaboration shifts practice. According to Maehar & Pintrich (1997), efficacy beliefs helps shape teacher motivation. Bandura (1997) suggests that personal beliefs in abilities affect behavior, motivation, and the degree of success. Teacher efficacy is essential because teachers who have strong beliefs about their ability are more likely to take risks and to use new methodology and strategies (Guskey, 1998).

Teacher efficacy and perception are essential in the implementation of an evaluation system. Teacher perception as it relates to the feedback provided by the school leader is crucial in relation to teachers' finding value in the feedback they receive. The written feedback must be clear, objective and based on low inference data. An added variable to this process, is that of collaboration. School leaders have to ensure that feedback is also provide relatively quickly after an observation and that the conversation is collaborative and not a one way conversation.

School leaders must also be skilled in knowing how to use the observation and feedback process as a tool to develop professional learning plans that can help a teacher shift practice and increase their level of effectiveness. Charlotte Danielson's Framework is a professional development tool that is supposed to measure growth throughout time. In addition, the framework is supposed to give teachers the opportunities to use feedback to increase effectiveness and to identify learning goals to shift practice. However, the Advance Evaluation System is being utilized as an evaluative tool and not a professional development tool. Although, they are utilizing the Danielson Framework, they are not using it as a vehicle for professional development. Based on the Advance 2016 guide, the evaluation system is a tool to increase teacher effectiveness. However, when school leaders use the Advance Evaluation system, they

are using it to provide teachers with an evaluative rating across eight components (Advance 2016).

The research clearly shows that teacher effectiveness is a key factor in increased student outcomes (Danielson, 2007; Taylor & Tyler, 2012). This study supports that teacher perception is essential in the implementation of an evaluation system. Teacher evaluation is a tool to use to increase teacher effectiveness; however, school leaders must have the skills necessary to use the evaluation system as a tool for professional development that will target teacher effectiveness.

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APPENDIX A

Summary of independent samples t results from individual questions

	Equal variances	Levene's Test		df	t-test for Equality of Means			
		Sig.	t		Sig.	Mean Diff	95% CI Diff Lower Upper	
The Danielson Framework has helped me understand my practice.	Assumed	.632	-2.29	45	.026	-.59	-1.12	-.07
Using the Danielson Framework has helped me shift practice to increase effectiveness as measured on the Advance Evaluation System.	Assumed	.880	-2.23	45	.031	-.53	-1.02	-.05
The Danielson Framework is used by my school leaders to provide meaningful feedback.	Assumed	.126	-1.79	45	.079	-.55	-1.18	.06
The Danielson Framework is a tool that has helped me identify my professional learning goals.	Assumed	.262	-1.13	45	.261	-.31	-.88	.24
5The feedback process provides opportunities for collaboration in my school between building leaders and teachers.	Assumed	.151	-2.11	45	.040	-.60	-1.18	-.02
I have been involved in collaboration with other teachers as a result of the evaluation process.	Assumed	.195	-2.43	45	.019	-.69	-1.27	-.11
There has been an increased amount of collaboration in my school between building leaders and teachers due to the evaluation system.	Assumed	.121	-3.26	45	.002	-.92	-1.49	-.35
My building leaders ask teachers for input when creating professional learning opportunities.	Not Assumed		-1.89	33.298	.066	-.60	-1.25	.04
Building leaders use the Advance Evaluation system as a vehicle to engage in professional conversations that can impact my practice.	Assumed	.078	-1.58	45	.121	-.47	-1.07	.12

School leaders use the observation cycle to strategically provide learning opportunities that can improve my classroom practice.	Not assumed		-1.72	31.182	.094	-.56	-1.22	.10
The school leaders evaluate me using low inference data aligned to the attributes of the Danielson Framework and align the feedback to the attributes.	Assumed	.892	-1.12	45	.268	-.30	-.86	.24
12School leaders provide clear feedback after an observation with next steps that help me improve my practice.	Assumed	.731	-2.47	45	.017	-.63	-1.14	-.11
Building leaders effectively link the evaluation outcomes to tailored professional development in the building.	Assumed	.083	-2.41	45	.020	-.65	-1.20	-.10
The professional development offered in my school over the last 2 years has had some type of positive impact on my practice.	Assumed	.309	-3.17	45	.003	-.82	-1.35	-.30
Professional development opportunities are aligned to my individual needs in specific components.	Not assumed		-2.90	34.795	.006	-.79	-1.34	-.23
The Danielson Framework helps me better understand observation data and feedback that is aligned to attributes of specific components.	Assumed	.682	-2.13	45	.038	-.55	-1.08	-.03
The Danielson Framework helps me focus on specific components and attributes that can help me improve my classroom practice.	Assumed	.680	-2.48	45	.017	-.61	-1.11	-.11
Using the Danielson Framework has helped me design coherent instruction that engages students.	Assumed	.450	-2.74	45	.009	-.66	-1.15	-.17
The Danielson Framework is used effectively in the Advance Evaluation	Assumed	.274	-2.78	45	.008	-.70	-1.21	-.19

System to impact teacher effectiveness. The Danielson Framework is used to differentiate learning so that my classroom practice improves.	Assumed	.952	-3.07	45	.004	-.78	-1.30	-.27
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APPENDIX B

Descriptive statistics for the study variables

	N	Mean	Std. Deviation	Variance	Skewness
The Danielson Framework has helped me understand my practice.	47	2.5745	.92653	.858	.286
Using the Danielson Framework has helped me shift practice to increase effectiveness as measured on the Advance Evaluation System.	47	2.7021	.85757	.735	.197
The Danielson Framework is used by my school leaders to provide meaningful feedback.	47	2.7872	1.08219	1.171	-.200
The Danielson Framework is a tool that has helped me identify my professional learning goals.	47	2.6809	.95795	.918	.076
The feedback process provides opportunities for collaboration in my school between building leaders and teachers.	47	2.4255	1.01606	1.032	.081
I have been involved in collaboration with other teachers as a result of the evaluation process.	47	2.2340	1.02603	1.053	.261
There has been an increased amount of collaboration in my school between building leaders and teachers due to the evaluation system.	47	2.2979	1.06148	1.127	.160
My building leaders ask teachers for input when creating professional learning opportunities.	47	2.4255	1.07834	1.163	.255
Building leaders use the Advance Evaluation system as	47	2.5957	1.03545	1.072	-.206

a vehicle to engage in professional conversations that can impact my practice.

School leaders use the observation cycle to strategically provide learning opportunities that can improve my classroom practice.

47	2.4043	1.07662	1.159	.095
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The school leaders evaluate me using low inference data aligned to the attributes of the Danielson Framework and align the feedback to the attributes.

47	2.6383	.94237	.888	-.012
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School leaders provide clear feedback after an observation with next steps that help me improve my practice.

47	2.7447	.92002	.846	-.157
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Building leaders effectively link the evaluation outcomes to tailored professional development in the building.

47	2.4468	.97375	.948	.008
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The professional development offered in my school over the last 2 years has had some type of positive impact on my practice.

47	2.4468	.97375	.948	.008
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Professional development opportunities are aligned to my individual needs in specific components.

47	2.2766	.97138	.944	.297
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The Danielson Framework helps me better understand observation data and feedback that is aligned to attributes of specific components.

47	2.5957	.92453	.855	-.121
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The Danielson Framework helps me focus on specific components and attributes that can help me improve my classroom practice.

47	2.6596	.89142	.795	-.026
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Using the Danielson Framework has helped me design coherent instruction that engages students.

47	2.4894	.88151	.777	.233
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The Danielson Framework is used effectively in the Advance Evaluation System to impact teacher effectiveness.	47	2.2766	.92553	.857	.267
The Danielson Framework is used to differentiate learning so that my classroom practice improves.	47	2.4681	.95214	.907	.016
Valid N (listwise)	47				

APPENDIX C



Sage College of Albany

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March 14, 2017

Yazmin Perez
Doctoral Student, The Sage Colleges

IRB PROPOSAL #517-2016-2017
Reviewer: Francesca Durand, Chair

Dear Researchers:

The Institutional Review Board has reviewed your expedited application and has approved your project entitled "Teachers' Perception of the Advance Evaluation System and feedback process."
Good luck with your research.

Please refer to your IRB Proposal number whenever corresponding with us whether by mail or in person.

When you have completed collecting your data you will need to submit to the IRB Committee a final report indicating any problems you may have encountered regarding the treatment of human subjects, if the project goes longer than one year.

Please let me know if you have any questions.

Sincerely,

Francesca Durand, PhD
Chair, IRB

FD/nan

Cc. Dr. Janice White

To Be. To Know. To Do.

APPENDIX D

Participation Letter

Dear Participant:

I am a doctoral student in Educational Leadership at Sage College of Albany. I am conducting a study as part of my doctoral dissertation research to better understand teacher perception as it relates to the Advance Evaluation System in New York City. I will be conducting this study and collecting research under the supervision of Dr. Janice White, Ed.D.

This anonymous survey should take less than 30 minutes to complete. In this survey, you are asked to share your valuable opinions about the Advance Evaluation System and Feedback process. Your participation is anonymous and all information will only be used to examine teacher perception of the Advance Evaluation System and feedback process and to identify differences in perception between teachers in higher performing and low performing schools.

In order to protect your identity and respect your privacy, efforts have been made to make this survey anonymous and voluntary. The survey results will not be associated with individual teachers, but rather a survey code will identify the school and never the pedagogue. I cannot identify you in this study, so I hope that you will feel free to provide your opinion about the Advance Evaluation System. You will be asked to grant permission to use your anonymous responses in my doctoral dissertation. Please note, that once the survey is completed, you are granting permission for your anonymous responses to be used.

I thank you for taking time to complete this survey and supporting my dissertation research. If you have any questions, or would like to speak to me about this survey or study please feel free to contact me at perezy3@sage.edu. Should you have questions concerning your rights as a subject you may contact the chair, Dr. Francesca Durand, at duanf@sage.edu or 518-292-1835 of the International Review Board.

Yazmin Perez

Doctoral Candidate
The Sage Colleges

APPENDIX E

SURVEY USING LIKERT SCALE

Survey items (20): *Answer using scale 1-4 (1 strongly agree, 2 agree, 3 disagree, 4 strongly disagree)*

Research Question	Survey Items
1. Is there any difference in perception between teachers in high performance and low performance schools regarding the use of the Danielson framework as part of the Advance Evaluation system?	<p>1) The Danielson Framework has helped me understand my practice.</p> <p>2) Using the Danielson Framework has helped me shift practice to increase effectiveness as measured on the Advance Evaluation System.</p> <p>3) The Danielson Framework is used by my school leaders to provide meaningful feedback.</p> <p>4) The Danielson Framework is a tool that has helped me identify my professional learning goals.</p>

<p>Research Question Two</p> <p>Is there any difference in perception between teachers in high performance and low performance schools regarding the extent to which the Advance Evaluation system impacts collaboration between building leaders and other teachers?</p>	<p>Survey Items</p> <p>5) The feedback process provides opportunities for collaboration in my school between building leaders and teachers.</p> <p>6) I have been involved in collaboration with other teachers as a result of the evaluation process.</p> <p>7) There has been an increased amount of collaboration in my school between building leaders and teachers due to the evaluation system.</p>
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<p>Research Question three:</p> <p>Is there any difference in perception between teachers in high performance and low performance schools regarding the extent to which building leaders provide clear next steps aligned to professional development opportunities that can improve teacher effectiveness?</p>	<p>Survey Items</p> <p>12) School leaders provide clear feedback after an observation with next steps that help me improve my practice.</p> <p>13) School leaders effectively link the evaluation outcomes to tailored professional development in the building.</p> <p>14) The professional development offered in my school over the last 2 years has had some type of positive impact on my practice.</p> <p>15) Professional development opportunities are aligned to my individual needs in specific components.</p>
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<p>Research Question Four:</p> <p>Is there any difference in perception between teachers in high performance and low performance schools regarding how the use of the Danielson framework helps them change and improve on their classroom practices?</p>	<p>16) The Danielson Framework helps me better understand observation data and feedback that is aligned to attributes of specific components.</p> <p>17) The Danielson Framework helps me focus on specific components and attributes that can help me improve my classroom practice.</p> <p>18) Using the Danielson Framework has helped me design coherent instruction that engages students.</p> <p>19) The Danielson Framework is used effectively in the Advance Evaluation System to impact teacher effectiveness.</p> <p>20) The Danielson Framework is used to differentiate learning so that my classroom practice improves.</p>
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<p style="text-align: center;">Research Question Five</p> <p>Is there a difference in perception between teachers in high performing and low performing schools concerning the building leaders' use of the teacher evaluation and the feedback process?</p>	<p style="text-align: center;">Survey Items:</p> <p>8) My building leaders ask teachers for input when creating professional learning opportunities.</p> <p>9) Building leaders use the Advance Evaluation system as a vehicle to engage in professional conversations that can impact my practice.</p> <p>10) School leaders use the observation cycle to strategically provide learning opportunities that can improve my classroom practice.</p> <p>11) The school leaders evaluate me using low inference data aligned to the attributes of the Danielson Framework and align the feedback to the attributes.</p>
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APPENDIX F

Group Statistics					
	HighVLow	N	Mean	Std. Deviation	Std. Error Mean
The Danielson Framework has helped me understand my practice.	High	26	2.3077	.88405	.17338
	Low	21	2.9048	.88909	.19401
Using the Danielson Framework has helped me shift practice to increase effectiveness as measured on the Advance Evaluation System.	High	26	2.4615	.81146	.15914
	Low	21	3.0000	.83666	.18257
The Danielson Framework is used by my school leaders to provide meaningful feedback.	High	26	2.5385	.94787	.18589
	Low	21	3.0952	1.17918	.25732
The Danielson Framework is a tool that has helped me identify my professional learning goals.	High	26	2.5385	.90469	.17742
	Low	21	2.8571	1.01419	.22131
The feedback process provides opportunities for collaboration in my school between building leaders and teachers.	High	26	2.1538	.88056	.17269
	Low	21	2.7619	1.09109	.23810
I have been involved in collaboration with other teachers as a result of the evaluation process.	High	26	1.9231	.89098	.17474
	Low	21	2.6190	1.07127	.23377
There has been an increased amount of collaboration in my school between building leaders and teachers due to the evaluation system.	High	26	1.8846	.81618	.16007
	Low	21	2.8095	1.12335	.24513
My building leaders ask teachers for input when creating professional learning opportunities.	High	26	2.1538	.83390	.16354
	Low	21	2.7619	1.26114	.27520
Building leaders use the Advance Evaluation system as a vehicle to engage in professional conversations that can impact my practice.	High	26	2.3846	.89786	.17608
	Low	21	2.8571	1.15264	.25153
School leaders use the observation cycle to strategically provide learning opportunities that can improve my classroom practice.	High	26	2.1538	.78446	.15385
	Low	21	2.7143	1.30931	.28571
The school leaders evaluate me using low inference data aligned to the attributes of the Danielson Framework and align the feedback to the attributes.	High	26	2.5000	.94868	.18605
	Low	21	2.8095	.92839	.20259
School leaders provide clear feedback after an observation with next steps that help me improve my practice.	High	26	2.4615	.85934	.16853
	Low	21	3.0952	.88909	.19401
Building leaders effectively link the evaluation outcomes to tailored professional development in the building.	High	26	2.1538	.78446	.15385
	Low	21	2.8095	1.07792	.23522
The professional development offered in my school over the last 2 years has had some type of positive impact on my practice.	High	26	2.0769	.79614	.15614
	Low	21	2.9048	.99523	.21718
Professional development opportunities are aligned to my individual needs in specific components.	High	26	1.9231	.74421	.14595
	Low	21	2.7143	1.05560	.23035
The Danielson Framework helps me better understand observation data and feedback that is aligned to attributes of specific components.	High	26	2.3462	.84580	.16588
	Low	21	2.9048	.94365	.20592
The Danielson Framework helps me focus on specific components and attributes that can help me improve my classroom practice.	High	26	2.3846	.85215	.16712
	Low	21	3.0000	.83666	.18257
Using the Danielson Framework has helped me design coherent instruction that engages students.	High	26	2.1923	.80096	.15708
	Low	21	2.8571	.85356	.18626
The Danielson Framework is used effectively in the Advance Evaluation System to impact teacher effectiveness.	High	26	1.9615	.82369	.16154
	Low	21	2.6667	.91287	.19920
The Danielson Framework is used to differentiate learning so that my classroom practice improves.	High	26	2.1154	.86380	.16941
	Low	21	2.9048	.88909	.19401