ABSTRACT

Prerna Paryani. TEACHER EVALUATION THAT MATTERS: A PARTICIPATORY PROCESS FOR GROWTH AND DEVELOPMENT (Under the direction of Dr. Matthew Militello). Department of Educational Leadership, February 2019.

The purpose of the project was to address changes in a teacher evaluation system that has persisted as the grammar of schooling regarding evaluation for over a century (Cuban, 2013).The participatory action research (PAR) project in a South Asian international school helped a team of the principal and co-practitioners researchers (CPR=6) to implement and co-create an inquiry-based teacher evaluation process that supports teachers in improving their teaching practices and enhancing student engagement. They worked in a professional learning community that focused on peer observations, mutual feedback, and experiential learning that supported their growth as teachers. As a result, we co-designed a teacher growth and development support model for middle school teacher supervision and evaluation.

Findings from three cycles of inquiry demonstrated that CPR team members and teachers' perceptions and reflections about the evaluation system altered as they viewed teacher evaluation as ongoing support, time for reflection, and continuous professional development; they reported that the current practices for classroom observations were "tailor-made" to their individual needs as teachers. The TGDS, which now serves as the formal evaluation process at the middle school, is based on collecting formative evidence on teacher goals that provides teachers with regular, consistent, and feedback. As a result, their teaching practices and level of student engagement changed over the course of three inquiry cycles. The leadership style of the principal shifted to a more distributed leadership approach (Spillane et al., 2001) based on a moral authority (Sergiovanni & Starratt, 2006).

Middle school teachers who are no longer anxious during classroom observations have demonstrated a re-informed sense of their roles as teachers in building a community that includes taking actions with students, themselves, and other teachers regarding the teacher evaluation system. While school districts may have designed the instrumentation for evaluation, the principal could use the processes of the CPR group and cycles of inquiry to better differentiate support for teachers.

TEACHER EVALUATION THAT MATTERS:

A PARTICIPATORY PROCESS FOR GROWTH AND DEVELOPMENT

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DEDICATION

I would like to dedicate the dissertation to our program coordinator, Lynda Tredway,MA, for her utmost guidance, continuous support, and positive encouragement she has provided throughout my time as her student. I have been extremely lucky to work with a supervisor and mentor who cared so much for my work and took interest in everything related to my research and the findings. She responded to my questions and queries promptly, guided me in the right path and gave me valuable suggestions related to my focus of practice – teacher evaluation systems at schools. She encouraged me to go forward and look at different perceptions. I am thankful for her expert advice; God bless you always.

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CHAPTER 1: NAMING AND FRAMING FOCUS OF PRACTICE (FOP)

Introduction

The roots of teacher evaluation and the grammar of schooling regarding evaluation have been in a similar format for over a century (Cuban, 2013). School leaders, administrators, principals, and teachers have recognized the importance for teacher evaluation, and creating a coherent evaluation tool has been serious and a visible part of schools (Danielson &McGreal, 2000). However, the evaluation of teachers in the K-12 educational setting most often becomes one or two events per year of observations with post-conferences when it should be an ongoing and developmental process consisting of frequent observations, constructive feedback and conversations, coaching and modeling (Acheson & Gall, 2013; Glickman, 2004; Stronge, 2005; Marzano &Toth, 2013). While the need for in-service teacher development is clear, how to best enact teacher development and improvement that is useful and meaningful to teachers within the context of a teacher evaluation system is not as clear.

The questions we ask ourselves regarding teacher evaluation systems are: What does good teaching looks like? What are the processes and procedures that lead to an effective support and growth model for teachers that results in student learning? In this chapter, I describe the focus of practice for the participatory action research (PAR) project, how I have determined the focus with the help of a fishbone diagram (see Figure 1). I highlight the political, social, economic, and socio-cultural frameworks surrounding the FoP, an improvement goal for the PAR design, the purpose of the project, research questions, and an overview of the action research design with its study limitations.

The participatory action research project is entitled: Teacher Evaluation That Matters: A Participatory Process for Growth and Development. The project took place at Wells International

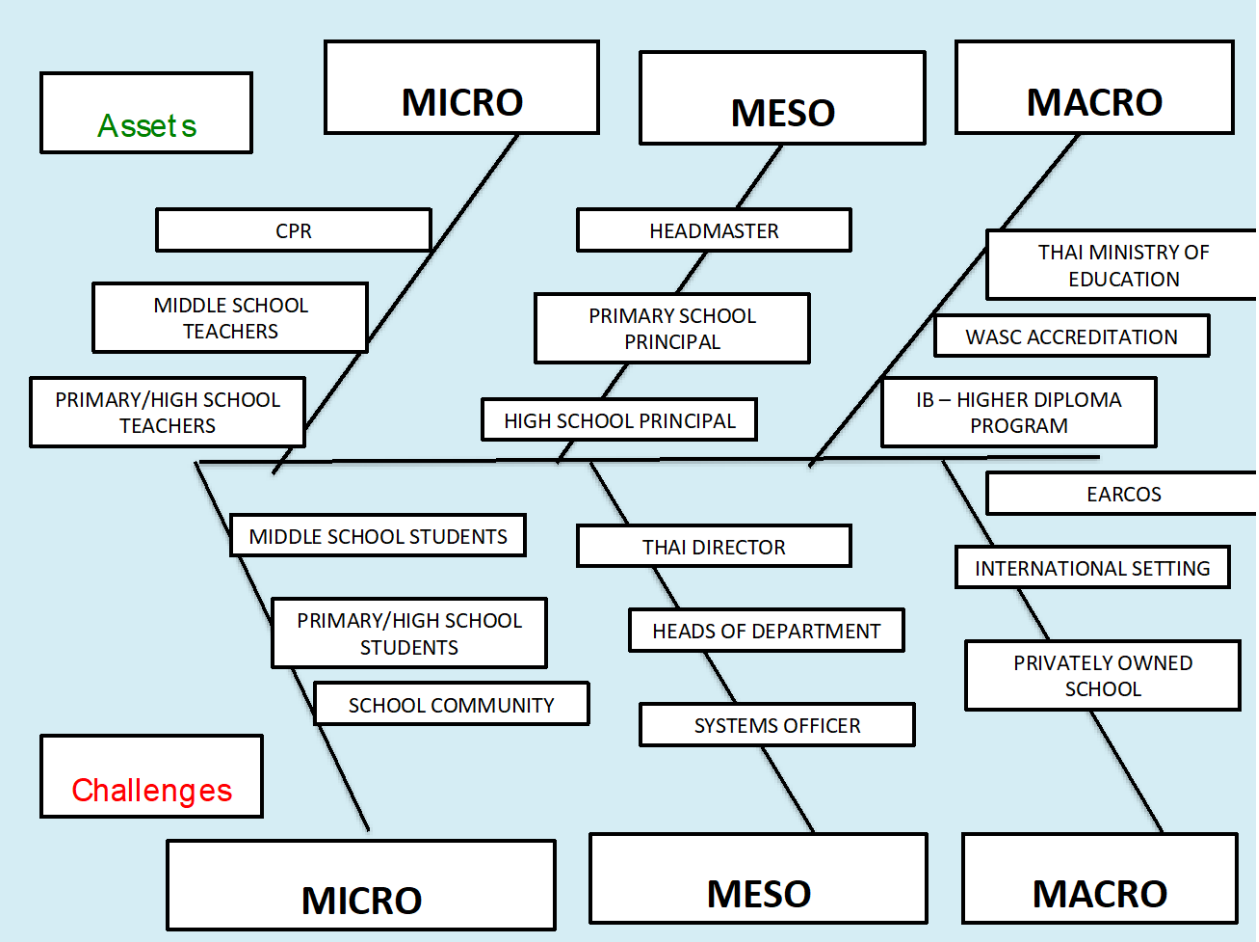


Figure 1. An analysis of macro, meso and micro assets and challenges.

School in Bangkok, Thailand from 2016-2018 and included three inquiry cycles in Fall 2017, Spring 2018 and Fall 2018. Wells occupies three campuses: On Nut, Bang Na, and Thong Lo; the middle school at On Nut shares the campus with a primary school and the high school. Our students are primarily Thai and Chinese, and the middle school has 20 teachers and 130 students. I am the principal of the middle school. The PAR project focused on understanding how to develop an effective teacher evaluation system that is designed to support the growth and development of the teachers, who in turn are responsible for student learning.

Description of Focus of Practice

In today's increasingly competitive global economy, schools are faced with various challenges to meet the needs of all students who are from different cultural backgrounds. Schools clearly have the primary responsibility of producing students who have strong learning outcomes and are prepared for work, family, and citizenship. Nearly all graduates at Wells are from middle class families who view the private education at Wells as a key stepping stone to a university education. That brings into sharp focus the questions we always have about student learning: How do we best determine effective teaching that leads to student success? What is the role of a school principal in ensuring effective student learning? In this section, I describe the evidence of need for the PAR project and the state of teacher evaluation at Wells as I began the project in 2016. Then I discuss the fishbone, an analysis tool of the improvement sciences (Bryk, Gomez, Grunow, & LeMahieu, 2015) and the primary and secondary drivers that will have an effect on the results of the action research project.

Evidence of Need

My journey and involvement with school policies and systems started five years ago when I was first assigned as the middle school principal with responsibility for teacher

effectiveness and student learning. Unlike public systems in the US, principals are chosen based on their roles as lead teachers, and typically they have not had any special preparation as school leaders. I had no professional learning in the area of teacher evaluation, and gradually learned about teacher evaluation from conferences and my own reading; however, the teacher evaluation system was not effective. I observed classrooms using two different methods, but neither the observation tools nor the post-conferences with teachers were useful to teachers to change practice, as they reported to me as the project moved forward. Another factor that motivated me to think about changing my practices was the failure rate of students in middle school, which, when I began this project, was about 40 students at the end of the school year.

State of Teacher Evaluation at Wells

While I was familiar with teacher evaluation systems from conferences and my own reading, I had no specialized training to know how to observe classrooms or provide coaching feedback to teachers. I did institute regular observations on a twice-yearly schedule, chose formats that I thought would be useful to teachers, and met with teachers. However, as Rowan and Raudenbush (2016) indicate, this became more of a *pro forma* process than useful to their development of teachers; we used a process, but it did not appear to be meaningful, and it did not change any teacher practice in the classroom nor seem to change the learning outcomes for students. In Chapter 3 of the proposal, I discuss the context of Wells and analyze more deeply the process of diagnosing how this is a significant issue that needs attention.

In addition, while most of our students are reasonably successful in school, what prompts my focus of practice is the concern about academic achievement as an equity question for all our students. A portion of students' experience academic issues; they fail core subjects, have to go to summer school, and, in general, do not feel successful at our school. We designed a process to

support those students, and we had strong participation, good parent support, and the students who had extra help succeeded. However, my concern was that we needed to address their learning in the classroom and not at the point of academic probation. We have fewer students failing, but we were not able to attain a 100% passing rate.

Keeping in mind that I do not have direct control over what the students are doing in class; as principal, I am only able to observe their performance when I go in for classroom observations. Thus, I know the locus of control for student learning is with teachers; as a result, the focus of practice then shifted to the teachers and understanding the ways that the evaluation process for teachers could be a process of growth and support that was not simply a formal evaluation at mid and end of year. The purpose of the participatory action research project was to emphasize the importance of taking a different approach to understand the act of teaching, especially in the context of teacher evaluation.

The focus of practice (FoP) was to work with six middle school teachers, who became a Co-Practitioner Research group, to co-construct a comprehensive support and growth model. We wanted to research models of teacher evaluation, co-create a context-specific teacher evaluation model, pilot it with a group of teachers and get feedback, revise the model and implement it as a way to ensure stronger positive outcomes for middle school students. We thought that the implementation of this growth and support model the school could be an important and crucial resource for effective teaching and learning; further, we expected to design the process to support teachers to make sure all students have the differentiated attention they needed to succeed. As for teachers, they worked together in a professional learning community format, they co-constructed for a teacher evaluation model that focused on observations, including peer observations, feedback, and professional learning that supported their growth and development

as teachers. As a start to the process, we investigated the assets and challenges we faced in our context.

Fishbone: Macro/Meso/Micro Assets and Challenges

As stated, the middle school at Wells International School, On Nut campus was the context of the PAR project. There were assets and challenges at Wells (see Figure 1) that appeared at the macro level of policy, at the meso or middle level in the school organization, and at the micro level of the middle school classrooms. The ways that these levels interacted and affected each other had the potential to have both positive and challenging effects on the participatory action research project. Analyzing these assets and challenges was useful in understanding the full landscape that we needed to consider in the action research project design. The *macro* components or assets of this place are: Wells is an international school in Bangkok with three campuses and American curriculum programs, and the On Nut campus in which the middle school is has three divisions: primary, middle school, and high school. The high school is certified to teach IB curriculum – Diploma Program (DP) to grade eleven and twelve students, but the middle school and primary program at On Nut are not IB programs, while the primary program, for example at Bang Na, is a PYP IB Program. Wells is licensed by the Thai Ministry of Education, and a Thai principal is on each campus. The school is accredited by the Western Association of Schools and Colleges (WASC) since 2009. In addition, Wells is a member of the International Schools Association of Thailand (ISAT) and East Asia Regional Council of Schools (EARCOS). The *meso* or mid-level components are the other teachers at the primary and high school levels and the principals who manage them; the head of school (HOS or headmaster) is responsible for all of the levels. At the organizational level, the processes of teacher evaluation are relatively incoherent, and every level makes decisions about how the teacher evaluation

system operates. The *micro* components or assets were the co-researcher practitioners, the six middle school teachers who agreed to be in the project, the fourteen other middle school teachers, and the middle school students. I indicated that a subset of the middle school students was a challenge in the sense that we are not fully serving the students whose school performance leads to academic probation; that is an ongoing equity issue for us to address.

We generally have flexibility to implement policies at the middle school level for teacher evaluation, teacher schedules, and classroom observations, and no one mandates what to do on a daily basis. However, that presented challenges for coherence as well. In other words, freedom and guidance can be viewed as a double-edge sword. On one hand, as a principal, I had the freedom and autonomy to decide what to do with regard to teacher evaluation, and, on the other hand, the lack of guidance and coherence made it challenging to carry out effective teacher evaluations for teachers. This is explained more fully in Chapter 3 when I address the context of the participatory action research project.

Primary and Secondary Drivers

A set of primary and secondary drivers influenced the outcomes of the PAR project (Bryk et al., 2015). The aim of the project was for me to collaborate with the six middle school teachers to co-construct an innovative and effective teacher growth and development process (see Table 1). The primary drivers were my immediate action space; within that locus of control were myself and the co-practitioner researchers (CPRs). In addition, while most students are not directly involved in the project, because we included class observations of teacher practice and student learning, observation of middle school students and teachers were a primary driver for understanding how equitable instruction is in the classroom and how to co-construct the teacher evaluation model. We planned to include other middle school teachers (n=14) in the PAR to fully

Table 1

Primary and Secondary Drivers that Affect the Action Research Project

Primary Drivers	Secondary Drivers
Co Practitioner Researchers (n=6) held regular meetings to look at evidence and decide next step; they provided information to other middle school teachers	Head of School provided support for the PAR project
Middle school students were a focus of observation to determine equitable practices in the classroom	Two Principals at On Nut Campus (Primary/High school) were in the program and provided feedback and support
Middle school teachers (n=14) had monthly meetings and reviewed new practices; some joined in as the project proceeded	Heads of Department
Principal of Middle School reviewed multiple methods of classroom observation and feedback; collected and analyzed evidence	Teachers (Primary/High school)

understand how to improve equitable teaching and learning of all students. We had regular meetings with the CPR team and the full team of the middle school teachers in which the CPR members were facilitators of the process. Another primary driver was my own learning curve in terms of effective teacher evaluation systems; that occurred as a part of reading for the literature review and practicing different observation and post-conference methods (Acheson & Gal1, 2013; Glickman, 2004), which are discussed more completely in Chapter 2.

Improvement Goal

The overarching goal of the participatory action research (PAR) project was to improve classroom teacher practice and student learning outcomes by co-constructing, designing and implementing a teacher evaluation process that supports the academic challenges of middle school students. Evaluation in this process is seen as one part of a comprehensive system that guides teachers to improve their teaching practices, thereby helping students achieve success in their academic subjects. The processes were intended to serve as a framework that guided and supported teacher growth and development.

The one variable that we could change in this situation in which we were addressing the learning needs of all students was teacher practice. We proposed to co-create a process in which we could evaluate and assess teacher effectiveness in helping students succeed at school and support teachers to improve their classroom practices. The process started with observations of middle school classrooms and students and the analysis of teacher evaluation models. Once the evaluation model, including the ongoing processes for teacher growth and development, was co-constructed and piloted, we used for the middle school. In this section, I restate the purpose, identify the PAR research questions, briefly discuss the PAR design, and detail limitations of the study.

Statement of Purpose

The purpose of this research was to co-construct and design a teacher evaluation process with a team of one administrator and six teachers to enhance student engagement in classrooms for students. Observing and interviewing fourteen other middle school teachers in the middle school community will aid the research inquiry. At the start of PAR, the teacher evaluation process was generally defined as a teacher evaluation framework with these purposes: to observe teacher practice for the purpose of developing a process and a framework; to support teachers' individual and collective growth and development as more effective teachers in professional learning; and to analyze my leadership role as we undertake this project.

Focus of Practice: Research Questions

A detailed description of the different teacher evaluation models is described in the second chapter of this proposal. The teacher evaluation models I examined were models from Danielson (2013), Marzano (2016), Stronge (2017), McRel (2009), and Hawley and Wolf (n.d.).As we analyzed different teaching models, we co-constructed and personalized a teaching model that will support growth and development for the teachers at our school. In the end we settled on using the Oakland Teacher Growth and Development System, which was designed to support teacher in Oakland, California and offered design features that supported the direction of the PAR. Working together in the PAR project provided a platform for teachers, administrators and students to develop new ideas, positive relationships, and innovative teaching styles. Analysis of the research findings that emerged from the self-study supported transfer to classroom practice. In light of this, the research questions and sub-questions for this action research design are as follows:

How can a middle school team (administrator and teachers) co-construct an innovative and effective teacher evaluation process?

Sub-questions:

1. How can the team work together to create a context-specific teacher evaluation tool and process that is informed by current teachers and their practice and researched-based evaluation models?
2. What fosters and inhibits the implementation of the innovative teacher evaluation growth and development process?
3. To what extent are teachers able to improve their teaching practices using a growth and development process?
4. How does the engagement in co-creating and implementing this process have an effect on my practices as a supervisor and principal?

Action Research Design

As I have mentioned earlier in this chapter, the focus of group or participants in this PAR design was the six middle school teachers who served as co-practitioner researchers (CPRs) and the additional fourteen middle school teachers in the middle school community. I served a dual role and function in this project as a principal who acted as a coach and collaborator in designing the evaluation tool as well as a principal who conducted observations and post-conferences with the middle school teachers using this new tools and processes.

The objective of a purposeful convenience sampling is when the researcher has used his/her personal judgment in selecting the group of people because it is convenient and he/she has some personal benefits. The sampling for this action research design was a purposeful and convenience sampling type. I selected a range of teachers from different subject areas, levels of

experience, and expertise to be a part of the CPR. The setting for the project was Wells International School – classrooms, my office, library, cafeteria, playground, and etc. Details about the place and population sample are discussed in subsequent Chapter 3.

Study Limitations

We do not operate in a school district setting in which teacher evaluation decisions are made outside the school setting. The study is a small study in a specialized location. Therefore, its impact is limited by size and location. The nature of teacher evaluation in international private school settings may determine limited application of the study results; only schools that have the ability to contextualize the teacher evaluation process in the same ways that we are attempting may find this useful. We are also limited in scope due to the teacher pool; in the study sample, I chose teachers with a range of experience to have the widest application possible in this situation.

Summary

Being in the position of playing a dual role for this action research design – both a principal and collaborator -- the discussions and conversations with the co-practitioner researchers (CPRs) was definitely an area of growth and development for myself, the teachers and the school. I envisioned that the perceived benefits outweighed the perceived risks. I was able to foresee that the focus group having healthy discussions might lead to some differences of opinion, but we were eventually able to reach at mutual and productive understandings about the evaluation tool and processes.

Subsequent chapters in the dissertation include Chapters 2-8. Chapter 2 offers a detailed description and literature review on the history of teacher evaluation, issues to overcome that support professional learning, different teaching evaluation models, professional learning

communities, and coaching. Chapter 3 details the place, political environment, and sample population. Chapter 4 explains in more detail the participatory action research methodology for data collection and analysis of the participatory action research. Each of Chapters 5, 6, and 7 presents the results of successive cycles of inquiry. In each of those chapters, I discuss the implementation of each cycle of inquiry and the analysis of evidence that informs subsequent cycles. Chapter 8 discusses the key findings and implications for practice.

CHAPTER 2: LITERATURE REVIEW

Introduction

The strongest evaluation systems for K-12 teachers attend to evaluation as one part of an ongoing and developmental process, and the best evaluation systems consist of frequent observations, constructive feedback, coaching and modeling. However, many evaluation processes suffer from *pro forma* evaluation and are not linked to anything consequential; most important for improving teaching and learning, the evaluation process is not typically linked to professional learning opportunities for teachers (Rowan & Raudenbush, 2016; Grissom, Loeb,& Masters, 2012). Clearly, teachers must have knowledge of pedagogy (how to teach), content (what they are teaching), and what Shulman (1986) calls pedagogical content knowledge and relate their pedagogical knowledge to the subject matter of what they teach. While most teachers learn the basics in pre-service teacher certification, in-service professional development (learning on the job) is of great consequence for teacher development, moving their practice from novice to expert (Bransford, Brown,& Cocking, 2000). Principals are in a unique position to act as instructional leaders and motivate teachers to implement instructional teaching practices and promote the norm of collegiality and experimentation (Little, 1982; Marshall, 2009). Principals have the responsibility of creating teacher work settings that promote teacher learning as a key to affect student learning (Ingersoll, 2003; Leithwood & Jantzi, 2012).

While the need for in-service teacher growth and development is clear, there are considerable differences of opinion on the best ways to enact teacher development and improvement. Teacher evaluation is only one part of a growth and development plan, the most important parts are the observations, coaching and feedback that are a part of the entire process. A number of teacher evaluation frameworks and instruments claim to develop teacher and build

expertise, and these will be discussed in detail in the second section of the literature review: Danielson (2013), Marzano (2012), McRel (2009), Stronge (2007), and Hawley and Wolf (n.d.). These evaluation instruments are evidence-based and have been established from a set of teacher standards about effective practice; some have empirical studies and theoretical research associated with them. The goal for these teaching frameworks is to help meet different individualized needs of all students (Danielson, 2013). However, instruments or standards about teaching are not the key issue; the key issue is how to enact our espoused values about strong teaching and learning in a way that is meaningful and useful to teachers; Argyris and Schön (1974) call this process double-loop learning, which is a deeper learning based on reflecting on actions and actually questioning one's beliefs and values.

It is vital for all teachers to engage in ongoing professional learning so that they change their teaching practices to ensure that their students are learning. Indeed, only through their reflection can they change their teaching practice to ensure equitable outcomes for all students; Freire (2000) calls this *praxis,* the power of reflection to change actions happens in dialogue with colleagues. Through this process, teachers have the opportunity to raise educational standards among students (OECD, 2009). However, to achieve this, teachers need to be knowledgeable about practice, skilled at enacting what they know, ready to reflect, and disposed to changing. Henceforth, the purposes of the teacher evaluation framework have to be clearly defined and connected to school practices that serve all children.

The goal of any teaching evaluation system should be able to support teachers to achieve their greatest and best potential (Hirsh, 2014). As a school or institutional organization, we should be able to help our teachers improve their teaching practices and grow both professionally and personally in the course of their employment. Not only this, but we would also like our

teachers to be effective so they can engage students in class activities and continually reinforce students' competence, confidence and learning. When asked what should encompass the qualities of effective evaluation systems for teachers, Marzano's (2012) study concluded that teacher evaluation should be used to measure both formative and summative, but development or formative use of the evaluation process should be the more important purpose for teachers to grow professionally. Culbertson (2012) indicates that including professional development in the evaluation system is critical as this helps provide critical feedback to teachers that will enhance their teaching practices and provide the support they require.

The aim of this participatory action research project is to emphasize the importance of understanding the act of teaching and the use of formative feedback to teachers in the context of developing a useful and meaningful teacher evaluation system. The aim is to shift a commonly-held notion of teaching as a unidirectional act of instruction provided by teachers to students with a model that aims at informing, helping and advising teachers to fully engage students in dialogue so as to change the typical dynamic of the grammar of schooling in classrooms (Tyack & Cuban, 1995).The focus of practice (FoP) is to build a comprehensive and specific support and growth model that informs a teacher evaluation model to ensure positive outcomes for middle school teachers and students. The implementation of this growth and support model will provide the teachers at Wells International Middle School with an important and crucial resource for effective teaching. Specifically, the objective is for teachers to engage in a collaborative process as a professional learning community and co-construct a growth model for us as a middle school team to use. We will build a customized tool based on evidence from research and feedback from teachers that supports a comprehensive growth and development model for teacher evaluation. In reviewing the literature on teacher evaluation and teacher support systems, these topics are the

focus of the literature review include: the purposes of teacher evaluation and what effective evaluation looks like, processes for observing and evaluating teachers, and the role of the supervisor (see Figure 2).

Purposes of Teacher Evaluation

The stated purpose of teacher evaluation has been a constant throughout the history of education: supporting the growth and development of the teacher to improve instruction (Cuban, 2013). The roots of teacher evaluation and the grammar of schooling regarding evaluation have been in a similar format for a century, and, despite the models of teacher evaluation that will be described in the second section of the literature review, the formats have not substantially changed. However, the purpose of growth and development as key characteristics of evaluation operates in tension with a larger organizational purpose: to make employment decisions. Despite the rarity of teachers losing positions because of evaluation, in general in public schools in the U.S., teacher evaluation systems are often part of the teacher bargaining processes for teacher unions, and, consequently, teachers remain suspect of the entire process (Rowan & Raudenbush, 2016). In other settings, teachers are skeptical of their usefulness to them beyond a technical exercise. Thus, teachers often view evaluation as an inspection – not a support system (Ingersoll, 2003). Indeed, the "external demands for accountability are at odds with internal organizational needs for stability and trust" (Darling-Hammond, Wise, & Pease, 1983, p. 286). While the supervisor may view her evaluator role as one of support, the supervisor is also in a position of judgment (Toch & Rothman, 2008), and that makes the support role complicated. Finally, effective teacher evaluation at its best confronts issues in the validity and usefulness for the teacher.

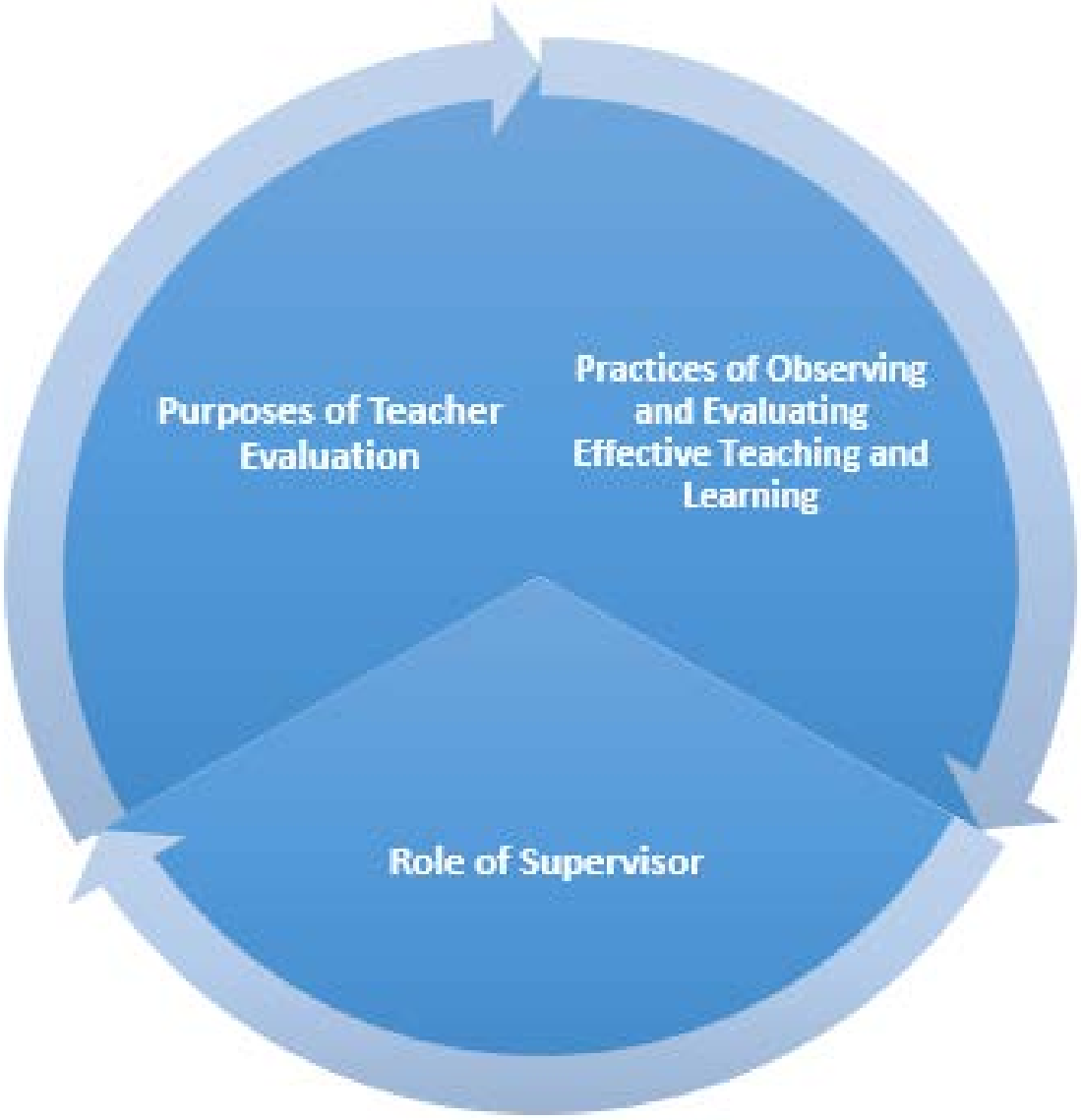


Figure 2. Literature review overview.

The static nature of evaluation actually does not fully represent the dynamic nature of teaching, sometimes termed as the “black box of teaching”, and the observation that is typically a part of the evaluation may become a performance instead of representing the daily work of teaching and learning (Black & Wiliam, 2010). In this section, I discuss in some detail the purpose of teacher evaluation as perceived by supervisors and by teachers, briefly trace the history of evaluation and the resulting dilemmas it has both for teachers and supervisors, and look at the issues that confound the best efforts at growth and support for the supervision and how the evaluation process can be effective or useful for teachers.

General Purpose of Evaluation

Culbertson (2012) has stated “Teacher evaluation systems should be linked to professional development if they are to provide the crucial feedback teachers need to analyze their work and receive targeted support” (p.14). The two important goals for any teacher evaluation models are folded in measuring the teachers’ performance accurately and implementing an improvement in their skills through individualized training and support. As such, the teacher evaluation instrument that we co-construct and create should encompass the following criteria:

- Co-developed collaboratively with educators with a process of genuine interaction;
- Specific in terms of what we evaluate and how feedback is incorporated;
- Research-based and designed to incorporate a constructive view of learning and teaching.

As a result, such a model may be used as a foundation of a school or district mentoring, coaching, or professional development purposes to help and support teachers in becoming more thoughtful practitioners.

Brief History of Teacher Evaluation

Teacher evaluation is a common worldwide practice. Traditionally, teacher evaluation systems relied heavily on classroom observations and were conducted by principals or other school administrators. Cuban (2013) tracks the roots of teacher evaluation to 1921 in New York City. The practice became firmly installed as a grammar of schooling that pertained to evaluating teachers in schools. The ultimate goal of all teacher evaluations has ostensibly been to improve instruction; however, the evaluation systems relied mainly on observing teacher input, rather than student learning. Ingersoll (2003) states that although the stated goal is improvement of teaching, teachers perceive these processes to serve a second purpose – control and accountability, resulting in what Rowan and Raudenbush (2016) call a *pro forma* process.

Teacher evaluation systems were supposed to assess the quality of teaching and practices of the evaluation were drawn from management; however, those systems supported the bureaucratization of school systems. “By the 1950s, the main framework for teacher evaluations in American schools was largely ‘cemented in’. Teacher observations and rating scales had become firmly entrenched as the main methods of teacher evaluation” (Rowan & Raudenbush, 2016, p. 1,165). In the 1970s, teacher evaluations systems had a new twist: to promote growth and development for teachers in regard to their teaching practices, and the practices for clinical supervision changed those practices over time. On a similar note, in the 1980s and 1990s, the main driving force behind the teacher evaluation systems had been administrators instead of faculty members and student organizations (Ory, 2000).

However, more recently, teacher evaluation systems have undergone significant changes (Marzano, 2012; Ory, 2000; Sawchuk, 2015; Schachter, 2012). States and districts in the US started showing interest with the introduction of national laws, standards, and policies to govern

principles of teacher evaluation systems. More funds were allocated, and federal budgets were increased to raise the standards for teacher evaluation in schools (Schachter, 2012). In addition, drastic changes in the number of times teachers have to be evaluated also changed, resulting in a sharp increase in recent years. According to the National Council on Teacher Quality (NCTQ) in the US, the numbers of states mandating the annual evaluation of teachers has seen a sharp rise from 15 to 23 (Schacter, 2012).

The emphasis on evaluation has migrated to international schools; however, the systems are not linked to a larger district as many international schools are privately-owned schools. For example, a professional development organization based on the research of Stronge (2007) developed a performance system for international schools in South America that follows the standard processes with forms and ratings. As is typical of the more common ways that evaluation systems are moving into systems in the age of market-driven reforms, all of the major framework designers have businesses to promote their form of evaluation (Anderson, Mingal, Pini, Scott, & Thomson, 2013). Evaluation systems are promoted with a promise of new, comprehensive, and systematic information about the performance of individual classroom teachers. However, the promise has not become a reality; this PAR project seeks to understand how collaboration of teachers and a principal in an international middle school can design and implement a system that actually fulfills the promise of usefulness to teacher practice and improve student learning.

Definitions and Purposes: Teacher Supervision and Evaluation

Supervision and evaluation go hand in hand; they are designed to complement each other. In any school organization, the practices of supervision and evaluation are supposed to improve teaching performance and promote teacher growth (Coimbra, 2013). Supervision at its best

promotes professional development in helping teachers master their teaching practices and improve student growth and success. Evaluation, on the other hand, ensures teacher' practices are at a competent level, taking student' success into account, but typically focusing on the acts of teaching by the teacher. The relationship between the supervisor and the teacher is key to the process so that both processes are useful to teachers. As Sergiovanni and Starrat (2006) state "the exchange between the supervisor and the teacher must be trusting, open, and flexible to allow both persons to speak from their own sense of integrity…" (p. 68). Table 2 highlights teachers' perspectives on supervision and evaluation that are the result of a case study by Stake (2010). The teachers agreed that supervision and evaluation have distinct, but complementary features; they can both be cooperative in nature and enhance professional growth that leads to student success and learning. However, the teachers stressed the importance of educational opportunities and professional development for evaluators in order to ensure training and expertise of knowledge in conducting teacher evaluations.

Difference between clinical supervision of teaching and the evaluative purpose. According to Acheson and Gall (2013), clinical supervision is "a process, a strategy, a distinctive style of relating to teachers" (p. 3). Clinical means a face-to-face conversation or relationship between the supervisor and teacher and the teaching practices and behavior in the classroom setting. Supervision from principals can only be effective if teachers are working together and collaborating in the process because the key purpose of clinical supervision is improving teaching. The three phases of clinical supervision include planning conference, classroom observation, and feedback conference.

On a similar note, Sergiovanni and Starratt (2006) state that many supervisory practices found in schools today revolve around one theory or a combination of theories of supervision

Table 2

Teachers' Perspectives on Differences between Supervision and Evaluation

Components	Supervision	Evaluation
Objectives	To enable professional development in teaching	To grant a minimum competence in the teachers' performance
Goals	To improve teaching development, taking in account the students' teaching, learning and success	To evaluate teachers' performance, taking account into the student's success
Agent	Supervisor, as facilitator of shared knowledge and training	Evaluator, as specialist and decision-maker
Interpersonal Relationship	Collegial, including how each teacher can exercise duties of supervision among peers	Hierarchical, by the school headmaster and the evaluators appointed administratively
Perspective	Formative, focused	Evaluative, global assessment
Nature	A process	A product

that involve practices from traditional scientific management and human relations and personnel decisions in a bureaucracy. This, in contrast to support, is often seen as a technical response, thus creating the *pro forma* evaluation that I discuss in more detail later. However, even that process can be useful when teachers view the authority – the supervisor -- as legitimate; they change their practices in meaningful ways with the right kind of support and coaching. Principals may have the final say, but the process is more useful when teachers are given a platform to express their feelings or give suggestions and co-construct ways to change their practices, they are more likely to do so if they are encouraged by the supervisor. As such, if there is a dual purpose for the principal to fulfill the role of a supervisor and to use that information to collaboratively agree on the evaluation content. As such, the role of the supervisor is not static, but has to provide the conditions and support to help teachers engage in meaningful supervisory functions because this in return helps to promote student learning and working conditions at school. In the process, the teacher must regard the evaluation as fair and useful.

Difference between roles and functions. In this PAR project, we are investigating how to make the supervision and evaluation process seamless and effective for teachers. Thus, we are interested in understanding how supervision and evaluation overlap, but are different as explained in the earlier section. As such, the difference between a model of clinical supervision of teaching as a key part of the whole evaluation process is critical, especially understanding sources of authority and the difference between espoused and enacted theory of action. As such, the perspective of the supervisor/evaluator is key. Sergiovanni and Starratt (2006) identify four sources of authority in supervisory policies and practices: bureaucratic authority, personal authority, professional authority, and moral authority (see Table 3). These are different ways that supervisors enact the roles and teachers respond to supervision and evaluation either positively

or negatively, based on how they perceive the role of the supervisor. From the discussion and studies that have been done, operating from professional authority and moral authority are recommended supervisory policies for supervisors to make improvements because they have the tendency "to connect people morally to each other, to their work, and to their responsibilities" (Sergiovanni & Starratt, 2006, p. 45).

Therefore, the success or failure of any supervisory or evaluative role depends on how these sources of authority are enacted; while a principal as supervisor/evaluator can espouse a certain way of acting, the teachers' perceptions of how that role is actually enacted is a critical part of the process. Espoused roles are those norms and values that, when enacted, may not be the way the supervisor actually acts. The supervisor needs to be willing to use the feedback from teachers to change the norms of his or her actions and engage in coaching that encourages teachers to change the norms of how they work in the classroom; Agryris and Schön (1974) call this double-loop learning in an organization. The theory-in-action in the double-loop learning involves learners who can reflect critically on the theory of action and can adjust it by going through the double-loop learning. This form of experiential learning has major implications for educators. Principals in organizations can ask questions about the extent to which behavior fits into the espoused theory, questioning the inner beliefs and feelings; by that level of coaching, the principal as coach can change actions (Smith, 2001, 2013).

My position in the PAR research project as a collaborator and supervisor who evaluates the teachers could be challenging. It may create a tension in two ways as the organizational structure is hierarchical and the expectations of the teachers about evaluation are largely bureaucratic. As Agryris and Schön (1974) consider the double-loop learning as the pinnacle of reflective practice, principals can model a theory of action in which she helps the teachers to understand,

Table 3

Descriptive Model of Sources of Authority

Sources of Authority	Roles of Supervisors	Roles of Teachers	Goals and Interests	Expectations of Teachers
Bureaucratic Authority	Do not trust subordinates	Seen as subordinates arranged in a hierarchal system	Different goals and interests for teachers and supervisors	Supervisors make all the decisions
Personal Authority	Must be an expert in understanding needs of teachers	Seen as teachers with needs and their needs are met	Similar goals and interests for teachers and supervisors	Congenial and harmonious relationship with teachers
Professional Authority	Role as an informer and not prescriber	Seen as an expert in his/her subject field	Similar goals and interests for teachers and supervisors	Dialogue with teachers is translated into professional knowledge
Moral Authority	Identify and share values and beliefs	Teachers agree to follow rules and systems	Follow Norms and Values	Self-manage the Informal Norm System that has been enforced

learn, and reflect on their instructional leadership skills by focusing on any specific issues or concerns (Houchens, Hurt, Stobaugh, &Keedy, 2012). Thus, it is critical that I create an environment of care, commitment, collaboration, and continuous improvement as my role and function shifts between a collaborator and a supervisor, developing my skills in the double-loop learning practice will help my instructional leadership role. My role does not always have to be an administrator or someone in a hierarchal position because the function of support is more significant than the role; a peer, a coach, or the administrator who is also the evaluator can serve in the supervisory function.

Effective teacher evaluation: Supporting professional learning. The teacher supervision and evaluation systems are replete with issues, but there is hope on the horizon if we can address the issues that confound it but concentrating on how to use classroom observations to promote professional learning for teachers. *Detecting* teacher incompetency involves the development and careful application of reliable, generalized measures of teaching knowledge or behavior. The state-of-the-art of measurement for teacher evaluation may not be adequate. *Preventing* incompetency implies the development of either a full-proof approach to teacher training or a teacher-proof approach to instruction; we leave that to Utopians. *Correcting* deficiencies seems a more approachable objective; however, this is the point at which research on teaching effectiveness leaves off and where summative and formative evaluation approaches collide" (Darling-Hammond, Wise, & Pease, 1983, p. 287).

This section includes a discussion of the following: (a) the dynamic nature of classrooms, including what Black and Wiliam (2010) term the "black box of teaching"; (b) evaluation becomes a performance and is not useful to the teacher or the supervisor; (c) evaluation standards are supposed to be objective, but often they are not; and teachers would be better

served by what Rowan and Raudenbush (2016) term fuzzy observation practices; and (d) the processes of evaluation have degenerated into *pro forma* processes that often do not reflect the quality of the teaching. However, if we rethink how we use observations and evaluations to reframe professional learning in our schools, there seems to be a meeting point of usefulness for the process and the people involved.

Dynamic reality of classroom and the black box of teaching. The black box of teaching is defined by Cuban (2013) as the metaphor for what happens in classrooms every day that outsiders have difficulty observing or documenting. The complexities of teaching and relationships between teacher and students that are the bread and butter of the classroom remain elusive to many researchers and policy makers. Largely because of this, although teachers do realize that being evaluated and supervised is a required part of their job description, they do not like to be supervised and do not find it helpful (Acheson & Gall, 2013). Blumberg conducted studies with other researchers and discovered that teachers view supervision "as a part of the system that exists but that does not play an important role in their professional lives, almost like an organizational ritual that is no longer relevant" (Acheson & Gall, 2013, p. 7). Black and Wiliam (2001) think the system could be improved by examining students' outputs, especially formative assessments that are the backbone of daily practice in the classroom, instead of inputs of teachers – the black box of teaching. The classroom is seen as a "black box" as there are outputs such as competency of teachers, students' level of knowledge, and how well they perform in the tests. Improvement of the use of formative assessments provides information that can measure what teachers are teaching and how the students are performing so that adjustments can be made on an iterative basis. Wasserman (2015) says we should take a broader approach to the black box of teaching and learning by examining the "various overt and subtle acts of

differentiation and scaffolding the teacher carries out to facilitate effective engagement.

Thus, teacher evaluations are typically static in nature and exist because they are required. We have not in general observed student learning, but rather teacher input. They do not adequately take into account the dynamic nature of teaching and learning that teachers experience. Teachers typically do not grow professionally following an evaluation, and thus, an evaluation does not affect their teaching practices and student learning outcomes as indicated in Chapter 3 when I discuss the system of past teacher evaluations at Wells and how those evaluations produced minimal conversations and improvement. Marzano and Toth (2013) suggest that student learning is not solely affected or influenced by teacher effectiveness or evaluation systems at school, it is rather a chain of influences beginning at the hierarchical evaluation. They suggested that with effective district evaluation system and perhaps a different focus for the evaluation – like focusing on student learning -- the quality and level of teacher practice can in turn affect the quality of student learning. We can think of alternate ways to develop effective systems, setting clear objectives with the teachers for the evaluation systems, providing feedback and strategic coaching. A process that involves these combinations of factors could make it easier to get inside the black box of teaching and may be more useful to teachers.

Evaluation as performance vs professional learning. Since teachers often do not find supervision and evaluation useful and view the process of the formal evaluation as a performance for the administrator, the question for the PAR project is: How can we then help to bring about a change in the mind set about teacher evaluation systems? School leaders can help implement certain improvement goals that can better facilitate teachers' roles, responsibilities, and provide a support and growth mechanism for them to succeed professionally. Stronge (2007) suggests an evaluation system that supports self-reflection and feedback can help teachers and improve their

teaching practices. He suggests teachers can learn from their experience through observation and reflection; they can also learn from peer feedback and peer assistance programs. Then, our goal is that evaluation is not viewed as a final performance, but rather a process, and not an end in itself. That revised process involves iterative steps to create a better system in which the leaders, supervisors, teachers, and students benefit from each other within the realm of the school community.

Objective and fuzzy evaluation. There are generally two main purposes for teaching evaluations: the improvement function and accountability function. The improvement function is to ensure all teachers grow professionally by being able to identify their strengths and weaknesses and set improvement goals, whereas the accountability function aims at ensuring students are learning and aimed to succeed at school (OECD, 2009). It is vital that when evaluations are conducted in classrooms, principals and supervisors have a clear set of objectives and goals for the teachers, but that accountability function sometimes thwarts the goals of reflection and improvement. Rowan and Raudenbush (2016) in their meta-analysis of the state of teacher evaluation in American schools point to two methods for measuring evaluation systems have been proposed: the objective measure and fuzzy measure. It seems logical that measures should be objective unless, as these authors point out that the use of objective measures has become bureaucratic and less useful than one might imagine on the surface. Looking at it from that perspective, using supposedly objective measures for performances in evaluation models can be flawed as the complexities of the classroom make it nearly impossible to determine effective objective standards and ratings – especially if those ratings are consequential for teacher retention. In contrast, fuzzy measures are actually more useful when the goal is improvement and not an objective score to inform personnel decisions. Evidence from multiple studies show that

objective measures should actually be de-emphasized (Rowan &Raudenbush, 2016) in favor of adjusting expectations and goals contextually and supporting teachers by differentiating feedback.

***Pro forma* evaluation.** *Pro forma* is a typical kind of evaluation principals and supervisors use in schools; it is a process of pre-conference, observation, post-conference, agreeing on the written form, and putting the form in the teacher's file. However, the process is more like going through the motions, instead of useful to teachers. The process remains static in nature and fulfills bureaucratic responsibilities, but does little to improve the black box of teaching and has no relation to student learning. There is minimal congruence between what the teacher is teaching, what the students are learning, and the subject matter or content that is being taught. To address this, Little and Shulman call for a shift in addressing the instructional triangle of teaching, learning, and content (Little, 1982; Little, 2006; Klette, 2007).

Principals serving as instructional leaders can change the useless paradigm of the *pro forma* process and support significant growth with positive outcomes for teacher effectiveness in schools through a set of changes identified by Grissom, Loeb, and Master (2012). Their analysis of nearly 300 schools indicates that professional improvements happen if supervisors (principals and assistant principals) have substantive conversations with teachers by using the evidence from classroom observations to coach teachers and construct professional learning opportunities. If the supervisors engage in instructional activities such as coaching and providing professional support and growth in times of evaluations or curriculum, the data from the study demonstrate that these leadership activities increase school outcomes. Principals can assist teachers with instruction by developing and setting educational goals for schools that are based on the evidence from the classrooms, not arbitrary goals that are not based on the reality of the school. "Two

ways that principals interact with teachers – evaluating and coaching – were found to be positively associated with achievement gains" (Loveless, 2016, p. 28).

In addition, "many organizations in the United States (not just schools) have developed *pro forma* evaluation systems that only loosely couple performance appraisals to consequential decisions and are lenient in outcomes" (Rowan & Raudenbush, 2016, p. 2). If ratings are lenient, there has been an urge for more rigorous evaluations that more tightly couple evaluation with attention to growth and development for teachers. However, more tightly coupling the ratings will not result in improving teacher capacity by itself; they must be linked to practices the teachers consider useful. Loose coupling in the case of Wells means that organizational patterns do not really link to other key factors. For example, as a principal, I have been trying to do evaluations at schools because it is a good thing, a responsible practice. However, the evaluations are not coupled or linked to anything else in the school such as employment decisions or professional learning, as Grissom et al. (2012) urge us to implement. Evaluations have largely been *pro forma*, to some degree inaccurate because there is no calibration with teachers or other observers about what constitutes effective practice. Hence, the aim of the PAR project is to change the evaluation process to one that is meaningful and useful, and not just an exercise (Rowan & Raudenbush, 2016).

Summary

Evaluation systems in schools are challenging and are a daunting job for both the teachers and principals. In recent years, systems have taken a different turn and are evolving; the processes are becoming more dynamic as compared to being static in nature – what are termed fuzzy observation practices that capture the dynamic quality of the classroom. Although principals often practice *pro forma* evaluation techniques, coaching in combination with

professional learning opportunities that are more tightly coupled to classroom evidence helps professional growth and development of teachers. Thus, principals can shift their practices in regard to their clinical supervisory duties and help promote growth and development for teachers in their teaching practices by changing the observation, coaching, and evaluation systems they use.

Practices for Observing and Evaluating Effective Teaching and Learning

Weimar (2016) proposes the importance of classroom spaces that are safe, free from any physical or impeding danger and offer a place where students can freely express themselves and where their personal beliefs and opinions are viewed, respected, and constructively criticized. She further explains that magical things may not happen every day in classrooms, but we need to be aware that magical things can happen there. How can teachers create an environment in the classroom that nurture and stimulate student learning? How can we assess, as Black and Wiliam (2010) suggest, formative student learning and get inside the black box (Cuban, 2013; Wasserman, 2015). In this section, I discuss how regular formal and informal observations using observation protocols and subsequent conversations with teachers can create an atmosphere of co-learning for teachers (Acheson & Gall, 2013). I discuss a variety of research-based evaluation systems that we considered in our study of evaluation systems in order to make decisions about the system for our school.

Types of Classroom Observations

One of the job descriptions of a principal and assistant principal at schools is to regularly observe teachers in classrooms and make judgments about their performances (Schachter, 2012). Observation plays a central role in the practice of teaching, and it is crucial in deciding how well the teacher is doing in summative observation; however, just as important is the formative

feedback from a supervisor or peer. Typically, principals conduct both formal and informal observations, resulting in formative feedback, even if it is the final observation for the school year. Generally, the objective of the observation is to assess how students are constructively learning in their environment. Traditionally, teacher evaluation systems relied heavily on classroom observations and were conducted by principals or other school administrators. However, other persons, including peers, can be effective observers.

In order to collect and analyze classroom evidence, observing specific behavioral patterns is crucial (Acheson & Gall, 2013): several types of observational systems are useful to capture qualitative observational evidence. I introduce three types of observation processes that principals and other professionals can use to observe and provide formative feedback to teachers in the classrooms– selective verbatim, observational records based on seating charts, and wide-lens technique.

Selective verbatim. In this method, the observer makes a written record of exactly what is going to be said in the classroom; it is specific, has a clear purpose and records unbiased evidence. Selective verbatim is data-driven because it collects objective evidence from the classroom by recording specified or selective teacher moves and student-teacher and student-student interactions. The observer needs to be as precise as possible, recording without judgment what the students and teachers say and do; thus, the observer has to develop a level of competence taking selective verbatim notes. The best use of this evidence requires qualitative analysis of the evidence by coding or naming the practices so that, in follow-up conversations, the observer and the teacher engage in analyzing the evidence together.

Observational records based on seating charts. The technique is used to provide data on teacher-student interactions, the actions or contributions of individual students (e.g., on or off

task), teacher movement, and or student-student interactions; the supervisor records specific behaviors and interactions and the evidence can provide information about equitable access to learning by providing a summary of the observations regarding the time spent on each activity, student engagement in activities, and non-verbal behavior. The technique helps teachers understand certain patterns of teacher-to-student talk or student-to-student talk and levels of student engagement that are not obvious to the teacher. As well, the recording provides teachers with information about their patterns of responding to or calling on students. At times, this helps the teacher to reveal unknown or implicit biases, including how the teacher responds to ethnic majority students versus ethnic minority students, or asking one gender to answer questions (Acheson & Gall, 2013). In follow-up conversations and subsequent observations, the objective of changing teacher practice is to create more equitable dialogue in the classroom.

Wide-Lens technique. This observation process captures a "large number of teaching phenomena" (Acheson & Gall, 2013, p. 143). Similar to selective verbatim, the process provides descriptive data and anecdotal data about student and teacher behavior in the form of written notes, or audio and videotapes. Essentially, it only requires a pencil and paper, can be used to record anything in the classroom, and is usually unbiased if it is used by a trained observer. However, the observed and recorded data by the supervisor must be objective listener to avoid losing focus and context of the lesson.

In sum, these techniques require practice by the observer in the observation process and the qualitative analysis of the data from the observational evidence. Principals as supervisors and coaches as well as teacher peers can use these techniques with the goal of collecting and analyzing objective evidence so that the teacher has an accurate picture of teacher actions and student interactions. These techniques can be used to capture the dynamic quality of the

individual classroom in a fuzzy observation and provide information on formative learning that Black and Wiliam (2010) recommend as outputs instead of inputs.

Teacher Evaluation Frameworks

How can we re-invent the teacher evaluation systems so that they can make a difference and everyone in the school community benefits from it? Danielson and McGreal (2000) suggest that different techniques and processes schools can change in teacher evaluation systems. Their four guidelines for teacher evaluations include: (1) new evaluation systems should be directly linked to the mission of the school district; (2) evaluation and professional development systems should be viewed as evolving processes that require collaborative decisions about content and use; (3) evaluation systems should emphasize student learning; and (4) there must be a commitment to allocating adequate resources to allow new systems to be successful.

In Table 4, I compare five teacher evaluation models with regard to the type of framework, key purposes, research basis, and names of elements in the performance systems, data sources, and rating systems. Each model is comprehensive and specific in its own nature and revolves around different domains and/or elements. The teacher evaluation model by Hawley and Wolf (n.d.) is the only framework that has the equity component as compared to the other models. The strengths of these models are that they recommend practical and workable procedures for conducting the evaluation, and the domains and elements of the evaluation focus on student learning and teacher growth. On the other hand, the weaknesses of these models are that they depend on dichotomous scales such as “satisfactory”, “needs improvement” and similar vague terms, which are often not calibrated for use among the observers. The models do not on the surface have a culturally sensitive lens to individual student needs, except for Hawley and Wolf model. The Danielson and Marzano teacher evaluation models focus is entirely on student

Table 4

Comparison of Teacher Evaluation Framework

Comparison Categories	Danielson	Marzano	McRel	Stronge	Hawley & Wolf
Name of Evaluation System	Danielson Group Framework	Focused Teacher Evaluation Model: A Cause-and-Effect Relationship to Student Achievement	McRel International Teacher Evaluation	Stronge Teacher Effectiveness Performance Evaluation System Stronge & Co.	Teacher Evaluation and Culturally Relevant Pedagogy
Stated Purposes for Evaluation	Professional Development	Professional Development	Professional Development	Professional Development	Assess the opportunity and access Promote culturally responsive teaching and learning
Research Basis	Common Core Standards	Competency-based	Evidence from research studies	Evidence from research studies	Culturally relevant pedagogy Comparison to Danielson framework

Table 4 (continued)

Comparison Categories	Danielson	Marzano	McRel	Stronge	Hawley & Wolf
Name of elements in Performance System	Domains 1. Planning and Preparation 2. Classroom Environment 3. Instruction 4. Professional Responsibility	Domains 1. Classroom Strategies and Behavior 2. Planning and Preparation 3. Reflecting on Teaching 4. Collegiality and Professionalism	Components 1. Content 2. Understanding 3. Environment 4. Support	Performance Standards 1. Professional knowledge 2. Instructional Planning 3. Instructional Delivery 4. Assessment of Learning performance 5. Learning Environment 6. Professionalism and Communication 7. Student Progress (optional)	1. Promoting and Learning from Family and Community Engagement 2. Developing Caring Relationships with Students 3. Motivating and Engaging Students 4. Assessing Student Performance 5. Grouping Students for Instruction 6. Selecting and Effectively Using Learning Resource

Table 4 (continued)

Comparison Categories	Danielson	Marzano	McRel	Stronge	Hawley & Wolf
Data Sources	Observations examining the domains and observing for examples of practice	Observations the domains and observing for examples of practice	Observations using domains and observing for examples of practice	Multiple Data Sources: • Observations • Portfolio/Data Log • Student Surveys • Student Achievement/ • Performance Goal Setting	Selective verbatim and coding the analysis, using the elements from the framework
Recommended Uses	Teachers	School leaders Principals Teachers	School leaders Teachers	School Leaders Teachers	Principals Teachers

learning, and teachers are in the position to create a community of learners where students are in charge of their own learning and responsible for the success of the lesson (Danielson, 2000; Marzano, 2012). On another note, the McRel and Stronge's models focus on the teacher and student roles and responsibilities that promote a collaborative environment (McRel, 2009; Stronge, 2007). Stronge's teacher evaluation model acts as a uniform evaluation system for teachers, educational specialists, principals, district leaders, and superintendents (Stronge, 2007).

However, Hawley and Wolf's (n.d.) teacher evaluation model on responsive schools not only details the roles and responsibilities of students and teachers to ensure a continuous learning environment, but also focuses on how equity and diversity is enhanced in the classroom. The Hawley and Wolf model highlights how these two factors affect student motivation and opportunities to learn, and principals and school leaders have the responsibility to develop and implement practices that enhance academic success and achievement of students since they are from a diverse racial, ethnic, cultural, and linguistic background (Hawley & Wolf, n.d.). The model does not explicitly list the dispositions of principals and what traits they need to possess, but it focuses on analyzing and comprehending whether principals have taken appropriate actions to create and sustain opportunities for students to learn.

The main objectives for schools when conducting teaching evaluation models should revolve around the purpose of ensuring the models strengthen the knowledge, skills, dispositions, and classroom practices of professional educators during classroom observation. Thus, it is important that components of alignment and coherence should be prevalent in the evaluation model. In addition, teachers should demonstrate skills of competence in subject-area knowledge, pedagogical knowledge, and the professional ability to teach. In addition to this, teachers' involvement in professional development programs can ensure they understand key purposes of

the evaluation models regarding state standards, district or school learning goals, and different needs of students. Novice teachers observing the experienced teachers for classroom observations and reflecting on the evaluation strategies can help to facilitate the growth for both kinds of teachers.

The use of checklists in any evaluation model is generally not meaningful because the models do not use the evidence (Acheson & Gall, 2013). They rely on normative statements about teacher performance that are not specific enough for teachers or the principal to understand the specific classroom pedagogical actions the teacher uses to enact the list of teacher performance standards, and often end up as perceptual judgments on the part of the observer. Hence, we must develop ways to transform the systems in order to meet those needs and ensure that all students are learning so that they have effective, competent, and highly-skilled teachers. Therefore, building a comprehensive teacher evaluation system that promotes support and growth model for all teachers, ensures professional growth opportunities for all teachers based on their individual needs as teachers, and allows teachers to critically analyze their own teaching. According to Danielson and McGreal (2000), evaluation systems are mostly viewed as top-down communication in which school leaders and administrators conduct classroom observations for teachers. Likewise, supervision is also viewed as a top-down communication. Thus, when teachers do not actually know what the expectations are when they are observed or evaluated; they are less likely to trust the competence level of the observer/evaluator (Acheson & Gall, 2013). On the same note, Sergiovanni and Starratt (2006) state that supervision should not be as a separate entity at schools conducted at specific times of the year. Instead, it should as an interwoven and dynamic activity that is an intrinsic part of how we enact our values about

teacher improvement. Thus, supervision is a shared activity that should involve everyone in the school community.

Strengths and Issues of Supervision

Next, I examine the role and function of effective supervision, elements of distributed leadership theory that can contribute to a more collaborative supervision and evaluation process, and other processes that can used as observation and professional growth tools. Supervisors and evaluators can ensure job descriptions are able to measure and record teachers' responsibilities as well as set performance tasks for teachers to succeed by adopting a collaborative and 'work together' attitude and role.

Supervision as a function. Supervision can be seen as both a role (principal or supervisor) and a function (Sergiovanni & Starratt, 2006). Supervisory roles are performed when leaders from the administration team, principals, or department heads visit classrooms to provide formal or informal evaluation to teachers so they can improve their teaching practices. However, supervisory functions can belong to everyone; indeed, not only school leaders and principals, but also teachers, can observe or help and support their peers and engage in meaningful conversations about improving practice function. To push this change, an understanding of the theory of distributed leadership is necessary.

Distributed leadership. As mentioned earlier in this chapter, evaluation and supervision are not two separate entities; they are complementary to each other and have interrelated functions. Likewise, distributed leadership, a theory proposed by Spillane, Halverson and Diamond (2001), demonstrates that management and leadership happens every day in schools at all times through formal and informal interactions (Spillane & Mertz, 2015). Leadership, like

supervision, is a function not simply a role, and all adults in a school setting are responsible leaders who can contribute. As Spillane et al. (2001) describe:

> The interdependence of the individual and the environment shows how human activity is *distributed* in the interactive web of actors, artifacts, and the situation… Cognition is distributed … through other people in collaborative efforts to complete tasks…[and] cognitive activity is 'stretched over' actors and artifacts (p. 23).

Developing cognition about how supervisory practices and collaborative development of improving teaching can be used in schools on a daily basis is a distributed function or responsibility, and some artifacts or tools are observation and evaluation protocols. Distributed leadership theory supports the ways that leadership is already cognitively distributed among administrators, school leaders, principals, and managers, but also teachers, specialist teachers, and head teachers, or anyone that is related in the school community. Teachers do not work in a vacuum; they have to be an integral part of the school system and community. As such, we can conclude that the "supervisory functions are so important in helping schools contribute effectively to rigorous and authentic learning that they cannot be rationed to just those who have formal supervisory responsibilities" (Sergiovanni & Starratt, 2006, p.5). The process we are undertaking is to include teachers in the study, design and implementation of a more collaborative supervision and evaluation practice. Thus, examining their teaching practices as peers is an initial step in understanding how we might make the teacher evaluation system more compatible with a growth and development model that is shared across the middle school's teachers at Wells.

Other metrics or processes. To forward the notion of reciprocal responsibility for improving teaching and learning, we plan to consider alternative processes for evaluation,

including peer observations, using the outlined observation techniques, and portfolios as part of some measurable techniques and processes.

Peer observations. Peer observations can operate separately from an evaluative procedure. Peer observation and feedback used for development process and not for evaluation purposes or career advancement have positive outcomes for teachers (Spiller, 2012). Establishing a peer feedback regimen provides a climate for both the supervisor and teacher, or teacher and another teacher, to build a mutual relationship of trust and comfort that enhances the quality of teaching practices and promote quality student learning. Peer observations encourage teachers to learn from one another and facilitate enormous developmental strategies that are collegial and transformational.

Portfolios. A teacher can prepare a portfolio of his or her work as a reflection of his or her practices in the classroom is an alternative to observations. In simple terms, a teacher portfolio is collection of information that is related to the teachers' practice; in different sizes, shapes, or forms that are representations of their work (Stronge, 2007). Nonetheless, the teacher portfolio should be following some guidelines such as, following professional standards and school goals, carefully selected examples of teacher and student work, and compilation of classroom activities that are encompassed with classroom experience and activities. Teacher portfolios will not only address evaluation requirements, but also advance professional growth and help individual teachers advance in their career opportunities as well. In the next section, I address the complex role of the supervisor as a part of the process.

Role of Supervisor

In examining my role as a supervisor and the importance of supporting the middle school teachers who are my co-researcher practitioners (CPR) in developing a professional learning

community, I needed to reframe my own thinking about my role in a distributed leadership capacity. As I detail in Chapter 3, changing that mental model while working in a hierarchical system was a key part of the PAR project. I discuss the role of implementing a professional learning community as a first step in establishing a distributed perspective about leadership, and then I review the guidelines for my dual roles as a principal and supervisor and the coaching models that support my role as a supervisor.

Professional Learning Community (PLC)

A professional learning community (PLC) is a group of educators who meet regularly, share their knowledge and expertise, and work collaboratively to improve student learning outcome and achievement. Professional learning communities (PLCs) have emerged as one of the most widely implemented strategies for improving instruction for students in schools in the US.PLCs are a useful structure for implementing the principles of improvement science in which the goal is to gather data collectively and increase organization capacity to solve problems using evidence-based research and inquiry. The ideas behind this approach are to ensure that students are learning, to foster collaboration of culture among teachers, to ensure that administrators are working together, and to make certain that there are measurable results we can keep track of. It can be a powerful approach in getting all the teachers to collaborate with one another to meet the needs of all students and promote the development of teaching practices in schools if the teachers develop relational trust and collaborative responsibility for outcomes.

The defining elements of a PLC outlined in Table 5 summarize the importance of learning communities in schools to help in professional development and student achievement. Teachers in professional learning communities share core values and commitments about their teaching practices, curriculum, instructional activities, but also take a more “dynamic and

Table 5

Defining Elements of Professional Community

Element	Definition
Element 1	Shared values and purposes, including shared orientations to the teaching of particular subjects
Element 2	Collective focus on and responsibility for student learning, sometimes described as a "service ethic" with regard to students' learning and well-being
Element 3	Collaborative and coordinated efforts to improve student learning
Element 4	Practices supportive of teacher learning, including observation, problem solving, mutual support, and advise giving – sometimes summed up as "de-privatized practice and reflective dialogue"
Element 5	Collective control over important decisions affecting curriculum and instruction

flexible stance toward subject teaching and routinely question and challenge teaching routines when they prove ineffective with students" (Little, 2006, p. 1,032). As such, the core mission for professional learning communities is to ensure that students learn, build a collaborative structure for school improvement, and remove barriers to success (DuFour, 2004). Schools benefit when teachers collaborate with others in the school community and adopt a process of continuous improvement (DuFour, 2004; Lieberman, 2011; Little, 2006). DuFour (2004) states the professional learning community model is a "grand design" and it is definitely a meaningful tool to encourage teachers working together and focus on the learning and professional growth and development rather than the teaching of students to improve achievement scores and performance.

In addition, Whitford and Wood (2010) stress the importance of teachers adopting key attributes and qualities teachers usually adopt in professional learning communities are engaging in an inquiry stance with other teachers and principals in the school community. They need to acknowledge the limits of their personalized or individualized knowledge. They need to be able to feel safe and comfortable to making their worries and concerns public and learn in public. And finally, by focusing exclusively on teaching and learning, they come together to commit to ensure and enhance student learning. Otherwise the PLC structure, meetings and results can become a bureaucratic structure that operates like *pro forma* evaluation; there is a structure, but there is limited substance or improvement.

Bryk et al. (2015) state that there is a need to evaluate the structures and dynamics of organizational improvement processes in school-based settings regarding the PLCs. Improvement science have been stressing the importance of an evidence-based PLC program that can be implemented in school settings (Bryk et al., 2015). In a study conducted by Philpot and

Oates (2016), results show the importance of fine-grained observations as essential for the PLC model to yield evidence that can contribute to improving developmental practices. As such, strong observations systems can inform the conversations in PLC because these provide evidence of classroom practice and student learning. Attempts to help teachers develop PLCs have to focus on the underlying purpose for protocols and practices that provide useful evidence for analysis. As a result, these practices can aide teachers and administrators to evaluate the success of their PLCs and engage in discussion of practices which will eventually lead to critically modified or developed teaching practices if necessary. It would definitely be beneficial if teachers had the empowerment to critically evaluate and change the protocols or practices instead of viewing them as reified and hence, these observed principles can then be built as an integral part of the PLC activity.

Supervisor Guidelines and Responsibilities

In addition to the role the principal plays in setting up and facilitating a professional learning community among the teachers, the principal sets the tone for teaching and learning for school. “Principals who pay attention to different measures of teacher effectiveness and hone their abilities to be effective, objective observers provide more meaningful teacher evaluations that promote teacher growth” (Frank, 2013, p. 1). As such, it is important that we examine the duties and responsibilities or principals to help support the teachers who have embarked on a journey of transforming the minds of young children and youth. Thus, I examine a set of guidelines for the principal leading by example and shifting from a hierarchical role to one that is more collegial and collaborative, emanating from moral authority rather than bureaucratic authority, and I discuss the inevitable tensions in the dual role of an evaluator and supervisor (Sergiovanni & Starratt, 2006).

Leading by example. Principals lead most effectively by setting a good examples and being role models at school. They are involved in learning about assessments that work and how students learn. The "principal must become the leading learner and must focus attention on what students are actually doing when they're in class" (Brookhart & Moss, 2013, p. 13). There is definitely a change when principals see themselves as learners and model that to teachers so that there is a shift toward a culture of learning in school. "When principals change their focus from watching the teacher teach to watching the students learn, they got more information about teaching and learning – and realized what they had been missing before" (Brookhart & Moss, 2013, p. 15). They discuss the complexity of responsibilities of the principal and the value of engaging others in the process despite the tensions between evaluation and supervision. However, the principal is primarily responsible for facilitating efforts about observing classrooms using objective processes and providing feedback to teachers through effective coaching techniques as well as supporting teachers in co-constructing useful professional learning for all teachers.

According to DeMatthews (2015), two important constraints on the role of the principal should be considered: (1) besides observing and evaluating teachers, principals are under a lot of pressure with other job duties and have limited knowledge of specific areas of teaching; (2) in the end, they are expected to evaluate their teachers according to guidelines. Hence, as a result, principals should not be solely responsible for developing effective teacher evaluation systems and structures, but they must support teachers in such a way that encourages their active involvement and participation in decisions about professional development. The five steps that had been derived from reflections received from effective principals about their personal experience of how they use the teacher evaluation systems in their respective schools are

discussed in Table 6. These steps follow the guidelines that maintain an effective system of professional development and cultivate values of collaboration, critical reflection, and continuous professional growth (DeMatthews, 2015). While these five steps are useful, consideration of the steps within the theory and practice of non-hierarchical leadership needs to be considered.

Therefore, the role of a principal has evolved to focus on student learning and enhancing teaching practices by providing professional growth for all teachers. It is important that principals view themselves as learners before setting the stage for the teachers. Teacher evaluations are most useful when principals use the tools as an interactive instructional model that helps teachers and facilitate professional growth. Yet, despite the guidelines, there is the tension between roles.

Tension of role between clinical supervision and evaluation roles. Although principals are typically seen as bosses in the hierarchical structure and complete evaluations, they often have a dual role of providing support to their teachers as mentors and coaches. It is important that teachers do not always solely perceive their principals as evaluators since this can be burdensome and not help improve their teaching practices. Together, they can work together and collaborate to maintain an effective teaching evaluation system. Principals and supervisors can guide teachers and enhance an environment of trust, safety, and no-risk practices. There are different techniques principals can use to identify certain behaviors.

Coaching Models

Next, I examine coaching models as these are powerful strategies for improving student learning and achievement. These processes include differentiated coaching that depends on

Table 6

Steps to Guide the Principal in the Process

Step	Instruction
Step 1	Set clear and realistic goals; all teachers must start with a clear mission and vision of what they would like to attain. Teachers should feel responsible of their teaching practices and facilitate discussions with the principals to ensure high-quality instructional strategies
Step 2	The role of a principal is more like a facilitator than an evaluator, teachers should feel comfortable and safe to be able to discuss the progress and instructional strategies with their respective principals. Principal can avoid uncomfortable and adversarial conversions by recognizing different situations, needs, and keep the ball rolling.
Step 3	Principals should be part of the professional development program in which they can reflect, collaborate, share values, and build awareness of a school community. Teachers need to be part of the decision-making process and voice out their opinions and ideas. PLCs can help establish a school wide community in supporting all students and teacher quality. As such, principals should help create effective PLCs that will engage all teachers in the school community to share their thoughts and visions
Step 4	It is important that principals evaluate their teachers and provide feedback to teachers by discussing teaching practices, progress, and areas of improvement. The teachers need to know where they stand and how are they being evaluated as a teacher. Effective principals also recognize the tension and stress that evaluations can cause teachers. As such, principals must be strategic, recognize teacher strengths and provide constructive feedback.
Step 5	A good principal should advocate for the school and be aware of any changes in policy that might affect the teachers and students. Teachers can be encouraged to embrace new changes and pursue it in a positive learning experience. Transparency in any changes or updates and communicating vital information will make teachers feel safe and looked after.

assessing the experience and needs of teachers and blended coaching in which the principal becomes facile at determining the "in the moment" needs in certain situation.

Differentiating coaching. As teachers usually differentiate their instructions in class to accommodate the needs of all students, similarly, leaders also have to differentiate their coaching style and strategy to suit individual teacher's needs. Coaching does not involve fixing the teacher or providing therapy to them, leaders who are coaches or mentors for their teachers should have clear boundaries and always remember the focus of coaching is on learning and developing new skills and capacities. In addition, coaching is also not a way to enforce a program or system at school. I discuss three models from practice: Glickman's (2004) direct control, directive informational, collaborative, and nondirective coaching stances; Bloom, Castanga, Moir and Warren (2005) using blended coaching; and Aguilar (2013, 2016) in coaching individuals and teams.

Coaching stances. In Glickman's coaching model, the analysis is focused on the level of commitment and abstract thinking ability of teachers. This usually helps the coach or leader to make decisions about the level of the teacher in responding to coaching. This depends to some degree on the level of commitment, abstract thinking, and expertise of the person who is coached. Thus, the coach has to differentiate his or her coaching stance to match the levels of the persons (see Table 7).The purpose of the coaching analysis is to comprehend the teaching staff and assess the zone of proximal development (Glickman, 2004). Generally, teachers with low abstract thinking may not be aware of the problems or issues they may be encountering, or if they are aware of it, they may be confused. During post conferences, the coach delivers clear data and states exactly what to do. It is therefore direct control as an instructional. Teachers with moderate abstract thinking or with diminished focus often think of solutions and are committed

Table 7

Choosing a Coaching Stance

Assessing Levels of Commitment and Abstract Thinking	Coaching Stance Clickman (2004)	Coaching Stance Bloom et al. (2005)
Assessing Levels of Commitment and Abstract Thinking	Coaching Stance Glickman (2004)	Coaching Stance Bloom et al. (2005)
Low level of commitment Abstract thinking level: confused about the issue	Direct Control	Instructional
Moderate level of commitment Abstract thinking level: Can define problem but has few ideas about how to solve	Directive Informational	Instructional
Level commitment to changing teaching practice is moderate, but may be inconsistent High level of abstraction/reflection	Collaborative	Facilitative
High level of commitment High level of abstraction/reflection	Nondirective Collegial	Transformative

to make strategic changes in their practices, but may need support to think of complexities of situation. In this case, the coach can coach asking for ideas about how to approach and use the responses to support instructional coaching that supports the teacher to consider more ideas. On the other extreme, teachers with high level of abstract thinking may be able to see the issues and problems from multiple perspectives and they can plan for contingencies and the coaching approach is based on cognitive coaching and facilitative principles. Therefore, this type of coaching model can be useful for the teachers as well as the principals in determining the individual needs the teachers may have and determine ways that will foster intellectual and self-motivated growth for teachers.

Blended coaching. Similar to the other coaching model, Bloom's blended coaching method provides leaders and teachers with comprehensive and practical skills and strategies for leadership coaching that ranges from instructional to facilitative to transformative. The presumption is that the coaching is not a singular event, but a series of conversations in which the coach may take different stances depending on a particular issue. In blended coaching, the coach adjusts his or her stance based on a fluid understanding of the context, the person, and the issue. This helps in imparting new specific knowledge as the coachee gradually assumes responsibility of their own learning. The goal of this model is that, over time, the coachee can work with the coach and transform his or her practice.

When coaching is a standard practice in schools, overall professional development goes to another level and takes on a different meaning. The essence of coaching is always connected to the teachers' work which is connected to the students' work, it is sustained and always supported, and it is experimental with deep inquiry and reflection (Aguilar, 2013).This coaching model uses real-life experiences, reflective prompts to enhance assimilation, insightful exercises

for coaches, principals, and colleagues, comprehensive resources such as worksheets, sample forms, and assessments (Bloom, Castanga, Moir, & Warren, 2005).

As we have discussed above regarding the coaching models, it has been noted that coaching provides teachers with personalized professional growth and support through discussion about their teaching practices and classroom experience. No doubt, coaching takes time to get started and facilitated in a school; in our case, it will be a new way of approaching the supervisor-teacher relationship. However, once it has been established, it offers promise for yielding positive results for school leaders, teachers, students, and representatives in the school community

Chapter Summary

Within this chapter, the literature review has uncovered several key points that are critical to the PAR project. To start with, the changes the teaching evaluation systems have undergone change, and the purposes of teaching evaluations should reflect changing from the static nature of evaluation to the dynamic nature of teaching. Otherwise, the classroom observations become a performance and the *pro forma* evaluation is not helpful instead of representing the authentic work of teaching and learning (Black &Wiliam, 2010; Marzano, 2012; Ory, 2000; Sawchuk, 2015; Schachter, 2012).

Secondly, traditionally, one of the job descriptions of a principal is to regularly observe and make judgments about teachers. Hence, formal and informal observations are important parts of the observational practices, including the conversation that happens after the observation, as this leads to professional growth and development of teachers and their teaching practices is the most important. In addition, teachers and peer teachers may participate in supervisory functions

to go to other classrooms, observe, and support their peers and engage in meaningful conversations to improve themselves.

One other significant issue this literature review has uncovered is the dual role and responsibility of a principal. A principal is seen both as an evaluator and supervisor and this is challenging. Hence, Acheson and Gall (2013) state the role of a principal as a clinical supervisor whereby there is a face-to-face conversation and relationship between the supervisor and the teaching practices in the classrooms helps. It is a process, a strategy, and an interactive relationship. Henceforth, there is the need to create a professional learning community and adopting different coaching models that can help and facilitate teacher growth and student learning which is vital in the educational system in schools. In this project, that means I paid attention to complexities of my role as principal in a hierarchical structure and rethought and modeled a different role as supervisor and facilitator of learning in a distributed leadership frame.

By implementing a participatory approach in a professional learning community framework, I expected teacher participation in co-designing a teacher evaluation support and growth process. Much of the literature I have used is not empirical research on teacher evaluation, but a set of normative statements about what teacher evaluation and the supervisory process could and should be. It was important, therefore, to provide a level of qualitative evidence that actually speaks to how a process plays out in a school setting. In addition, none of the literature I read investigated a group of teachers with a principal undertaking a collaborative response to the evaluation system; most of the empirical literature on professional learning community addresses teacher groups talking about practice, but not about changing an evaluation system. This is probably because teacher evaluation is a typically an organizational function and

design in a school district. However, because we are in a unique position in an international school and have the flexibility of designing a different system, the PAR project, although limited itself by taking place in a single environment, provides useful evidence about how teachers in a professional learning community setting take on collaborative responsibility for a teacher evaluation system that focuses on teacher growth and development.

CHAPTER 3: CONTEXT OF THE PARTICIPATORY ACTION RESEARCH PROJECT

Introduction

How can a school leader support teacher to take responsibility for modifying teaching practices that can lead to positive student outcomes? How can a teacher evaluation system support teacher to become more effective? These are the key questions that I address in the PAR project, and the ability to be successful is highly dependent on the context of the project. This chapter addresses the context of the school as a way of understanding how the context influenced the project.

To address how teaching practice can influence student performance, the goal of the PAR research project focuses on the growth and support for teachers in their current teaching practices that can, in turn, support increased student engagement and inform the teacher evaluation system in the classroom settings in the middle school at Wells International School in Bangkok, Thailand. The research is based on the belief that stronger teaching yields better results in student learning outcomes. As Wright, Horn and Sanders (1997) state, improving the effectiveness of teachers is the most important factor in improving learning outcomes for students. As such, the PAR project was designed to co-construct and implement a teacher growth and support model that investigates teacher practice at a private international school for the purpose of improving our approach to teacher evaluation. As the principal of the middle school, I can have a leading role in how teachers teach in classrooms and enhance their effectiveness in their instructional practices. First, I describe the structure of the school as a private international school. The leadership structures and responsibilities, and my role as middle school principal had a direct relationship to the project. I return to the meso and micro contexts of the middle school outlined in Chapter 1 and talk about the teaching staff in general and the six co-practitioner researchers in

specific. In addition, the diagnostic look of teacher evaluation in the middle school at Wells International School at the start of the project is a backdrop to understanding the need for the project and the methodology I undertook

Wells International School

In this section, I discuss the physical campuses of Wells International School, the vision of the school, the teachers, and the school leadership structure. In general, Wells is a part of a growing trend in international schools. According to Ingersoll (2003) who investigated teachers' work environments in the United States and compared levels of control of teachers' work with 32 other countries, school level decisions constitute 45% of all decision-making, and, the national or state (macro) level is responsible for 55% of the decisions. Therefore, even an international private school, of which there are currently 160 schools in Thailand and just over 100 in Bangkok according to Brummit and Keeling (2013), we have to respond to the national context. In Asia alone, there has been a growth spurt of international schools, increasing from 2,361 schools in 2008 to 3,442 by 2013. In Thailand, in 2008, the number was 55 schools and by 2013, that number had more than doubled. The number of for profit schools has increased, and most of the newest schools are for-profit enterprises.

Wells: Location and Organization

Located in downtown Bangkok, Wells international school is a private, for-profit, international school. It is a branch of Ever Clever Education Group, Ltd. and offers an American and IB university-preparatory curriculum to Pre K-12 students. At present, we offer the IB Diploma Program (DP) to our grade eleven and twelve students. Wells is also licensed by the Thai Ministry of Education and has been accredited by the Western Association of Schools and Colleges (WASC) since 2009. In addition, Wells is a member of the International Schools

Association of Thailand (ISAT) and East Asia Regional Council of Schools (EARCOS).

Wells is one example of a trend in the growth of international schools, as it is investigating starting a fourth campus, after just opening a new PreK-5 school in 2016 on one campus. This growth trend is particularly true for Thailand, as originally, Thai nationals were required to go to Thai schools. When the ban was lifted, Thai parents who were middle to upper class, wanted international education for their children, and Thailand contributed to increase in numbers of international schools in Thailand and the world (Hayden & Thompson, 2013). Wells has three campuses including a university degree preparation institute - Bangkok School of Management. Grades 1-12 are at the On Nut campus, and I am the principal of the middle school at that campus (see Figure 3 and Figure 4). Pre-Kindergarten-2 is at the Thong Lo campus and Pre-kindergarten-5 are on the Bang Na campus.

Vision of Wells

Wells encourages equitable outcomes for all students at all sites. As it is stated in our school's mission statement and vision, we believe that all students can reach their highest potential as the programs we offer at school are supportive, innovative, and globally recognized. A video about the school expresses its philosophy of education about the importance of joy in learning and this can be viewed on the following links:

https://www.youtube.com/watch?v=Q3tgC6lw_YM

https://www.youtube.com/watch?v=bqlrkwhOTA8

Our main goal is to provide a college level preparatory education so that all our students are able to attain a university level degree in the future and 65% of our graduates attend universities around the world. Each student has an opportunity to do his or her best in both academics and athletics.

Figure 3. Wells International School (On Nut campus).

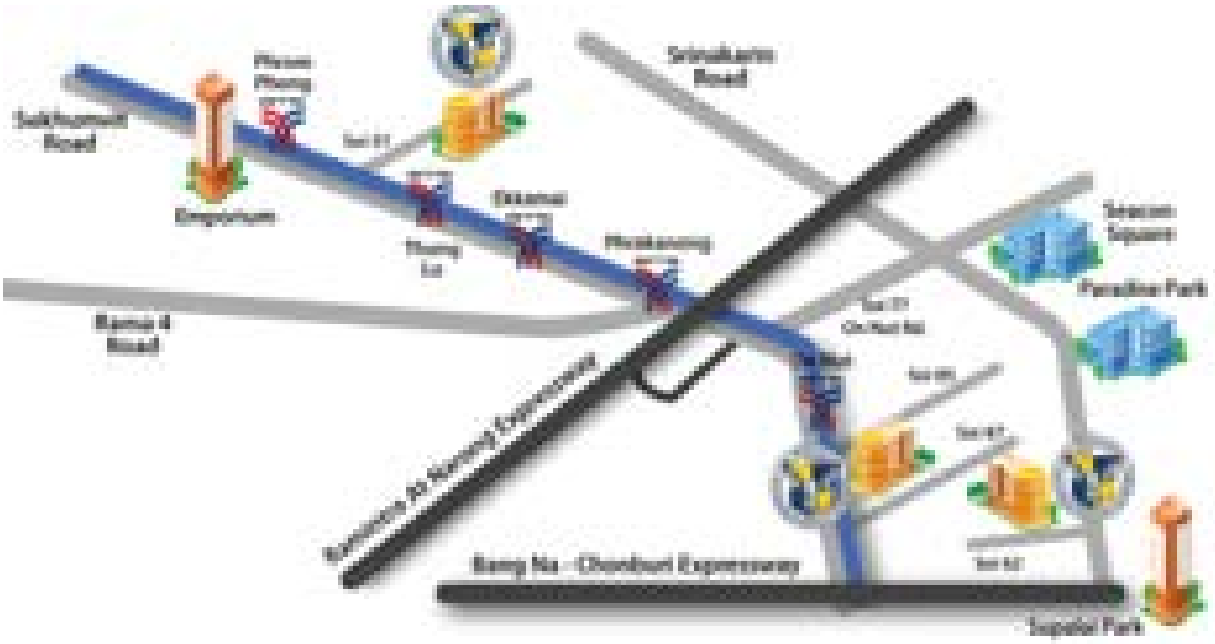


Figure 4. Three sites of Wells International School: On Nut, Thong Lo, and Bang Na.

As school leaders, we are able to clearly communicate the goals and expectations we have for our students to all our teachers, teaching staff, and school community. We work together to decide what steps would increase equitable outcomes and expectations so that we are able to turn the experience students have into effective learning outcomes. Hence, our support and growth model for teachers in improving teaching practices is the focus of this action research project.

Leadership Structure, Responsibilities and Challenges

Because the school is owner-managed and the owner/chairman and his wife play active roles in the school structures and decisions, there are assets and challenges in this situation. In this section, I discuss the leadership structure at the school, including responsibilities and how decisions are made. Then I look at the micro-political dilemmas or challenges and assets that contributed to the implementation of the PAR project. As well I discuss the general responsibilities of the middle school principal.

Structure of Wells School

The structure at school is hierarchal and comprised of the leadership and management structure. The owner of school is the chairman, Dr. Chang, Yao-Lang and the vice-chairman, Ms. Lee, Mei-Chuan and the head of school, Mr. Ray, de la Pena (see Figure 5). There are four principals, three at the On Nut campus for primary, middle, and high school and one at the Bang Na campus. Each campus has a Thai director who ensures that all activities comport with the Ministry of Education policies, and, as indicated above, the national influence on schools is a significant factor. I am serving as the middle school principal, and have been at this position since 2014.

System-wide		
Chairman of the Board	Dr. Chang Yao-Lang	chang@wells-school.com
Vice-Chairperson	Ms. Lee Mei-Chuan	lee@wells-school.com
System-wide Thai Director	Ajarn Pranee Srisai	pranee@wells-school.com
Head of School	Mr. Ray de la Pena	ray@wells-school.com
Chief of Operations	Mr. Ravin Maharajan	ravin@wells-school.com

On Nut Campus	Thong Lor Campus	Bang Na Campus
Head of School Mr. Ray: ray@wells-school.com **Thai Director** Ms. Aum: aum@wells-school.com	**Director** Ms. Gona: gona@wells-school.com **Thai Director** Ms. Ning: ning@wells-school.com	**Principal** Ms. Kristin: kristin.h@wells-school.com **Thai Director** Ms. Oh: darunee@wells-school.com

Wells International School – On Nut Campus	
2209 Sukhumvit Road, Bangchak Prakhanong, Bangkok 10260 Tel: (66)02-730-3366 Fax: (66)02-730-3118 E-mail: wells85@wells-school.com Office Hours: 7:00 a.m. – 5:00 p.m., Monday to Friday	
Admin and Management Team -- Onnut Campus	
Head of School Mr. Ray: ray@wells-school.com **System-wide Thai Director** Ms. Pranee: pranee@wells-school.com **Chief of Operations** Mr. Ravin: ravin@wells-school.com **Primary School Principal** Ms. Rekha: rekha@wells-school.com **Middle School Principal** Ms. Prerna: prerna@wells-school.com **High School Principal** Mr. William: william@wells-school.com	**Director of Student Support Services** Dr. Peng: peng@wells-school.com **IB DP and AP Capstone Coordinator** Ms. Katherine: katherine.c@wells-school.com **CAS/Events and TOK Coordinator** Ms. Katina: katina.g@wells-school.com **Athletic Director** Mr. Toni: toni@wells-school.com **Technology Director** Mr. Damien: damien.j@wells-school.com

Figure 5. Leadership structure at Wells.

Leaders from the other campuses and personnel of all three campuses make up the leadership team, and the principals at the On Nut campus make up the management team (see Figure 5). The leadership team and management team generally work together in making informed decisions. However, certain decisions are only made by the chairman and the head of school such as end of year bonuses for teachers and students that receive scholarships at the end of the fall academic school year. Typically, the chairman (and owner) and the head of school make decisions about end of year bonuses and appraisal for teachers, salary benefits and packages, approval of sick/personal leave, and benefits for dependents. Principals in the administration team and teachers have input on student nominations for student scholarship decisions. Teachers and staff at school community complete a survey to nominate the students that are eligible for scholarship during the school year. Once that is completed, the chairman of the school and the head of school make the final decision. However, most of the other decisions about teachers, daily activities, communicating with heads of departments, student learning and behavior are managed by the respective principals, which are then communicated to the head of school, who in return communicates and liaises that information to the other members in the leadership team.

In addition, the professional learning opportunities via our membership in EARCOS and attendance at the EARCOS annual conference are typically the decision of the chairman. This is a wider professional learning possibility for teachers, but all teachers do not attend; attendance is based on in general on which teachers are planning to stay at the school. From the owner's standpoint, he wants to invest professional learning funds in ways that will benefit the entire school.

On a daily basis, the head of school as well as the respective principals in the primary, middle, and high school levels carry out most of the decisions about school policies and school duties such as everyday activities and routines for teachers and staff. One of the assets we have at Wells is the flexibility of deciding in policies and routines that help improve teacher quality and the student-learning environment. However, my position regarding the current teacher evaluation system seems like a "double-edged sword"; on the one hand, there is the flexibility of deciding what can be done about teacher evaluation systems and on the other hand, the lack of guidance and policies in place makes it challenging to build a cohesive, coherent, and congruent evaluation system for teachers through kindergarten to twelfth grade. The assets and limitations of the school were discussed in more detail in Chapter 1, but briefly, the context supports the PAR project. Because the teacher evaluation systems for schools on three campuses are all different, the first step was to make the processes more transparent and coherent for teachers. My goal was to design and pilot this process during the three cycles of inquiry in the project, and we intend to continue the project as we share with the leaders at all Wells campuses.

One challenge, for example, we are facing in middle school is related to Thai language instruction. Currently, many students are failing the Thai language requirement; however, since the course not considered a core subject, students do not have to attend summer school to gain a passing grade in this subject. I have been wanting to propose that we make this a core subject, since Thailand is the host country. In a certain way, this brings up a socio-cultural context issue, as there is a challenge in international schools at times to fully value of the multicultural aspects of the school. I believe it is important to maintain the importance of the students' first language. This does not directly affect the project, but, since language classes are taught by native Thai teachers, we also want to make certain that all instruction and all teachers are valued in our

community and that students have a sense that we are interested in their maintaining their first language and culture.

Another challenge is related to overall coherence of policy and practices. Heads of departments (HOD) in middle and high school have some independent authority over policies and practices in individual departments. Thus, gauging the interest of the HODs in the project as a secondary driver is important so that there is a growing coherency of responses about teaching practices and professional learning activities. While I am still concerned about coherency as we move forward to the larger community, there were not issues of inconsistency in the middle school during the project. As we moved forward in the middle school CPR team, I kept other leaders apprised of the progress.

Finally, the micro political situation at the organizational or meso level, discussed briefly in Chapter 1 and in the fishbone diagram, currently supported this project; however, the general organizational structure, which is both a managerial and cultural, is hierarchical. I have worked in this kind of structure for my entire professional life. Therefore, as we move forward, others in this structure may not actually be ready to fully understand or accept the decisions of teachers and a collaborative model. In many ways, the distributed leadership model we are seeking to implement for the PAR project is atypical for Wells and many international school settings. Teachers who are also accustomed to the ways that hierarchies work may find the change challenging in other ways. Thus, we wanted to be fully aware that; while this project has sound research-based underpinnings, it is, to a large degree, attempting a project that requires a flattened hierarchy and is collaborative in an organizational system that may not be conducive to different ways of operating.

General Middle School Principal Responsibilities

I was the primary researcher and am the middle school administrator simultaneously, it is important to put my role to be addressed in a larger context. My journey at Wells started twelve years ago as an ESL (English as a second language) teacher. Since then, I moved to teaching English to elementary, middle, and high school students and to managerial position. There was no application for the position; instead, I was approached and then appointed by the chairman and owner. Prior to the position of principal, I was the head of the English department for two years from 2012 to 2014. I have been the middle school principal since the school year of 2014.

My job description and duties as a middle school principal are serving the school and middle school students as the academic and activity director. My responsibilities are both managerial and instructional. They include developing and implementing an appropriate grade level academic program and prepare activities for students based on their individualized and special needs; manage student discipline; arrange for substitute teachers when subject teachers or homeroom teachers are absent or on leave; ensure all teachers are on duty during specific times during morning break and lunch time and communicate and liaise with the head of school and other principals regarding issues or concerns about school, and most importantly ensuring sound instruction that is connected toward improving academic outcomes for students.

Furthermore, my role as a principal has been challenging in the area of serving the students whose academic progress is viewed as insufficient or failing. Five years ago, when I was first assigned as the middle school principal, part of my job description was to oversee the academic records of the middle school students. During the first year, in the quarterly semester, there were thirty to forty middle school students who were failing at least one core subject (core subject - Language arts, science, social studies, math; non-core - art, music, P.E., Computer).

With some help from the teachers and support from parents, some students were able to pass their core subjects and started doing well. We designed a document called the Academic Probation Contract in which students were categorized into the high/medium/low risk depending on how many core and non-core subjects the students had failed. The Academic Support group is a teacher-facilitated after-school activity whereby students who are failing in their subjects go to an after-school class and complete their unfinished class work and assignments under supervision. Students were starting to feel more confident and were working hard to complete their assignments in the support class. As a result, most students passed their core subjects and fewer students are failing now. The PAR project attempts to address the issues of academic success through more effective classroom teaching before students reach the point of academic probation.

Current State of Teacher Evaluation

At our school, teacher evaluations are conducted separately in the primary, middle, and high school; we use different systems for evaluation, and heads of departments give input and suggestions about the teachers in secondary schools. In the primary department, the primary principal leads the classroom observations with or without inputs from the head of departments. Thus, the system is not coherent across all campuses and grade levels, which is at times challenging when the policies regarding the teacher evaluation models are not established in school policies and different sets of skills are being evaluated at different grade levels. The objectives or teaching standards for all teachers are not clear and are based on different approaches and decisions about teacher skill sets. Classroom observations do not follow a consistent format, and we do not calibrate our evidence or rating systems, a large issue in teacher evaluation systems as detailed by Rowan and Raudenbush (2016).

Thus, at times, teachers view the results as judgmental and inconsistent. That does not help the support and growth development of the teachers. Furthermore, there has not been enough support for the teachers regarding the tools we have been using to evaluate them in classroom settings. Because of the ways we were chosen as principals, we do not have formal training in evaluation or observation systems, and, therefore, have little background knowledge. For these reasons, we are taking up this journey in the participatory action research to co-construct and design a context-specific teacher evaluation tool.

Teacher Evaluation: Role of Middle School Principal

I have had no formal training in conducting teacher observations, taking notes in classrooms, analyzing notes, or having post conferences with teachers. Thus, my practice in this area was solely directed by what information I gleaned from conferences or my own reading. I have three years of evidence about classroom observation in which I have conducted in the middle school both as formal and informal evaluations. During the first year as a principal, I carried out eighteen formal and informal observations and attempted to use the Marzano evaluation model as a tool, but I did not calibrate with teachers, and they were unclear about the full set of expectations. The observation notes I have indicated that I was using a mix of selective verbatim and recording the occurrence in the classroom non-judgmentally; however, other notes indicate that I recorded suggestions to the teacher in the middle of notes. While I had debriefing conversations with teachers and provided them with the form in which I checked boxes about effectiveness, I quickly realized this form was too complex. In addition, we had no teacher buy-in on the format, and they were polite, but this resulted in no significant changes in their teaching practices as observed informally during the subsequent school year.

During the second year, I made a decision to use a shorter form and conducted twenty formal observations during the following year. However, after the teacher conferences, I was still certain we were engaging in a *pro forma* process as if we were congenial partners, but failed to establish the collaborative spirit that is the underpinning of improving schools from within (Barth, 1990; Rowan & Raudenbush, 2016).

During the school year (2016-2017), I have not conducted formal evaluation for the teachers because I realized that the systems in place were not working. The result is that we are taking a deep look at teacher evaluation together, and our ultimate goal is to share this across Wells campuses as a model of how we do evaluation. I recognized that we needed to do this from inside out with teachers and not based on unilateral decisions I made about formats or processes. Because we have no district or other structure to make decisions about content, format or process of the teacher evaluation, we have the collective action space to accomplish this as a teacher and leader collaborative team (Grubb & Tredway, 2010). Evidence from three years of observation indicate why going about this process systematically is important. I need to fully understand all the purpose, tensions, and components of the teacher evaluation process. The teachers and I need to collaborate on this so that the process we determine, pilot, and implement at the middle school is useful for teacher growth and development.

As discussed in the diagnostic section above, these evaluations revealed a minimal effect on changing teacher practice. Thus, for the school year (2016-2017), we took time to rethink how to make teacher evaluations more meaningful as a result of preparing for this action research project. I only conducted informal classroom observations in 2016-17 as I was working on the process designing how we co-construct and re-design a context-specific teacher evaluation tool that is more useful to teacher growth and support through this research project. That was

accomplished with the support of the middle school teachers and, in particular, the Co-Practitioner Research (CPR) group.

Middle School Teachers and Co-Practitioner Research Group

In this section, I provide an overview of the general characteristics teachers at Wells and the 20 teachers in the middle school; then, specifically I discuss the six teachers at Wells who are the co-practitioner researcher (CPR) group who participated in this project. I give a brief biography of each teacher, identifying their country of origin, the subjects they teach, the years of experience they have had at Wells, and their educational qualifications. In this course of this project, I kept the head of school (HOS), primary and high school principals, head of departments (HOD), and the office staff abreast of the project as they have some responsibilities for the middle school students in the school community as well.

Overview of Wells' Teachers

As an international school using an American curriculum, the largest number of teachers teaching core subjects at Wells International School are from the United States of America, with the remainder representing European, Asian, and African nations. This differs from the student body as the majority of our students are largely Thai (see Table 8). Teachers represent these countries: United States, Canada, Europe, India, and The Philippines; they generally teach the core subjects - Math, Language Arts, Science, and Social Studies. In general, the teachers from Thailand and Taiwan teach second languages - Thai and Mandarin. Our teachers and administration are experienced and well-qualified. Nearly 80% have or are pursuing a master's degree in education or in their specialization. Nearly all administrators are in the process of pursuing their doctorate degree in educational leadership. All teachers with a non-education

Table 8

Nationalities of Students at Wells

Nationalities of Students	Percentage
Thai	38.45%
Indian	19.6%
Japanese	10.49%
Korean	10.29%
American	5.63%
Taiwanese and Chinese	4.28%
European and other nationalities	11.26%

bachelor's degree are hired on short-term contracts and are required to enroll in a teacher certification program or MEd program in order to continue working beyond their initial term.

Middle School Teachers

In the middle school community, we have 20 teachers. Many middle school teachers are homeroom teachers; they provide pastoral care to students, guide and facilitate students during school events. In addition, they take turns and are on a duty roster during morning break and lunch. We have twice-monthly meetings, usually beginning of the month and end of the month and, during the course of the PAR project, continued to update and engage all the teachers in middle school. We have a shared Google document in which meeting minutes and agenda are shared, and we also have a chat group on the phone to stay connected and abreast of events that are happening at school during the day.

Teacher Co-Practitioner Researcher Group

While this project included all the middle school teachers, students, parents, and personnel who are related to middle school in a general way, six middle school teachers are acting as co-practitioner researchers. They were selected based on purposeful convenience sampling. More about the selection of the co-practitioner researchers is explained in Chapter 4. The six co-practitioner researchers(CPR) were the building blocks of the PAR project because they collaborated on the design and implementation and helped to develop and construct a support and growth model for an effective teacher evaluation model (see Table 9).The teachers represented a mixture of different ethnic and socio-cultural backgrounds. There were both veteran and novice teachers. We needed experienced teachers to help and guide the novice teachers in sharing their experience as evaluate teachers at all levels, we wanted input across a

Table 9

Co-Practitioner Researchers at Wells

Name	Subject Area	National Origin	Years of Teaching	Years at Wells
Ms. Amrita Kamath	Science	India	7	3
Ms. Svetlana Cherkasova	Social Science	Russia	12	5
Mr. Tyler Mabry-Mandel	Social Science	America	3	3
Mr. Eamonn Turley	Computer Science	Ireland	3	3
Ms. Ro Moscoso,	Math	The Philippines	12	8
Ms. Chawisa Chartsuwan	School Counselor	Thailand	5	5

range of experience, but we also needed novice teachers who could provide a lens about teacher evaluation and support that we did not have after many years of experience.

My initial assessment of their collaboration skills was that they can work in collaboration to reach mutual agreements. Their different ethnic backgrounds provided them an opportunity to become more sensitive to cultural norms and rituals, similar to what we teach our students at international schools. At our initial meeting, I have shared with them the focus of practice and received their commitment to participate. My role in this action research design was as coach, a mentor, and collaborator. I discussed my dual role and function with the CPRs so that they believe in the process and were able to build the compatible, favorable, and collaborative relationship from the beginning. Just like we believe in Wells that we are able to change one student at a time (see Figure 6), I believe that with this action research project, I can change one teacher at a time.

Summary

In the beginning of my research design process, I was wedded to focusing on student outcomes and results because many middle school students were challenged academically. However, as I examined this more fully and understood that my direct role with students is always limited, the focus shifted. Saphier (1993) says that the educational leader has five ways to build and maintain a school culture that values improvement: Say it; model it; protect it; organize it; reward it. During the PAR project, in general and in specific, I have had sufficient action space with other leaders and middle school teachers, including the CPR group, to fully engage the teachers and co-construct a growth and development model for teacher evaluation. Since my primary responsibility as an instructional leadership is to support teachers to implement effective pedagogy in their classes, I wanted to talk about teacher evaluation from a point of deep

Figure 6. Motto of Wells: Changing one student at a time.

knowledge and model effective teacher supervision. I also wanted to protect a school culture that values a different way of observing classes and providing support to teacher, and I wanted to work with the co-practitioner researchers to organize it. The reward I was looking for at the start of the project has influenced the place where we work, as we are now a more cohesive staff that values its professional relationships; we are support each other in changing our teacher practices so that we can improve of student learning. Henceforth, my focus of practice and PAR project has had an effect on the people and the context.

CHAPTER 4: PARTICIPATORY ACTION RESEARCH DESIGN

Introduction

The evaluation of K-12 teachers has been a point of contention for over a century as administrators, central office districts, it consists of frequent observations, constructive feedback, coaching and modeling. Teachers must have knowledge of pedagogy (how to teach), content (what they are teaching), and what Shulman (1986) calls pedagogical content knowledge (PCK). Teachers implement their PCK when subject matter is represented to students in different forms using ideas, analogies, illustrations, examples, and explanations to ensure the subject matter is easily comprehensible for everyone. Developing the skills of what and how to teach are formally promulgated in pre-service teacher certification. Thus, useful and effective in-service professional development (learning on the job) is of great consequence for teacher development. Principals are usually in unique positions where they can motivate teachers to implement instructional teaching practices and promote the norm of collegiality and experimentation (Little, 1982)

The participatory action research design is focused on building a comprehensive and context-specific teacher evaluation process that informs current teachers and their practices, and normative evaluation models. The research is a careful analysis of the ways that teachers and administrators could more successfully attend to the main purpose, as noted in chapter 3: to support the growth and development of teachers. At this stage in the research, the inquiry-based Teacher Evaluation Model is generally defined as a teacher evaluation model or a framework to measure teacher effectiveness in classrooms. The chapter outlines the research design and methodology of the participatory action research (PAR) project, an explanation for the selection of participatory action research as the methodology and description of the cycles of inquiry. In

addition, it outlines the participants, data collection tools, and data analysis methods. The chapter concludes with an examination of the role of praxis or reflection, ethical considerations, and the limitations of the study.

In this section, I examine the logic model (see Table 10) for the participatory action research. The intervention for the PAR is to co-create and design a comprehensive and specific support and growth model that informs a teacher evaluation process. Working with the six middle school teachers who were the co-practitioner researchers (CPR) for the project, I was in a unique position due to the dual nature as an evaluator, a supervisor, and collaborator. Using the model of clinical supervision (Acheson &Gall, 2013), I collaborated with the CPRs to build and co-design the growth and development model for the teachers.

Research Design

My role as a middle school principal is to work with teachers to achieve a common goal, and design a growth and development system of teacher evaluation model. I chose qualitative research as an effective design since it comprises an in-depth analysis of multiple processes (Miles & Huberman 1994). According to Creswell (2014), qualitative design studies have unique steps in data analysis. In this study the qualitative researcher is a participant and was concerned with the process of design as well as the outcomes. The process in qualitative research paradigm is inductive and descriptive, and it involves field work (Atieno, 2009). In addition, qualitative design is "interpretative and ethnographic in nature" (Atieno, 2009, p. 13). As such, for the PAR, I have employed a qualitative design because of the reasons mentioned above.

My intention in the PAR was to build a customized tool based on evidence from research – both the published literature and the evidence from the PAR cycles of inquiry – that encourages teachers to co-create and implement the model in the middle school. In Chapter 2, I

Table 10

Logic Model

Goals	Inputs/Activities	Timeline	Outcomes
To establish evidence for the focus of practice	Conversation and dialogue with middle school teachers	Diagnostic: October 2016-May 2017	FoP established with evidence from context
Establish and facilitate growth and development of CPR group	Formation of a diverse and cohesive group	PAR Cycle One	Solidify CPR group
Collaborate with CPR group	Investigation of group activities on different teacher evaluation models	PAR Cycle One, Two, and Three	Increase understanding of diverse evaluation models
	CPR Meetings Classroom Observations Middle School Community Meetings Learning Exchanges	PAR Cycle One, Two, and Three PAR Cycles Two and Three	Collect and analyze data, encourage reflection and engage in complete participant role
	Peer Observations		Use peer observations as informal teacher observations
Increase equity of all voices	Activities that allow collaborative discussion about different teacher evaluation models	PAR Cycle One, Two and Three	Ensure transparency and everyone's opinion is heard
Use iterative evidence to build a context-specific teacher valuation tool	Collect data and analyze data Have conversations with teachers	PAR Cycle Two and Three	Teacher Growth and Development System (TGDS)

examined the purposes of teacher evaluations and agree that the systems are replete with issues; however, I started this project with the belief that we could address the issues that confound the system and concentrate in how to use classroom observations to promote professional learning for teachers and develop reliable measures to evaluate teachers in the classrooms (Grissom et al., 2012). The support and growth provisions of a teacher evaluation model should provide teachers with a research-based set of components of instruction that are embedded in a constructive view of learning and teaching (Bransford et al., 2001). Hence, the model can be a foundation for a school or district mentoring, coaching, or professional development endeavor in order to help and support teachers in becoming more thoughtful practitioners. My role was multifaceted; while I am a supervisor and an evaluator, I was also a collaborator, mentor, and coach. As a supervisor, I act as a catalyst (Stringer, 2014). Thus, I did not impose ideas, but instead stimulated and encouraged teachers by facilitating the teachers in the team to develop their own analysis of issues and concerns.

Research Questions

The participatory action research project overarching question is: *How can the school team (administrator and teachers) co-construct an innovative and effective teacher growth and development process?*

The research sub-questions include:

1. How can the CPR team work together to create a new and context-specific teacher evaluation tool that is informed by current teacher practices and researched-based evaluation models?
2. What fosters and inhibits the implementation of the innovative teacher evaluation growth and development process?

3. To what extent are teachers able to improve their teaching practices using information from the growth and development process?
4. Does the engagement in co-creating and implementing this process affect my practices as a leader?

Participants

In the participatory action research project, the six co-practitioner researchers (CPR) are middle school teachers at Wells International School. The co-practitioner researchers are an innovation. They have different expertise, years of experience, and content areas. I will primarily gather information in classrooms, individual and group meetings, and in informal conversations. The sampling for the CPR team has been a purposeful and convenience sampling. Details about the participants have been described in chapter 3.

The focus of the action research project was the middle school, CPR team in PAR Cycles One, Two and Three; however, the middle school teachers (n=14 + 6 CPR members) were consistently informed about the process and provided feedback.

Cycles of Action Research

In order to plan, implement, and research, the teachers collaborated with me as we co-constructed a support and growth model. We started with PAR Cycle One to analyze current process and make informed decisions together followed by building a customized evaluation tool. In order to achieve the aims, the three cycles of participatory action research are outlined below. More information can be elicited from Table 10.

PAR Cycle One: Fall 2017. In the first participatory action research cycle, we established the CPR team and started the collaborative discussion about a teacher evaluation model. The six middle school teachers who are the co-practitioner researchers (CPR) are in the

advisory group. In the Fall of 2017, I observed in each classroom. We used the observation process that was outlined in Chapter 2 in the literature review: selective verbatim, observational records according to seating charts, and wide-lens technique.

PAR Cycle Two: Spring 2018. Based on evidence for PAR Cycle One, we adjusted our processes. The second cycle of action involved further investigation into evaluating the effectiveness of the observations and post-conferences and included a community learning exchange. Teachers proposed that we use peer observations.

PAR Cycle Three: Fall 2018. The final cycle of participatory action research focused on determining the final process for teacher evaluation we would use for all the middle school teachers. The CPR team used lessons learned from the collaborative discussion after observations and implemented and revisited their teaching practices in the classroom to enhance student learning. In addition, they shared and facilitated discussions with other middle school teachers about the value in the process or any shifts in their perspectives or practices.

Data Collection

In the participatory action research project, I made use of several qualitative measures of data collection. As Creswell (2014) states, "Data analysis is an ongoing process during research" (p.212). The goal was to collect information and employ strategies for iterative diagnostic investigation (Spillane, 2011).

Memos. During the action research cycles, I wrote memos to keep track of the learning that was happening in the collaborative discussion to support the growth and development process. I wrote memos as we went along the action research cycles. Miles and Huberman (1994) state that memo writing is intentional. As such, in this project, the writing of reflective memos was regular, consistent, and ongoing.

CPR meeting notes. Documentation of the meeting minutes and agenda were used to collect information in a way that was indirect about the experience and reflections about the process. As such, documents, agendas, and meeting notes of the CPR meetings and middle school meetings were collected as evidence. This then was used for data collection. According to Creswell (2014), documents allow researchers to "obtain the language and words of participants" (p.191).

Interviews. The face-to-face and one-on-one person interview, were conducted with the CPR team and the middle school teachers during meetings and after each classroom observation. The purpose was to reflect on the observation evidence. The content of the interview stated the motive, purpose, and value for the interview that had been conducted. There was an interview protocol (see Appendix C) for the interviews that have been conducted – for the teachers.

Classroom observations. During the action research cycles, participating teachers who are also the CPRs were observed in their classroom setting regularly. As Acheson and Gall (2013) state that for an observation to be useful, it must be "valid, objective, and recorded" (p.107). Thus, the information we gained from the observation was useful for iterative decision-making about next steps in the PAR cycles.

Data Analysis

Procedures in conducting qualitative inquiry have evolved and variations in procedures are prominent; thus, not all qualitative research or analysis is the same (Creswell, 2013). Data analysis and data collection were conducted concurrently, and they were integrated and used interchangeably. Data analysis was an ongoing process and was used to inform the project and the researcher. All data analysis involved these steps: organizing and preparing the data, coding the data, developing a code from the description, analyzing the data for categories and themes,

and representing the findings in tables, charts, figures, and finally interpreting the findings and analysis (Creswell, 2014;Saldaña, 2016).

For the analysis of these data, I employed the steps discussed above. I recorded and transcribed interviews. I analyzed observations and meeting notes, using a set of codes that I derived from open coding and axial codes from research-based sources (Creswell, 1998; Saldana, 2016; Strauss & Corbin, 1990). The research sub-questions are linked to key recurring data sources: interviews, meeting notes, memos, and observations, and emerging themes were discussed with the CPR team.

Role of Reflection

All along the multiple cycles of the participatory action design, my primary role in this action research design was a coach, a mentor, and a collaborator. I have been discussing my dual role as a principal and collaborator. I worked in a team with the CPRs so that they believe in the process and started building the compatible, favorable, and collaborative relationship from the beginning. Regular and ongoing memos were part of the formative findings for the support and growth process regarding the teacher evaluation that has been maintained. My co-practitioner researchers have been the building blocks and guide in collecting data in this participatory action research. With the input and reflections from the group, I was able to make changes in my practices as a leader at my current school.

Study Limitations

The context and place of the participatory action research was a privately-owned international school setting; as such, we had flexibility in a private setting to re-imagine a teacher evaluation system. The project aimed at answering the research questions in this particular setting, and wide application of findings to different contexts may be minimal. Because the CPR

team had the invariant responses as they had been teaching different subjects, were from varied cultural backgrounds, and had different number of teaching experience, the results may not be applicable to more homogenous contexts. In addition, my position as a middle school principal is influential, but I have to coordinate some decisions with the leadership team.

Confidentiality and Ethical Considerations

My role as a middle school principal is influential at school and to events and activities in the middle school. Thus, it was my responsibility to protect the confidentiality of the CPR team members who are in this participatory action research. Any information that was collected for data analysis is locked in my office and will be disposed after the conclusion of the project. In addition, it is my responsibility to ensure the safety and privacy of all the teachers who participated in this study.

Summary

In this chapter, I outlined my theory of action to work together with a team of co-practitioner researchers to co-construct an innovative and efficient teacher growth and development process to be able to build a new teacher evaluation process for the teachers. My role as a principal and as a collaborator was guiding and facilitating the process. As a result, the engagement in this process and inquiry cycle helped me move forward in my position at my school. In the following chapters, I discuss the findings and analysis of the first cycle of the action research in Chapter 5, the findings and analysis of the second cycle of the action research in Chapter 6, and the findings and analysis of the third cycle of the action research in Chapter 7. Chapter 8 summarizes the major claims that were evident during the PAR cycles and make recommendations for how the research results can be used by other practitioners and researchers.

CHAPTER 5: PAR CYCLE ONE EVALUATION AS CONTINUOUS PROFESSIONAL LEARNING

As detailed in the previous chapters, the participatory action research (PAR) focuses on building a comprehensive and context-specific teacher evaluation tool that informs current teachers and their practices at Wells International School in Bangkok. The purpose of this participatory action research is to implement and co-create an inquiry-based Teacher Evaluation Process (TEP) with a team of teachers and one administrator that can help teachers improve their teaching practice and enhance student engagement in classrooms and motivate students who are facing academic challenges. The full implementation of the growth and support model by the conclusion of Cycle Three intended to provide the school with an important and crucial resource for nurturing effective teachers. At the first inquiry cycle in the PAR, the inquiry-based Teacher Evaluation Process (TEP) was viewed by teachers as a framework to assess teacher effectiveness in classrooms.

The chapter outlines the process in which six Co-Practitioner Research (CPR) team members and I in collaboration with fourteen middle school teachers were engaged in a process to begin the process of co-constructing the purpose of the teacher evaluation process. In the first section, I identify key actions in which we engaged with a brief description of the activities that were implemented. In the second section, I present a set of assertions supported by evidence from multiple sources that identify a set of emerging themes. In the third section, I analyze the implications of the participatory action research project by revisiting the focus of practice and my leadership. By connecting the implications to the research questions again and to the literature review, I situate the current project in a larger context. In the fourth section, I conclude the chapter with a description of how the findings and reflections are generating revisions for the

next cycle; I detail what continued to do, what we changed, and what activities and data collection we implemented for PAR Cycle Two.

PAR Cycle One was comprised of meetings with the CPR team members, middle school teachers in the middle school community, classroom observations (formal and informal), and calibration of classroom observations with colleagues. A final activity of this cycle included a community learning exchange for middle school teachers. The CPR team members and I met every other week initially, and the middle school teacher meetings are once a month on an average. All meetings were held after school and they lasted for about an hour.

In general, I conducted informal classroom observations or walkthroughs for the first few weeks and formal classroom observations after that. Informal observations/walkthroughs lasted for about 15-20 minutes and formal observations were a full class period or an hour and twenty minutes. Teachers scheduled a formal observation and suggested I come during the scheduled lesson they had planned. I then conducted follow-up meetings and feedback sessions either the same day or next day. On one morning of a school day, I conducted two classroom co-observations with colleagues from East Carolina University professors and a member of the cohort for the doctorate program for the purpose of calibration and learning how to code objective observations. In November, I facilitated a Community Learning Exchange (CLE) for middle school teachers that included CPR team members. The purpose of the CLE was to connect all teachers and provide a platform for them to share their knowledge with each other so they can learn from one another and make some changes in their teaching practices. Teachers shared their experiences and perceptions about different concepts such as coaching, counseling, and collaboration and how they were connected to the teacher evaluation systems (see Table 11).

Table 11

Meetings with CPR Members, Middle School Teachers, Classroom Observations, and Learning Exchange in PAR Cycle One (August – December, 2017)

	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
Meetings with CPR (n=6)	●	●		●				*Mid-term break*	●		
Meetings with middle school teachers (n=20)		●		●				*Mid-term break*			●
Learning Exchange (n=20)								*Mid-term break*			●
Classroom Observations (Informal) (n=8)		●	●	●	●			*Mid-term break*			
Classroom Observations (Formal) (n=14)							●	*Mid-term break*	●	●	●
Co-observations with colleagues (n=4)								*Mid-term break*	●		

In addition to the meetings and classroom observations that were held during PAR Cycle One, members of the CPR team and middle school teachers engaged in conversations, dialogue, and discussions about components of informal and formal classroom observations. This allowed insight into discussions about informal and formal classroom observations and teacher evaluation systems. Evidence in the next section of the chapter reflects the change of topics and emphases in the meetings, moving from a focus of attention on a more traditional checklist format for informal classroom observations to a more robust look at evidence of student interactions and learning. By the end of the discussion, CPR members and middle school teachers had suggested clustering the components of classroom observations into emergent themes such as learning environment, classroom management, instructions, lesson planning, and assessments. They were also able to share their perceptions about how coaching and collaboration were connected to teacher evaluation.

Besides meetings and discussions about teacher evaluations, much of the time spent during PAR Cycle One revolved around conducting formal and informal classroom observations and CLE (see Table 11). As indicated above, when I conducted informal observations or walkthroughs, the purpose was collecting general information about students and teachers as they started the school year. Once all teachers and students were settled in. I scheduled formal classroom observations. In scheduling feedback sessions and post-observation meetings with teachers, we generally discussed the flow and content of the lessons. As noted in the evidence in the second section, classroom observations this cycle were focused on the managerial aspects of classroom management (student management, time on task, using an activity to complete the task and etc.). Little or limited attention was placed on activities the students engaged in around learning or teaching practices that reflected student engagement. As a result, we compared notes

and suggested different observational techniques. As I moved through the first cycle, I began to note the importance of equitable participation in classrooms. Taking notes in column one and coding or naming the practices in column two were processes that I learned to use more fully during classroom observations. We examined the coding for patterns and examples. At the CLE (see Figures 7-10), all middle school teachers (n=20) looked at evidence and used self-reflection as a strategy for meaningful and deeper understanding about teacher evaluation systems.

In Figures 7-10, CPR members and middle school teachers discussed attributes of a good evaluation system and worked in groups and shared their experiences. In addition, they also looked at the current teaching evaluation and suggested how coaching, counseling, and collaboration were connected to teacher evaluation. They were beginning to see teacher evaluation as a useful cycle that is supportive, iterative, and aimed at continuous professional development.

To conclude, the process in cycle I started with meetings, discussions, classroom observations, and learning exchange (see Figure 7-10). In the following section (section II), I present a set of claims and assertions supported by evidence from multiple sources that identify a set of emerging findings and themes.

Shifts in Administrator and Teacher Thinking and Actions

The second section of this chapter is focused on evidence that supports three key assertions (see Figure 11).

1. Middle school teachers in the community are beginning to view teacher evaluations as supportive, iterative, and a form of continuous professional development. The evidence from PAR Cycle One suggests that the teachers are seeing how coaching, counseling, collaboration, and evaluation are connected.

Figure 7. Middle school teachers engaged in discussion about the teaching evaluation process.

Figure 8. Middle school teachers working together to discuss evaluation process.

Figure 9. CPR team members and middle school teachers in the learning exchange having a discussion about the teaching evaluation process.

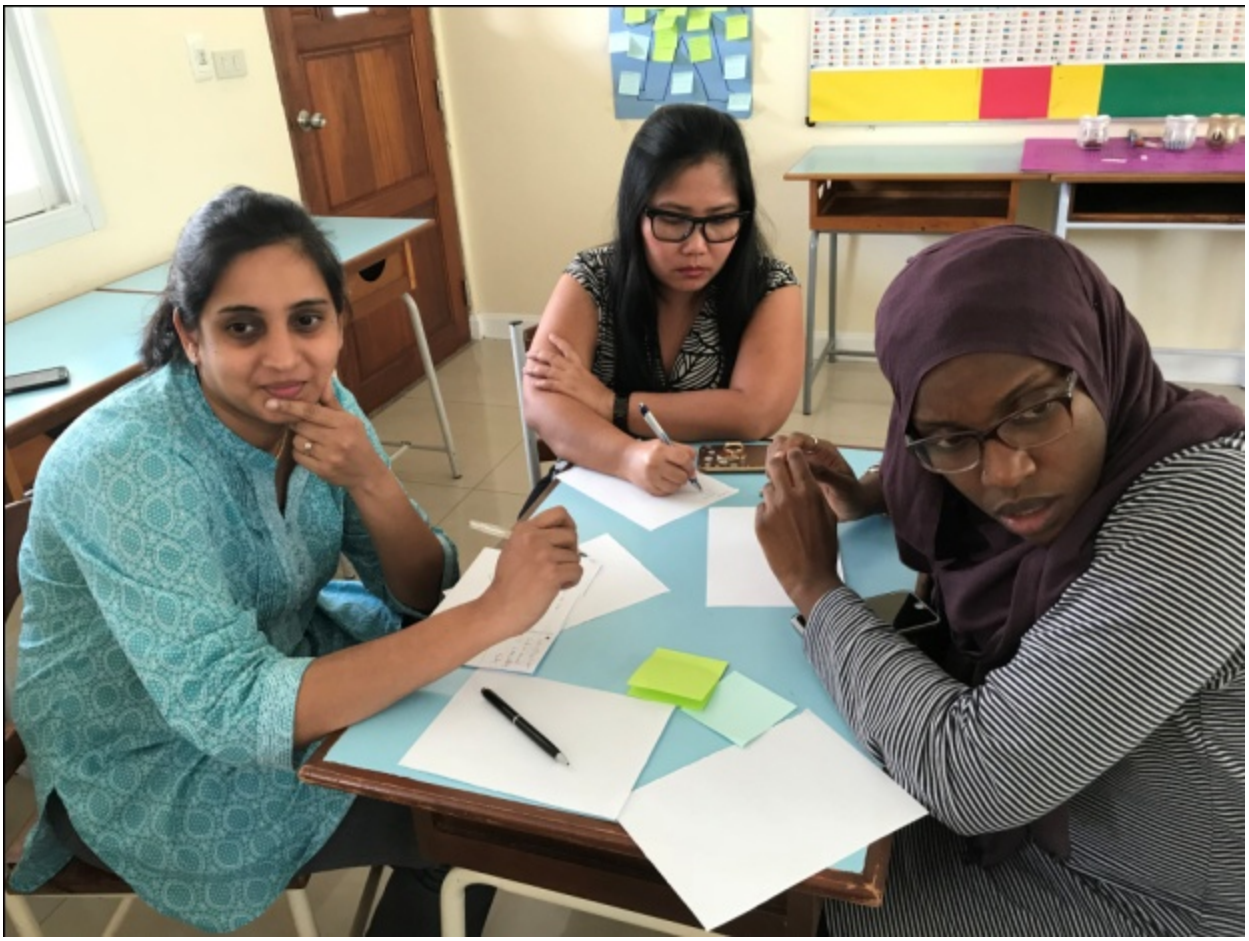


Figure 10. CPR team members and middle school teachers sharing their ideas and thoughts about the teacher evaluation system during a community learning exchange.

2. Middle school teachers in the community are beginning to view teacher evaluations as supportive, iterative, and a form of continuous professional development. The evidence from PAR Cycle One suggests that the teachers are seeing how coaching, counseling, collaboration, and evaluation are connected.
3. To date, several pre-conditions suggest that teachers are moving from activity teaching to a focus on students learning: (a) how teacher view observation as an opportunity to concentrate on student learning; (b) observing a clear connection between a learning outcome and classroom activities and checking for understanding; and (c) the ability of the teacher to set up equitable conditions for student learning.
4. As a principal, when I am conducting classroom observations, I have shifted from *pro forma* evaluations to relying on more objective evidence that matters in fuzzy evaluations that Rowan and Raudenbush (2016) describe as customized evaluations to respond to the dynamic teaching and learning in each classroom.

Middle School Teachers Perceptions about Evaluation

Previously, the teachers viewed evaluations as a mechanism to rate their performance in classrooms and did not view them as useful. In attempting to shift this thinking, the evidence from the meetings and discussions in the form of dialogue and reflection suggested that teachers are re-framed their understanding of evaluations on a broader context. The evidence from meetings told us that they characterized teacher evaluation system as supportive, iterative, and a form of continuous professional development. In addition, they also viewed coaching, counseling, and collaboration connected with evaluation.

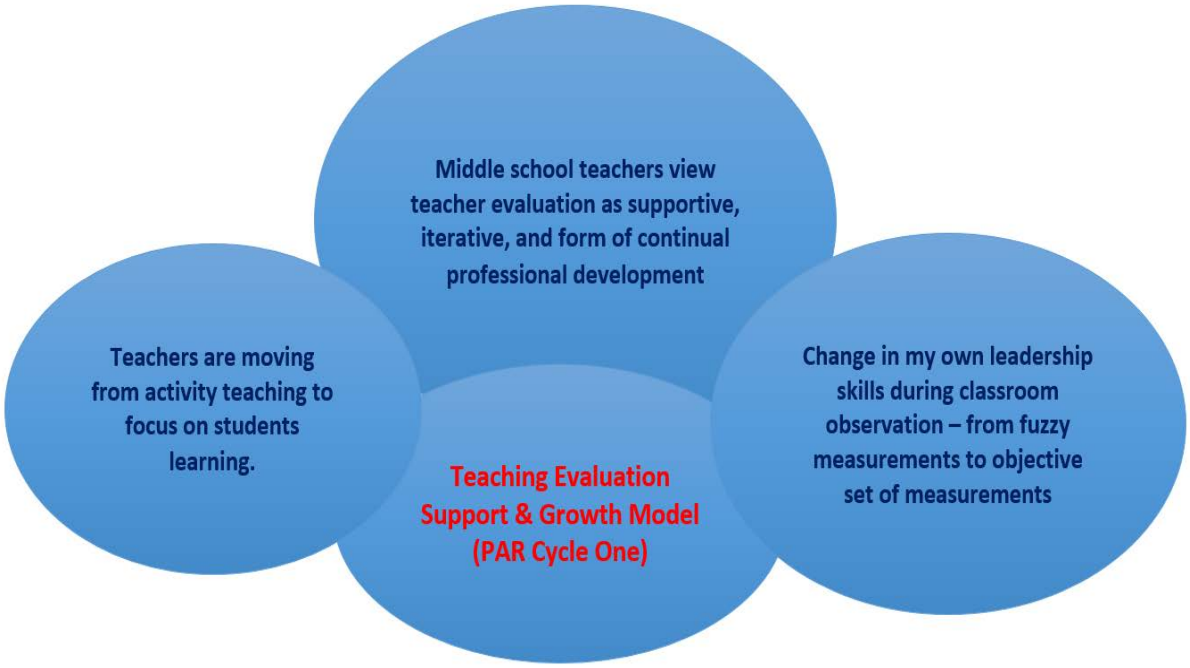


Figure 11. Assertions for PAR Cycle One.

Teacher evaluation as ongoing support. Teachers name support as feedback that will help them grow as professionals. Currently, they largely view support as a relationship between the teacher and the observer or principal. Based on the responses from the Week 10 meeting on how evaluations could be different, a middle school teacher characterized the proposed changed systems as "supportive with ability to receive constructive feedback and a time for reflection". They started to understand that teacher evaluation could help them become better teachers, and in return could help students. Four middle school teachers cited these purposes for evaluation (personal notes, November 27, 2017):

- Teacher evaluations - increase teacher effectiveness
- Teacher evaluation gives a teacher support and how to develop professionally.
- Students deserve to have the best we can do. Evaluation helps us get there.
- The purpose of the evaluation is to ensure you that you have highly qualified and confident teachers in the classroom" (see Figure 12).

In thinking about evaluation as a generative process, teachers were beginning to characterize the process as dynamic, instead of a static event that happens once or twice a year. They were beginning to see how they could learn and share their knowledge. As one teacher quotes one of the attributes of a good evaluation system is "continuous professional development". Teachers began to view evaluations as a platform to provide learning opportunities that help them diversify teaching practices that hopefully encourage student learning and engagement in classrooms.

Teacher evaluation as continuous professional development. Teachers are not only seeing how evaluation is helping at present, but also something that could help in the future. Evidence from meetings and dialogues in conversations show teachers demonstrated their

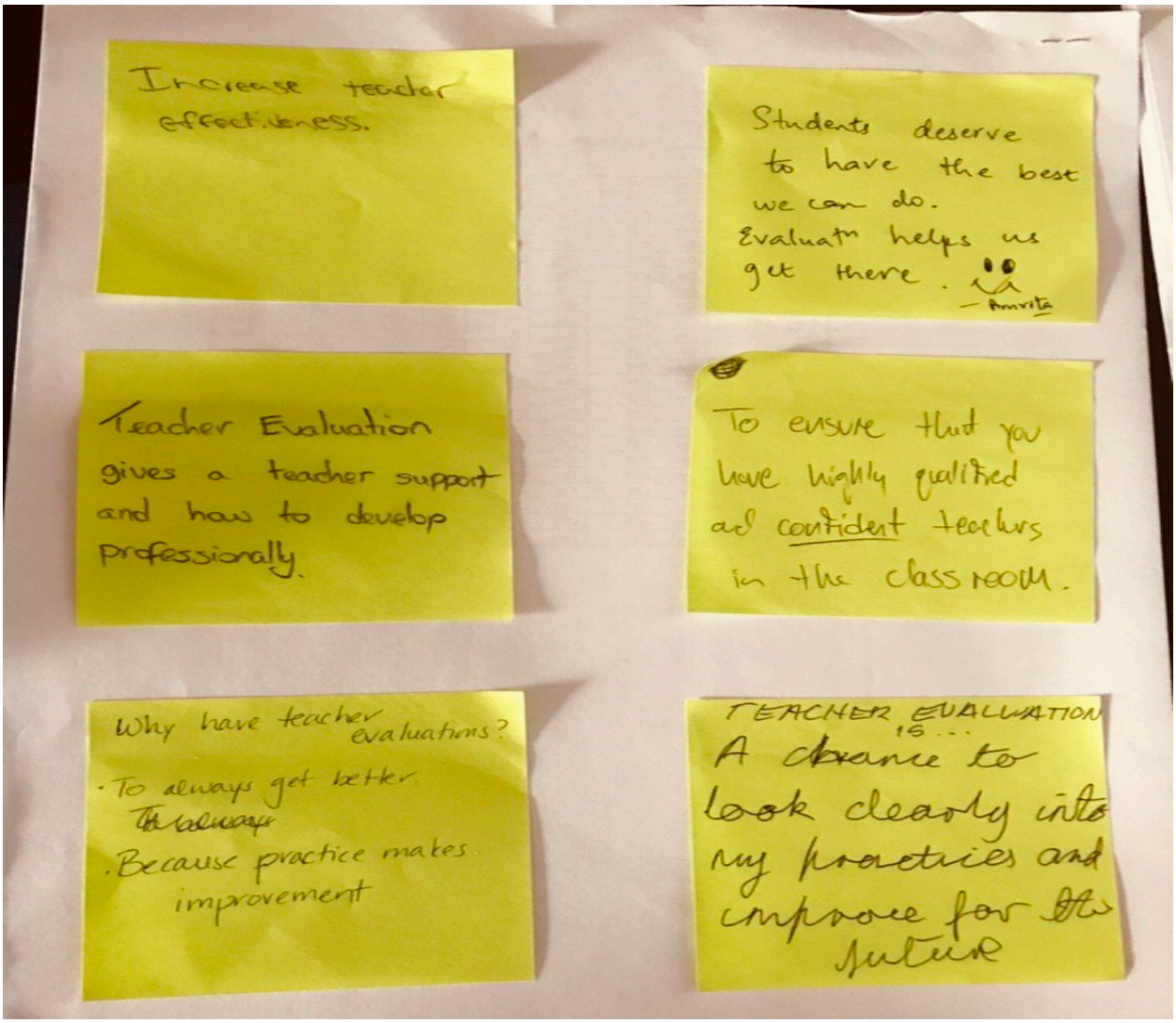


Figure 12. Quotes from middle school teachers and CPR team members about teacher evaluation as iterative.

understanding to believe that evaluation is not about documentation of a set time, but instead an ongoing process that could give teachers the support to grow and develop professionally over an extended period of time. As two teachers reported, evaluation can be "a chance to look clearly into my practices and improve for the future" and an opportunity to "always get better. Because practice makes improvement".

Teacher evaluation connected to coaching, counseling, and collaboration. In addition, teachers are beginning to see teacher evaluation as a useful cycle that is connected to and overlaps with coaching, counseling, and collaboration. The three Cs – coaching, counseling, and collaboration are not seen as separate entities; instead they are viewed as a system-wide guide to professional support and growth for teachers in regard to evaluation systems. Besides, sharing their thoughts in a written form, the teachers also represented the inter-relationships between coaching, counseling, collaboration, and evaluation in visual forms (see Figure 13).

In these representations, interconnections are apparent in all, but in some it is noted that evaluation can also be part of the outer circle as well as the inner circle that encompasses all the three Cs – coaching, counseling, and collaboration. It is nonetheless always considered as an interwoven and interconnected component and is not seen as a separate entity. CPR members who are middle school teachers also have shared their thoughts and perspectives about the connection between evaluation, coaching, counseling, and collaboration.

In Figure 13, three teachers' quotes are helpful in seeing the connection.

- "Collaboration, coaching, and counseling are co-related and overlapping in the surrounding goal of evaluation. One cannot be separated from any for an effective and purposeful evaluation system" (Ms. Ro – see Figure 13).

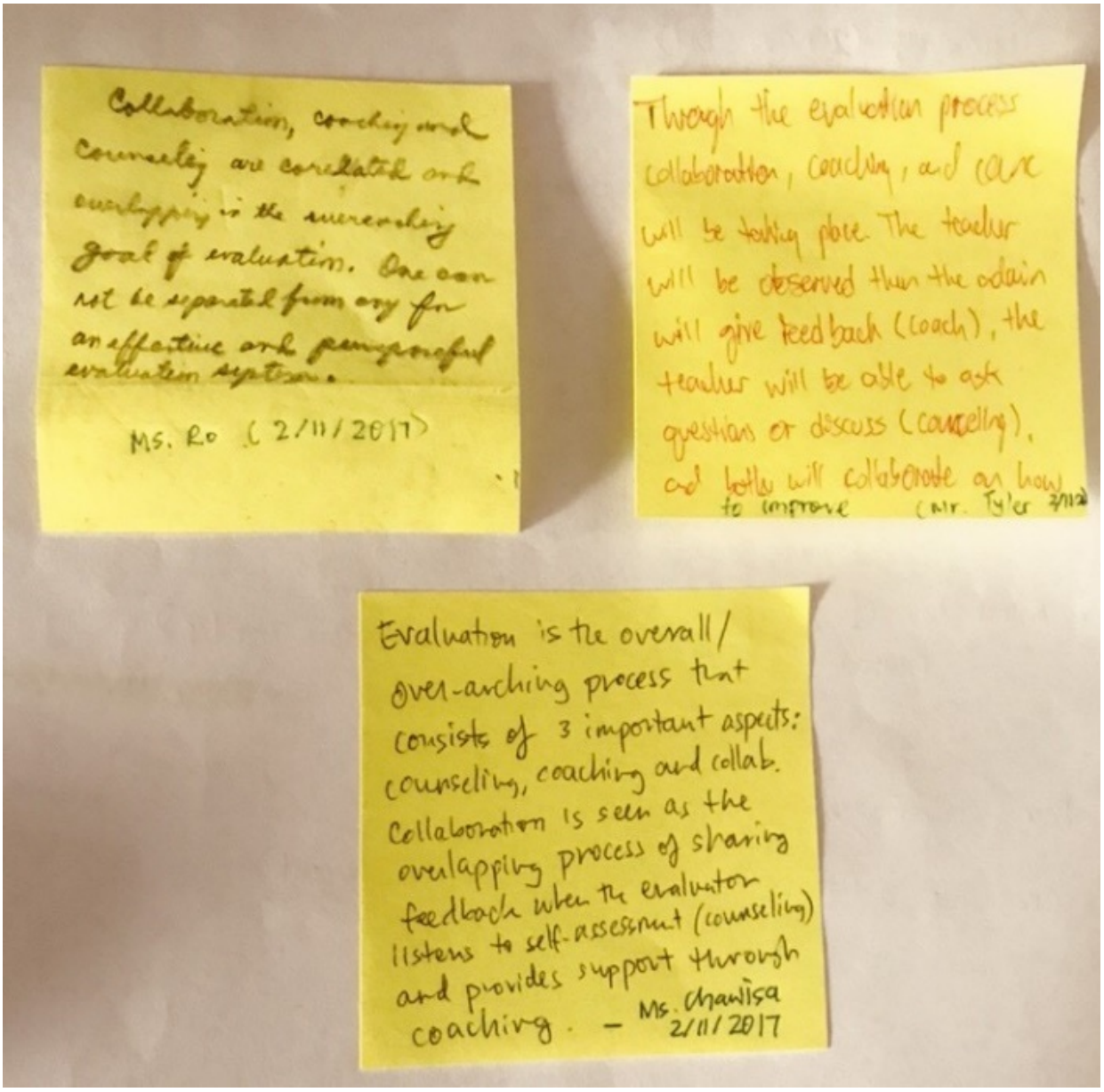


Figure 13. Quotes from CPR team members explaining the connection between coaching, counseling, collaboration, and evaluation.

- "Evaluation is the overall / over-arching process that consists of important aspects: counseling, coaching, and collaboration. Collaboration is seen as the overlapping process of sharing feedback when the evaluator listens to self-assessment (counseling) and provides support through coaching" (Ms. Chawisa – see Figure 13).
- "Through the evaluation process, collaboration, coaching, and counseling will be taking place. The teacher will be observed then the admin will give feedback (coaching), the teacher will be able to ask questions or discuss (counseling) and both will collaborate on how to improve" (Mr. Tyler – see Figure 13).

As such, it is evident from the meetings and processes of the teacher conversations and drawings in PAR Cycle One that the middle school teachers are starting to view evaluation as supportive, iterative, and a form of continual professional development. They were also able to see how coaching, counseling, and collaboration are connected with evaluation (see Figure 13 for visual representations). While this has not yet fully translated to classroom practice, the conversations and visual representations indicate that teachers are beginning to change their conceptual frames for evaluation.

As a principal, I have shifted my focus from *pro forma* evaluations to relying on objective evidence that matters to teachers during classroom observations. In the past, I had no formal training in conducting teacher observations, taking notes in classrooms, analyzing notes, or having post conferences with teachers. Thus, my practice in this area was solely directed by what information I gleaned from conferences or my own reading. This section discusses the shift in my observation practices and the ways I have then used that in CPR meetings to shift their understanding.

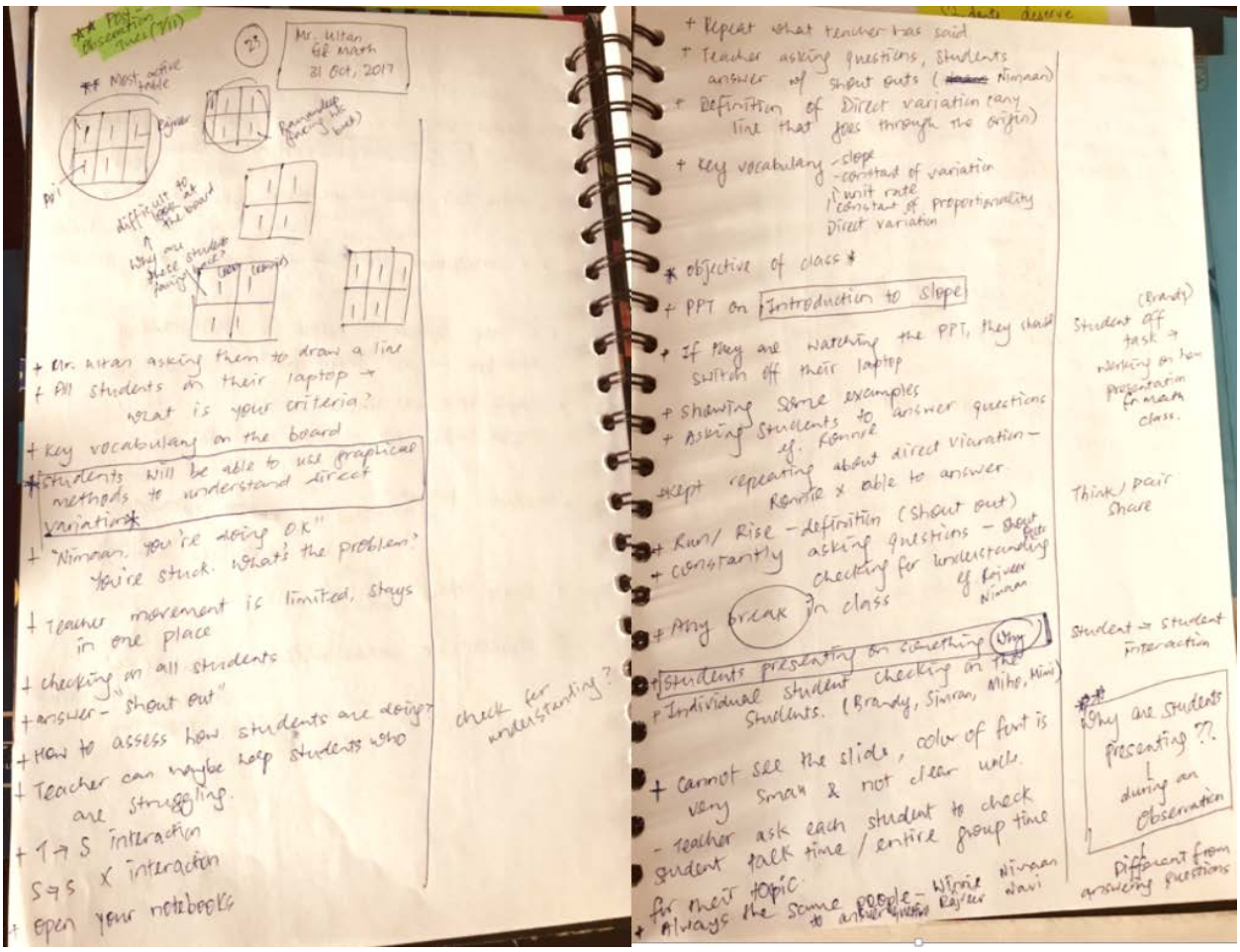
Principal observation practices. The observation notes I have from the past indicate that I was using a mix of selective verbatim and recording the occurrence in the classroom non-judgmentally; however, other notes indicate that I recorded suggestions to the teacher in the middle of notes. While I had debriefing conversations with teachers and provided them with the form in which I checked boxes about effectiveness, I quickly realized the forms or methods applied were too complex and often too judgmental to assess teacher effectiveness.

At present, I am conducting informal and formal classroom observations in a different manner. My observational techniques are different because I use multiple methods to record classroom actions of teachers and students. I am taking notes during classroom observations that are more in-depth and related to what students are learning in class. I am not using a checklist or form to complete when I go in for classroom observations. Instead, I use a set of classroom practices that serve as codes, or naming any observation, in which I use selective verbatim to record teacher or student actions. These tools include any verbal, non-verbal, movement of teachers, off-on task behavior, etc. and offer more objective, non-judgmental feedback. These are termed fuzzy observation tools by Rowan and Raudenbush (2016) because they are designed to record the dynamic nature of every classroom instead of applying a set of predetermined metrics attached to each teacher.

As discussed above, in the past, I would rely heavily on checklists and forms to evaluate teachers in classroom observations. To me, the checklist and forms were my observation toolbox (see Appendix E). In addition, I would typically focus on managerial aspects of classroom observation such as classroom management, student management, and time on task, and activity that has been planned in class for the student. However, I saw that shift in my leadership skills to use tools that yield evidence that is non-judgmental and objective. For example, I might record

teacher movement in the classroom as this affects student motivation and attention or teacher questioning and how he or she handles responses and encourages dialogue instead of one-directional teaching of teacher to individual student. I record student to student interactions and teachers use of think time and think-pair-share. However, as I learned to use tools in PAR Cycles Two and Three, I became more adept at naming practices, and avoiding asking a question (see observation notes pp.1-2 in Figure 14). Henceforth, my lens has shifted to look at the teacher practices and student dialogue in classrooms, what protocols he or she is using, how students are learning, and what activities students are engaged in around learning. These important concepts helped me as a leader to reframe how I conducted the observation. As a result, I had different conversations with teachers, using evidence. However, practicing the process was an adjustment. While I started the new processes in Fall 2017, the full use and teacher understanding occurred in later cycles.

Shift in CPR group conversations. At the start of PAR Cycle One, some of the initial meetings with the CPR members and middle school teachers revolved around the concept of constructing and deriving a checklist for the components of an effective teacher evaluation system. As principal, and based on prior experience, I initiated the discussion to derive a checklist for the purpose of classroom observation because we had done that in the past. Middle school teachers and CPR team members were involved in discussions and dialogues about what aspects are important for informal observations. Nine components for informal observation were formulated, but most of these checklist items were managerial, and not about student learning - is learning taking place in the classroom, class decoration, class setting / class set-up / seating arrangement, classroom management, time management, objectives, planning and preparation, rapport, clear instructions (see Appendix E). In subsequent meetings, however, as I learned more



Note. As noted, I was able to name some practices, but I was still asking a question in the notes as I had done previously in observations – pages 1-2 (Mr. Ultan, October 31, 2017).

Figure 14. Observation notes during classroom observation.

about effective observations, I shifted these initial *pro forma* observation discussions to more complex discussions of student learning, from checklists and judgments to talking about student learning. With components for informal observations continued in PAR Cycle One, these components or attributes for informal observations were then grouped into clusters of different commonalities and emergent themes. By our third meeting in Week 5 of PAR Cycle One, we discussed the Danielson (2013) framework and began to focus on more important aspects of teacher practice.

Principal role. By meetings or CPR members and teachers at the end of PAR Cycle One, we were more concerned about how to ensure that the evaluations were not *pro forma* and were collaborative efforts of teacher learning. My role as a supervisor and the importance of supporting the middle school teachers who are also the CPR team members played a vital role in the PAR Cycle One, I needed to reframe my own thinking about my role from hierarchical to a distributed leadership frame. One of my challenges was changing the mental model while working in a hierarchical system. As such, my role as a principal, as a leader in implementing a learning community in PAR Cycle One was seen as a first step in establishing a distributed perspective about leadership (Spillane et al., 2001). I investigated the seven aspects of leadership; and focused on Presence and Attitude and Identity and Relationship. Elements 1 (Presence & Attitude) and 2 (Identity & Relationships) are apparent in the PAR Cycle One since the focus is on personal and professional perspectives and attributes of an effective leader. All levels of rubrics became a guide to support and assess my leadership practices. I examined the key elements to these two elements to analyze my leadership and how that affected my relationship with teachers (see Figure 15).

Note. (Principal Leadership Institute, U.C. Berkeley, 2012).

Figure 15. Leadership Connection Rubric.

Element 1 – Presence & Attitude

Professional imprint. To start with, my vision in this cycle has been clear from the beginning about the purpose and goal of the research project. I have been able to share this vision with the CPR members and the middle school teachers in subsequent meetings we have had. The combination of knowing what to do, being able to articulate the shared vision, and demonstrating a vision of equity and core values in this cycle has enabled me to have an imprint so that the teachers can be part of the participatory action research (PAR) project. They have been attending meetings regularly with the thought of learning something new about evaluation systems and themselves.

Flexibility. I would conduct the meetings with CPR team members or middle school teachers after school for an hour at the most, teachers are valued for their time and active participation in the PAR project. I became more flexible in my approaches to meetings and conversations with teachers. My ability to change my practice of observations prompted teachers to be more open. I started discussions for teachers to engage in productive conversations but would empower them to look for opportunities to remain engaged from multiple aspects and fronts of the discussions.

Demeanor. As a supervisor and a collaborator, I remained emotionally stable and chose appropriate emotional responses to situations in this cycle. I worked with the CPR team members and middle school teachers collaboratively to build a community that is positive, supportive, and culturally consonant. In the dialogue between the teachers and myself, I maintained a stance of care and humility while pushing them to raise their expectations and believe in greater possibilities.

Element 2 – Identity & Relationships

Self-assessment. As a supervisor and collaborator, I used the feedback from teachers to change the norms of effective teaching practices and engaged the teachers in coaching that encouraged them to change their practices in the classroom. I re-examined my personal identity to institute practices that would help teachers with the teacher evaluation systems. I reflected critically on my actions for the discussion and analysis that was required for the project.

Integrity. In the start of each meeting, as a group (the CPR team members or middle school teachers), we noticed the appropriate action that needed to take place and the agenda of the meeting, carry out what needed to be done, and discussed the rationales for executing the actions items in the list. We built trust in each other and respected each other's perspectives and core values. We developed a system for reflective practices that supported our work for the next two cycles.

Interdependence. From the start, I reinforced the notion of collective participation as without active participation and support from the CPR team members and middle school teachers, proposed plan of actions for cycle I is not possible. Hence, I modeled from the beginning the importance of team work and collaboration as the success of this participatory action research. Middle school teachers including the CPR members have the choice of voluntarily taking part in this research action project. Their decision-making process and conversations about teacher evaluation systems helped me adjust my role and created a space to become an independent team.

Therefore, the three key assertions I situate the current project in the school context. In the next section, I discuss the larger context by revisiting the research questions and literature and look at the implications of these preliminary findings.

Implications of Emergent Themes

The third section of this chapter examines the current project in a larger context. I analyze the implications of the participatory action research project by revisiting my focus of practice and leadership. As I have already mentioned the process of PAR Cycle One in the first section, the assertions are themes and I look at the implications of the findings as they connect to the theory and practice of evaluation. To examine the implications, I frame those in what the evidence tells me about the research questions.

In light of this, the four research questions for PAR project are:

1. How can the team work together to create a context-specific teacher evaluation tool and process that is informed by current teachers and their practice, and researched-based evaluation models?
2. What fosters and inhibits the implementation of the innovative teacher evaluation growth and development process?
3. To what extent are teachers able to improve their teaching practices using a growth and development process?
4. How does the engagement in co-creating and implementing this process effect on my practices as a supervisor and principal?

In revisiting the research questions, findings and evidence collected in cycle, the evidence demonstrates that we have started the process of working together as a team to create an evaluation tool. We have certainly not reached the goal of creating a context-specific model at present, but we are working towards that direction. Secondly, as discussed in the second section, middle school teachers are beginning to view the teaching evaluation as supportive, iterative, and a form of continuous professional development. Some factors fostered the implementation of a

growth and support model by connecting coaching, counseling, and collaboration to evaluation. We examined factors that inhibited the process, including the check-list processes that are not effective for teacher feedback. Thirdly, pre-conditions during classroom observations suggested that teachers are starting to do a better job of planning their activities that focus on student learning and engagement. They use feedback and post-observation conversations to re-examine planning. Last, I saw a shift in my role as a principal and leader since I now focused on objective and non-judgmental measurements during classroom observations. I have a set of observation toolkit and protocols to use and share with teachers.

Teachers View of Evaluation

Teachers often view evaluation as an inspection – not a support system (Ingersoll, 2003). Actually, the "external demands for accountability are at odds with internal organizational needs for stability and trust" (Darling-Hammond, Wise, & Pease, 1983, p. 286). While the supervisor or principal sees her evaluator role as one of support, the supervisor is also in a position of judgment (Toch & Rothman, 2008), and that makes the support role complicated. As such, the role of a principal is vital to shifting these perceptions. Findings from PAR Cycle One reveal that meetings with CPR team members and middle school teachers were beginning to view teacher evaluation systems as effective professional learning. Teachers responded positively in meetings reflecting the change to supportive and helpful nature of evaluation systems at our school.

Dynamic reality of classroom and the black box of teaching. Teachers do realize that being evaluated and supervised is a required part of their job description; however, they often do not like to be supervised and do not find it helpful (Acheson & Gall, 2013). On the other hand, Black and Wiliam (2010) think the system could be improved by examining student outputs, especially formative assessments that are the backbone of daily practice in the classroom, instead

of inputs of teachers – the black box of teaching. The classroom is seen as a "black box" as there are outputs such as competency of teachers, students' level of knowledge, and how well they perform in the tests, but the internal dynamic and social nature of the classroom is missed is most evaluative practices. Thus, improvement of the use of formative assessments provides information that can measure what teachers are teaching and how the students are performing so that adjustments can be made on an iterative basis. Pre-conditions during classroom observations suggested that teachers are planning activities that aim at stronger student engagement and learning. They do not plan the activities so that the students are simply on task. Instead, they have started to use different forms of assessments and questioning to increase student interaction and learning. Hence, a process that involves these combinations of factors could increase our ability to customize observations and understand the micro context of the classroom.

Evaluation as performance vs professional learning. Teachers, in general, view the process of the formal evaluation as a performance for the administrator. Stronge (2005) suggests an evaluation system that supports self-reflection and feedback can help teachers and improve their teaching practices. He suggests teachers can learn from their experience through observation and reflection; they can also learn from peer feedback and peer assistance programs. We have begun the process that involves iterative steps to create a better system in which the leaders, supervisors, teachers, and students achieve interdependence and have a stronger idea about how evaluation is a process, not an event.

Moving from *pro forma* to objective evaluation. Findings in PAR Cycle One reflect the change from (*pro forma* evaluation) the use of checklists and forms used for evaluation during classroom observation to the use of more objective tools for evaluation that prompts conversations with teachers about practice. The use of checklists in these evaluation models was

not meaningful because the models did not use the evidence from observations recommended by Acheson and Gall (2013); however, I did not make the shift in my own practice until I participated in calibrating observations with three colleagues. At that point I began to see there was a need to change the evaluation from *pro forma* evaluation to an objective form which is not judgmental, although the term fuzzy seems negative on the surface, Rowan and Raudenbush (2016) use that term to assert that tools for evaluation need to be flexible or fuzzy. Hence, findings in PAR Cycle One reveal that there is a shift in my observational techniques as a principal where I now conduct classroom observations with the use of observation toolkit, protocols, and equitable participation in classrooms. Instead of using checklists or forms, I now collect and analyze classroom evidence to observe specific behavioral patterns and observation processes such as selective verbatim, observational records based on seating charts, and wide-lens technique to provide feedback to teachers in the classrooms. I was beginning to see how these tools could change teacher practice that supports what Little and Shulman call the instructional triangle of teaching, learning, and content (Little, 1982; Little, 2006; Klette, 2007). I became focused on ensuring that the teaching was about learning and not just about activities.

Leading by example. Principals lead most effectively by setting a good example and being a role model at school. They are involved in learning about assessments that work and how students learn. The "principal must become the leading learner and must focus attention on what students are actually doing when they're in class" (Brookhart & Moss, 2013, p. 13). Findings from PAR Cycle One demonstrate that middle school teachers saw the increased importance of planning activities with a focus on student learning and checking for understanding. In the meetings we have had, teachers shared common goals, core values, and their visions for bringing the change in the evaluation system. There was definitely a change when I as the principals

modeled my own learning; teachers saw this as a shift toward a culture of learning in school. "When principals change their focus from watching the teacher teach to watching the students learn, they got more information about teaching and learning – and realized what they had been missing before" (Brookhart & Moss, 2013, p. 15). In addition to the shared vision, teachers believed that coaching models powerful strategies for improving student learning and achievement. Findings supported the evidence in which teachers reflected how coaching, counseling, and collaboration are connected to evaluation. As teachers usually differentiate their instructions in class to accommodate the needs of all students, similarly, leaders also have to differentiate their coaching style and strategy to suit teachers' needs. Coaching does not involve fixing the teacher; leaders who are coaches or mentors for their teachers should have clear boundaries and always remember the focus of coaching is on learning and developing new skills and capacities; yet the process involves some counseling and opportunities for teachers to provide coaching and counseling to each other. As such, studies in literature review suggest when coaching is a standard practice in schools, overall professional development goes to another level and takes on a different meaning. The essence of coaching is always connected to the teachers' work which is connected to the students' work, it is sustained and always supported, and it is experimental with deep inquiry and reflection (Aguilar, 2013).

To conclude this section, findings reflect that changes and progress have been attempted in PAR Cycle One. On a personal note, working around the focus of practice (FoP) for cycle, I have definitely deepened and expanded my understanding of teacher evaluation models. I started the research project only looking at the managerial level of the teacher evaluation system during classroom observations. However, now, after working with the CPR team members and middle school teachers, I was able to look at teaching practices and student learning experiences of the

evaluation system. My shift has changed due to the numerous conversations I have been having about this topic. I have modeled "learning in public" as part of establishing gracious space, a key tenet of the community learners exchange philosophy. The most significant moments in this cycle has been when teachers have identified the teaching evaluation system as supportive, iterative, and a form of continuous professional development. This shift in defining evaluation differently meant we had established a common way to move forward. One of the CPR team members analyzed the evaluation system to cells since it provides nutrients and help with building and supporting the organ. That was like music to my ears. In the following section, I conclude the chapter with a description of how the findings and reflections are generating revisions for the next cycle; I detail what we continued to do, what we changed, and what activities and data collection we implemented for PAR Cycle Two.

Making Changes and Revisions for PAR Cycle Two

In the last section, I describe what we will continue to do in PAR Cycle Two and the intended changes in leadership actions and what activities and data collection we implemented for the next cycle. I continued working with the CPR team members and middle school teachers. Meetings and classroom observations continued as scheduled; however, what changed is how I framed the feedback and the post-observation conversations with the middle school teachers – particularly looking for equitable student engagement as the access point for equitable classrooms and focusing on student learning and not solely on teacher actions. I intended to use full staff meeting time to expand and deepen their knowledge base on teacher evaluation as well as look into how we can assist each other during classroom observations to increase and promote student learning and engagement in classroom settings.

In addition to the CPR team members and middle school teachers, the second cycle of action research involved further investigation of the effectiveness of the teacher evaluation model. What changed was the teachers' ideas about starting the process of peer observation.

In the meetings that continued with the CPR team members and middle school teachers, we compared different teacher evaluation models – Danielson, Marzano, McRel, Stronge, and Hawley and Wolf, to use the information and collaboratively build a context-specific teacher evaluation model for middle school teachers. However, we needed to be careful that we do not "get caught" in technical fixes and actually responded to the full growth and development model that is part of the Oakland Unified School District model. In my role as a principal and as a collaborator, I continued to guide and facilitate the process.

I continued memo-ing, CPR meeting notes, interviews, and classroom observations and post-conferences continued. The information we gained from the meetings, interviews and observation was vital for data analysis. The observation toolkit and protocols focused primarily on answering the research questions regarding the growth and development model and tool for teaching evaluation. Data collection and analysis was conducted concurrently.

In conclusion, I have outlined the PAR Cycle One process in which the CPR team members, middle school teachers, and I have engaged in. I made three assertions that were supported with evidence and these assertions identify a set of emergent themes and findings. I discussed the implications to the findings and connected them to the research questions and literature. I concluded the chapter with a discussion of making some changes and revisions for the next action-research cycle. In the Chapter 6, I discuss the findings and analysis of the second cycle of the participatory action research.

CHAPTER 6: PAR CYCLE TWO EVALUATION AS "TAILOR-MADE" AND COLLABORATIVE

As outlined in the previous chapters, the participatory action research (PAR) focused on building a comprehensive and context-specific teacher evaluation system that supports teacher practice at Wells International School in Bangkok. Our goal has been to design, use and model a TEP that provided Wells middle school with an important and crucial resource for nurturing effective teachers, with the intention of sharing with the entire Wells community. As a collaborative professional learning community in middle school, the Co-Practitioner Researchers (n=6) co-created an inquiry-based Teacher Evaluation Process (TEP) that supports teachers in improving their teaching practices. In turn, the teacher engagement in their learning to become stronger teachers has the potential of enhancing student engagement in classrooms and, in particular, motivating students who are facing academic challenges. As is evident in PAR Cycle One, teachers viewed the process as supportive in contrast to the *pro forma* processes of the past, and they find the conversations about their practice to be useful. PAR Cycle Two further deepened our understanding of the findings and implications that served as evidence toward achieving the long-term goals of a school-wide TEP.

This chapter outlines the process that six Co-Practitioner Research (CPR) team members (five teachers and one counselor) and I undertook in Spring 2018. In collaboration with all middle school teachers (n=20), we engaged in a process of co-constructing the teacher evaluation process, which included implementing more useful formal and informal principal observations and experimenting with a peer observation system. In the first section of this chapter, I identify key actions in which we engaged and offer a brief description of the activities and sources of evidence. In the second section, I present a set of claims supported by evidence from multiple

sources that identify emerging findings and themes. In the third section, I analyze the implications of the participatory action research project by revisiting the focus of practice and leadership. By connecting the implications to reviewing the research questions and to the literature, I situate the current project in a larger context. Finally, I use findings from the PAR Cycle Two to examine organizational theory, which provides and explanation of the dynamics of the school context in which I am working. I conclude the chapter with a description of how the findings and reflections generated revisions for the PAR Cycle Three; I detail what we will continue, what we will change, and what activities and data collection will be useful for Par Cycle Three.

Activities and Evidence

In Chapter 5, I outlined the process in which the CPR team members, middle school teachers, and I engaged. In PAR Cycle One, I facilitated meetings with the CPR team members (n=6) and the other middle school teachers (n=20) conducted classroom observations (formal and informal), and calibrated classroom observations with colleagues. A final activity of the first cycle included a community learning exchange for all middle school teachers. In this chapter, I continue the discussion of findings and analysis of PAR Cycle Two and attend to the organizational context in which this project occurs by detailing the schedule of activities, the process of principal observations, the community learning exchange (March 2018), and the importance of the regular reflective conversations throughout the semester with an ECU professor, which helped me stay grounded in the new work.

Schedule of Activities

In PAR Cycle Two, I continued the meetings with the CPR team members and middle school teachers in the middle school community, classroom observations (formal and informal),

and calibration of classroom observations with colleagues (see Table 12). Meetings with CPR team members and middle school teachers were regular; the CPR team members and I met every two weeks, and the meetings for all middle school teacher occurred once a month on an average. All meetings were held after school for an hour. In the PAR Cycle Two, I conducted informal classroom observations or walkthroughs for the first few weeks and formal classroom observations weekly after that. I wrote memos periodically during PAR Cycle Two. Table 12 details the activities in the PAR Cycle Two.

Principal Observations

Like the first cycle, I conducted informal observations/walkthroughs (Weeks 1-8) for about 15-20 minutes and formal observations (Weeks 9-14) for a full class period of an hour and twenty minutes. I collected selective verbatim notes that I analyzed, and I looked for any changes in teaching practices about which we had previously had conversations, working with middle school teachers to build their capacity to understand their own teaching. Teachers took charge of scheduling a formal observation and suggested I come during the scheduled lesson they had planned. I conducted follow-up meetings and feedback sessions either the same day or next day; post-conferences typically were held in my office or the teachers' classrooms and lasted for about twenty-five to thirty minutes.

Community Learning Exchange (CLE)

In addition to classroom observations, a professor from East Carolina University facilitated a community learning exchange (CLE) for the CPR team members on March 2, 2018 for the purpose of calibrating and learning how to code observations using observational toolkits that I had used in classrooms. Teachers shared their experiences and perceptions about teacher evaluations, including what has been useful and not useful based on their past experiences in

Table 12

Meetings with CPR Members, Middle School Teachers, Classroom Observations, and Learning Exchange in PAR Cycle Two (January – April, 2018)

	WEEK 2 (15-19 JAN)	WEEK 3 (22-26 JAN)	WEEK 4 (30-2 FEB)	WEEK 5 (5-9 FEB)	WEEK 6 (12-16 FEB)	WEEK 7 (19-23 FEB)	WEEK 8 (26-2 MAR)	WEEK 9 (5-9 MAR)	WEEK 10 (12-16 MAR)	WEEK 11 (19-23 MAR)	WEEK 12 (26-30 MAR)	WEEK 13 (17-20 APR)	WEEK 14 (23-27 APR)
Meetings with CPR (n=6)	●			*Middle school camp*	*Mid-term break*		●	●		●		●	●
Meetings with middle school teachers (n=20)		●		*Middle school camp*	*Mid-term break*		●		●		●		●
Learning Exchange (n=20)				*Middle school camp*	*Mid-term break*		●						
Classroom Observations (Informal) (n=6)		●	●	*Middle school camp*	*Mid-term break*	●	●						
Classroom Observations (Formal) (n=12)				*Middle school camp*	*Mid-term break*			●	●	●	●	●	●

Table 12 (continued)

	WEEK 2 (15-19 JAN)	WEEK 3 (22-26 JAN)	WEEK 4 (30-2 FEB)	WEEK 5 (5-9 FEB)	WEEK 6 (12-16 FEB)	WEEK 7 (19-23 FEB)	WEEK 8 (26-2 MAR)	WEEK 9 (5-9 MAR)	WEEK 10 (12-16 MAR)	WEEK 11 (19-23 MAR)	WEEK 12 (26-30 MAR)	WEEK 13 (17-20 APR)	WEEK 14 (23-27 APR)
Skype/Phone Chat w/ ECU Professors (n=3)	●		●		●		●		●		●		●

preparation for experimenting with peer observations. The CPR team members shared their knowledge with each other so they could learn from one another and make some changes in their teaching practices as well as develop an understanding of how the observations had changed in terms of how to collect evidence and how to analyze that for post-observation conferences.

During the CLE (see Figure 16), CPR team members agreed that checklists and observation forms do not work and had not worked in their past professional experience; in fact, they indicated that those practices had not yielded positive results or changed their teaching practices. They stated that judgments from the supervisor did not work and tended to be subjective. In the discussion, CPR team members also expressed their personal opinions about evaluation; they said it was much more useful when evaluators were respectful of their opinions, guided and supported them, and were open to discussion. This approach helped in learning about the evaluation process and their teaching as well as about themselves. They verbalized how they viewed teacher evaluation now as compared to the past. Figure 16 shows and details the discussion that was held in the community learning exchange among the CPR members, myself, and Professor Lynda. The teachers were asked about their experience regarding teacher evaluations in the past and collectively the CPR team found them anxiety-producing, unhelpful, and *pro forma*.

The CPR members used words such as “overwhelmed; scary; frustrating; afraid of admin coming in; fake; have to put up a show, each admin came in with their own form; de-motivated; seem to be in a closed box with narrow definition of teaching evaluation” to characterize the prior classroom observations. When asked about their experience now, they were more positive about how the process had changed to one of reciprocity in which they view the supervisor as a support. These words indicated that they trusted and saw the value of observations: “see my own

*Figure 16.*CPR Team members with Professor Lynda from East Carolina University.

ownership; more confident; trust the process; like the open-door policy; student-led discussions; flexible; gain new experience; supportive; more unified and research-based; willingness to learn; ability to adopt wide variety and diverse approaches". Teachers also expressed common findings: they said the process now had more flexibility and engendered mutual respect of different perspectives; the process now was nonjudgmental and offered guidance and a willingness to support them to become better teachers. Because of these different experiences with the supervisor, they collectively supported the idea of implementing peer observations in this cycle as it would serve the purpose of not judging and looking with a neutral perspective by becoming "an extra pair of eyes".

Phone Conversations

PAR Cycle Two Skype and telephone conversations with professors included discussions about the findings related to teacher evaluation. These occurred in general about every two-three weeks throughout the semester and the total number was seven. In these conversations, we planned the CLE in March, and we discussed the ways I was observing classrooms differently. In addition, I was able to discuss the ways I was taking more ownership of a different kind of leadership role in the school.

In conclusion, in this section, I have examined the process in PAR Cycle Two, including meetings, discussions, classroom observations, the community learning exchange (see Figure 16), and the phone conversations supported the move toward a different kind of observation and evaluation system. I collected and analyzed evidence, using a coding system for each observation and meeting that I then re-analyzed for themes in order to make the claims that I present in section II. The findings are supported by evidence from multiple sources, including observation and meeting notes, memos, reflections on phone conversations, and emails. As we moved

through the three successive PAR processes, I moved from assertions to preliminary findings to clearer findings about the teaching evaluation system.

Shifts in Teaching and Leadership Practices

The second section of this chapter is focused on evidence that supports two key claims: (1) Teachers are more engaged and confident about using feedback from the teacher observation and Teacher Evaluation Process (TEP); and (2) as a school leader, I have altered the way I observe, give feedback and coach teachers, and those shifts promoted more authentic and more collaborative interactions with teachers and a change in my stance as a school leader. While these build on PAR Cycle One, we deepened our collective work. The two findings are supported with previous evidence from PAR Cycle One in Chapter Five and the evidence from PAR Cycle Two. See Figure 17 for the process of the supervisor and the teacher responses.

In Figure 17, the combined efforts of the supervisor and CPR Team have led to complementary results of empowerment. As a leader who has introduced different ways of observing and providing feedback (in the blue objects in the diagram), I have gained agency and authority among the middle school teachers, which has bolstered my own role as a leader in the school. The teachers (gold circles in the diagram below), having engaged in a more transparent process to understand how observation and coaching can change their practice, built a practice and system from the inside out and became teacher-leaders who have more professional autonomy and agency. We co-developed a system in which we have greater trust in the process as a way of solidifying our collective capacity to be stronger and effective co-leaders. The findings are as follows:

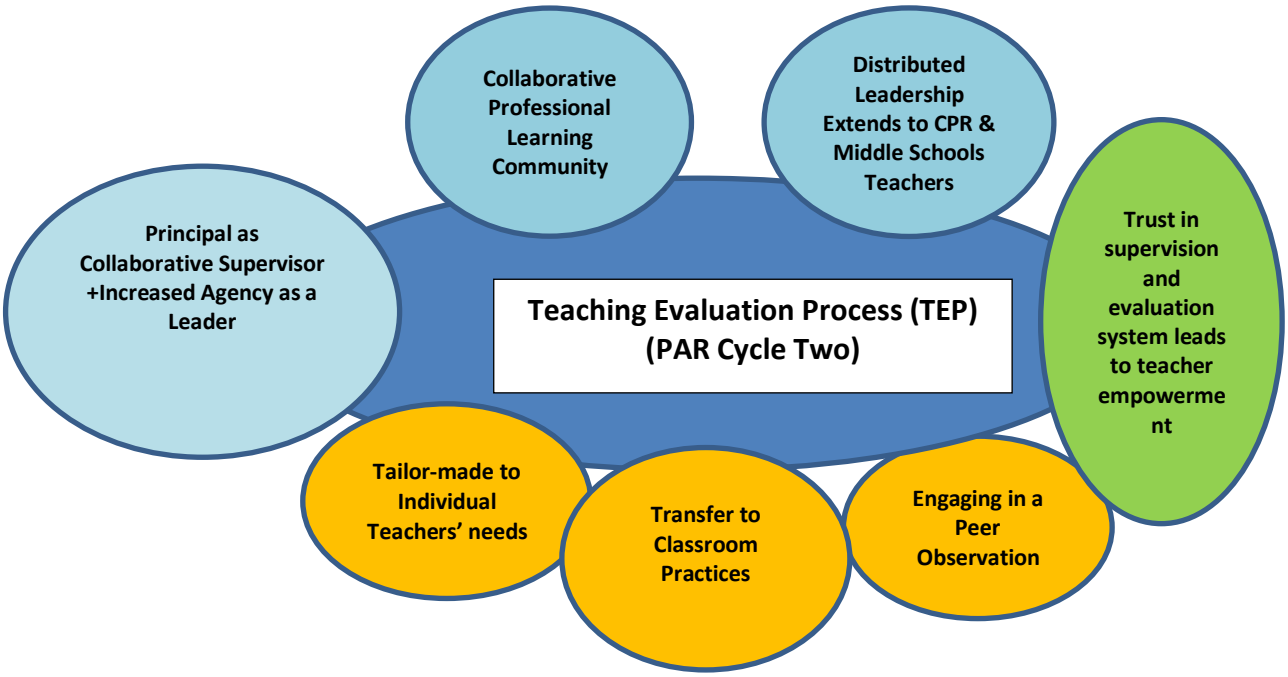


Figure 17. PAR Cycle Two findings.

1. The teachers have a different response to classroom observations and feedback; a more transparent process leads to teacher engagement.
    - The current practices used for classroom observations are more "tailor-made" to their individual needs as teachers. They are no longer anxious about the evaluation process and reported that they viewed it as an ongoing supportive process.
    - Letting teachers "in" on the entire process of observation and supervision made the process more transparent, and the teachers were encouraged by this observation system and wanted to use it in peer observations.
2. I am learning different ways of being an instructional leader that changed my overall leadership stance in the middle school and the school community.
    - Based on the learning, I engaged in to more deeply understand the theory and practice of observing classrooms, gathering and analyzing evidence, having conversations with evidence, and facilitating adults in meetings, I could see the way forward to sustaining a collaborative professional learning community. Because I changed the techniques for classroom observations from subjective and judgmental practices to objective evidence, the CPR members proposed that they use these methods to conduct peer observations. I developed ways of working closely with the all middle school teachers, in particular to the six CPR members to build and organize their teachings so they can become effective teachers and bring about a change in their teaching practices in their respective classrooms. Because of the use of Community Learning Exchange practices to

facilitate meetings, I became more knowledgeable and skilled about how to fully engage others.

- By asking the different questions in our middle school meetings and setting a more collaborative tone for meetings, I encouraged open-ended discussions and dialogue among teachers about the ongoing evaluation systems. That is the essence of distributed leadership– recognizing that leadership is already cognitively distributed and it is my responsibility to ensure that all that knowledge and professional skill has a chance to shine in a school (Spillane, 2011). As a result of the confidence have gained in the work in middle school, my overall leadership stance in the school changed, and I transferred my work as a leader in building a stronger middle school to the larger Wells structure, including the recursive diagnosis and design process that collaborative leadership requires. As teachers in the middle school community are became part of the decision-making process about the evaluation systems and the learning outcomes for the school community, we collectively exhibited stronger agency as effective leaders.

In the sections that follow, I draw from several sources of evidence to support these findings: Analysis of prior and current teacher observations feedback from teachers at CPR meetings (n=6) and in particular from statements at the conclusion of PAR Cycle Two, reflective memos, meetings minutes, and professional learning exchanges and regular phone conversations with professors. I discuss how greater transparency has led to teacher engagement in the evaluation process and in classroom observation. Secondly, I examine how that transparency has

led to teacher decisions about creating a peer observation system using the evidence-based observation practices that have been helpful to them.

Greater Transparency Leads to Teacher Engagement in Evaluation Processes

In the past, the focus of attention of all informal and formal classroom observations was based on a traditional checklist format, and most recently the Marzano design. However, I noticed that classroom observation techniques did not change teaching practice, and, as I learned from teachers, they did not consider those techniques useful or helpful. As such, teachers viewed the results as judgmental and inconsistent which does not help the support and growth development of the teachers (Toch, 2008).

In this section, I discuss the changes we continued to refine as we moved from judgmental methods to more objective methods. The teachers viewed the process as a dynamic interchange in which we co-constructed criteria and had conversations about improving practice. As a result, the teachers reported that the observations were not as rigid and were "tailor-made", meaning they were individualized in a way that supports their growth as teachers. The CPR teachers demonstrated agency in designing a peer observation system as a result of their confidence in the process.

From judgmental to objective. Table 13 identifies the differences between past and current methods. The past methods were stagnant, did not engage the teachers, and were routine, using the same process for everyone. The teachers reported that the revised processes engaged them in the decisions and learning, were more comfortable and productive, and were collaborative. At present, promising results have been demonstrated in PAR Cycle One and PAR Cycle Two; the direction of the observations offers more robust look at evidence of student interactions and learning. Both the CPR teachers (n=6) and the larger group of middle school

Table 13

Past and Current Methods of Teacher Evaluation Process (TEP)

Past Methods	Current Methods
• Big packet of directions to fulfill	• Co-decision on focus for observation; more tailor-made to their individual needs
• Checklist format with teachers with the pressure of fitting into each category	• Not a one-size-fits-all checklist
• Feelings of anxiety	• Feelings of comfort
• Exclusion from designing the process	• Co-construction of process with teachers
• Feelings that the process was subjective and judgmental	• Feedback useful and more meaningful
	• Opportunity to grow professionally
	• Use of evidence to decide next steps (principal and teacher conversations)

teachers (n=14) in the community view teacher evaluations as useful, collaborative, and designed to support them as individuals.

Figure 18 shows a sample of the evidence collection to document how middle school teachers view the revised Teacher Evaluation Process (TEP). They report how the process became more effective and how it helped them professionally; the evidence demonstrated that the teachers find the process *supportive in ways that supports their continuous professional development*. The teachers talk about the changes as moving from rigid to open and becoming a process that is "tailor-made" for them. As a result, they feel more supported by the process; see Table 14 for their responses about how the principal is responding to the teachers from a meeting on February 19, 2018. As a result, the teachers have termed the process more tailor-made.

Supportive. Support is in the form of collaborative instead of judgmental and offering feedback that is useful. The coaching literature is clear about how important supportive relationships are; Aguilar (2016) indicates that building a culture of trust is critical to coaching success of individuals and teams. Knight (2007) indicates that a sense of reciprocity signals support for improving instructional practice, avoiding judgment and respecting the voices of the teachers is paramount in building supportive relationships. Because of the approach, teachers are more willing to engage in discussing feedback. As one middle school teacher quoted, "I found that the new observation method is more comfortable since we came up (as a community) with our own criteria. The feedback given to me was a lot more meaningful and valuable to me since it improved me professionally. It helped me engage deeper with struggling students, something I always struggled with" (Mr. Ultan, personal memo, February 19, 2018). Another teacher said, "I like that Ms. Prerna is using the objective evaluation form when doing observations because she gets to see more clearly what needs to be fixed or improved on, thus she can give sound advice

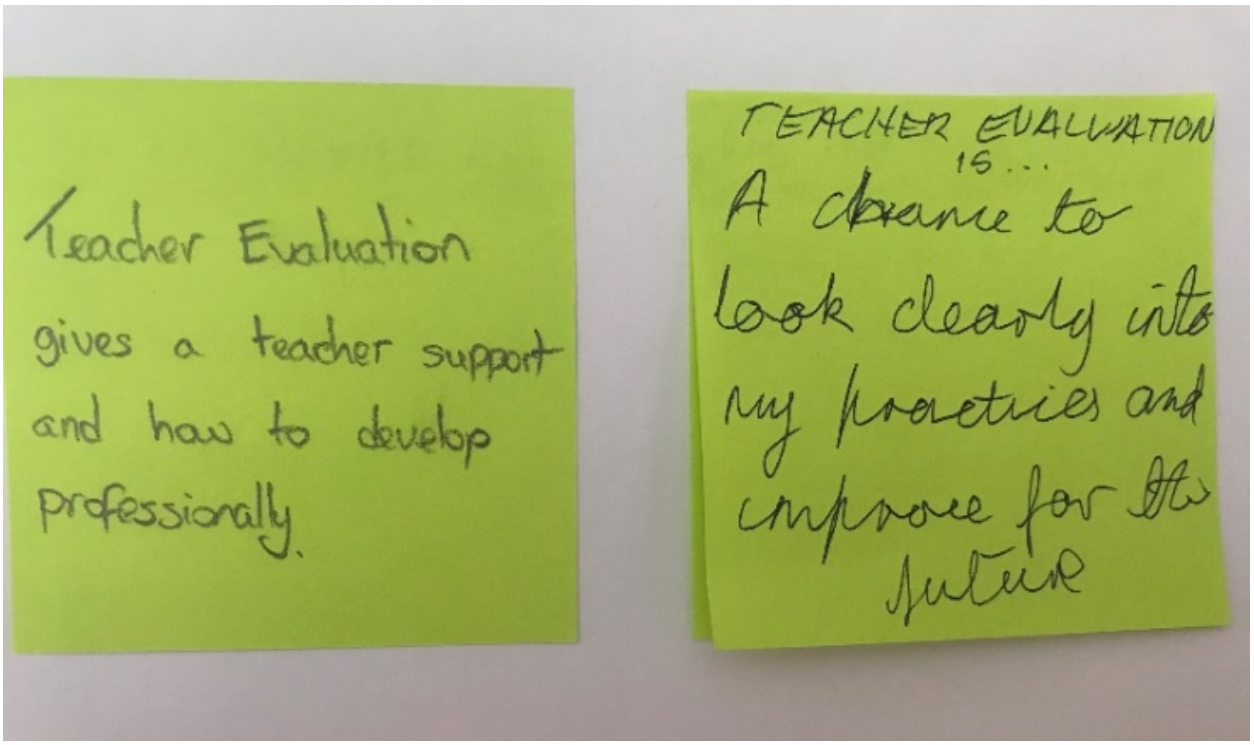


Figure 18. Teachers' view of Teacher Evaluation Process (TEP).

Table 14

Responses and Instances of Occurrence of Teachers about Attributes of Principal

Attribute of principal as indicated by teachers	Instances
More open and supportive (to conversations and ideas)	5
Improved relationship (more authentic and mutual as co-learners)	7
More flexible, less rigid in approach	4

and constructive criticisms during post conferences" (Ms. Cathy, personal memo, February 19, 2018). Teachers have expressed their personal opinions in witnessing the changes in teacher evaluations from judgmental and traditional methods to non-judgmental and objective methods. In comparing the traditional methods of teacher evaluation and observations that were conducted in the past, middle school teachers were able to see a difference.

Moving from rigid to open. In the responses from the CLE (03/02/2018) and the end of cycle statements (04/27/2018), participants (n=5) reported as sense that the observation process, including post-conferences, seems more open and less rigid. They felt less anxious about being observed and were able to be authentic in their teaching. In the April 2018 reflective responses, five examples indicated how they felt the process moving from rigid to flexible, three utterances about the sense of a new openness, and a strong statement with many nods from one teacher about the level of authenticity she now feels:

- "Last year was very rigid. I tried to make the ideal lesson plan and follow every block on the checklist. To be honest I had to conduct a class in a way that was not natural for me. Now there is more flexibility and the evaluation does not feel stressful. I can be myself and the evaluator can see the true me!" (Personal memo, Ms. Amrita, 04/27/2018).
- Another CPR member said, "I appreciate the shift from rigid rules to more flexibility and readiness to discuss what was observed in class. It's also nice to observe that your principal is open to learning new things and exploring possible new practices vs. traditional ones. It also brings administration closer to teachers" (Personal memo, Ms. Lana, dated 04/27/2018).

Mr. Tyler said, “I think that you have changed in the sense that you seem more relaxed. Perhaps it is because we have grown closer, but I feel cared for and supported much more this year than the last” (Mr. Tyler, personal memo, April 27, 2018). Ms. Chawisa, another CPR member who is the middle school counselor also notes:

- “From my perspective, I think Ms. Prerna’s leadership role has changed in a positive way where she is viewed as a mentor. I feel increasingly more comfortable to seek help and advice from her regarding my teaching and classes. I feel less nervous when I will be observed and am open for her to walk into any of my classes anytime. A good relationship will surely help with mentorship and professional growth” (Personal memo; Ms. Chawisa, dated 04/27/2018).

In addition, the teachers reported at the end of the PAR Cycle Two that the process and the relationships with the principal as supervisor and evaluator had changed. The data from five of the six CPR members indicated stronger support, more flexibility, and a move toward a more authentic relationship as co-learners. Finally, they believe that the process in its supportive and less rigid form takes into account their individual styles and needs as teachers.

Tailor-made. The term tailor-made was coined in a middle school meeting in February 2018 meeting. Teachers expressed that the traditional methods of teacher evaluation process (TEP) in the past were subjective, judgmental, pressurizing, and not comfortable. As this is demonstrated in Table 15, middle school teachers have stated the difference in the teacher evaluation process (TEP) using past methods as compared to using current approaches. In previous evaluations, middle school teachers filled out a packet before the observation, were not at ease, and got things done for the sake of completing a task. On the contrary, middle school teachers witnessed the change and expressed that the objective observation techniques are

Table 15

Comparison of Observation Notes Taken During Teacher Evaluation Process (TEP)

Academic School Year	Type of Evaluation Model	Phrases/Words Used in Observation Notes	Themes Observed in Classrooms
2014-2015	Marzano	The teacher has a good rapport with the students.	Classroom Management Discipline in classrooms Time Management Student Task
2015-2016	Check-lists/Forms	Satisfactory Growth Needed Teacher has a good rapport with the students.	Classroom Management Discipline in classrooms Time Management Student Task
2016-2017	Made no formal observations this year while investigated better systems		
2017-2018	Observation Toolkits & Protocols	Seating arrangement Teacher asking why and how questions. Teacher checking for understanding. Think-Pair Share Teacher giving time to think (wait time).	Asking for Clarifying Questions Asking for Analytical Questions Direction with Choice Giving clear instructions Teacher-Student & Student-Student interaction Teacher movement in class Mapping of students

meaningful, valuable, and more tailor-made to their individual needs since they are not required to complete a "scripted, one-size-fits-all checklist" (Acheson & Gall, 2003). They expressed that observations were authentic, and observation techniques and protocols improved teacher practices in classrooms. As such, they were not being judged or evaluated on a general basis; instead, they are encouraged to discuss the evaluation for their own growth and development in regard to their personal attributes and characteristics; they were tailor-made to each teacher. These were obvious in the results of the classroom observations.

Classroom Observations

In my first year as a principal, in the school year (2014-2015), I had attempted to use the Marzano evaluation model as a tool for the observations, but I did not calibrate with teachers, and they were unclear about the full set of expectations (see Appendix E). During the second year (2015-2016), I decided to use a shorter form (see Appendix F) and continued with the observations, but they were still in the form of a check list and *pro forma* evaluation. However, after the teacher conferences, we were congenial partners, but failed to establish the collaborative spirit that is the underpinning of improving schools from within (Barth, 1990; Rowan &Raudenbush, 2016). Then, during the school year (2016-2017), which was my third year, I did not conduct formal evaluation for the teachers because I realized that the systems in place were not working. Last year, in the fourth school year (2017-2018), since I had chosen this topic for the PAR project, I had decided to take a deeper look at teacher evaluation as my ultimate goal is to share this across Wells campuses as a model of how we can change our evaluation practices. I looked at different observation tools and protocols and started conducting classroom observations using these tools (see Appendix G). Table 15 indicates the differences in these systems. I compare different evaluation models that I have used for teachers at the middle school

community, observation notes taken in class and themes that were observed in classrooms during classroom observations from the year 2014 until 2018.

In the past, when I conducted classroom observation, I would typically focus on managerial aspects of classroom observation such as classroom management, student management, and time on task, and activity that has been planned in class for the student. In using these checklists and forms which relied on normative statements about teacher performance, the tools were usually not specific enough for teachers or the principal to understand the classroom pedagogical actions the teacher should be using to enact the list of teacher performance standards. As such, these *pro forma* evaluations had weaknesses because they depended on dichotomous scales such as “satisfactory”, “needs improvement” and similar vague terms, which are often not calibrated for use among the observers. The models did not on the surface have a culturally sensitive lens to individual student needs, except for Hawley and Wolf model (n.d.).

Currently, evaluation systems at our school evolved; they are now more dynamic as compared to being static in nature, and teachers could see that their input was actually used to change the way evaluation occur. Teachers look forward to a fully developed evaluation system as the past evaluation systems have largely been *pro forma*; to some degree, they are inaccurate because there is no calibration with teachers or other observers about what constitutes effective practice. Because they experienced evidence-based evaluation tools, they have different insights and together in meetings, they shared their ideas that led the changes and shifts. As stated in the personal memo (Ms. J’nelle, February 19, 2018) “Looking forward to taking part in a non-traditional way of being assessed (without forms). It seems more tailored to you and what you’re looking for, and not a scripted, one-size-fits all checklists”. No doubt, the middle school teachers

find the process more personal – less anxiety producing, more comfortable and positive, and more objective instead of judgmental and supportive. Hence, teachers in the middle school community saw a difference in the way classroom observations were conducted and have started viewing the Teacher Evaluation Process (TEP) differently as compared to the past. I discuss the past observations.

CPR members said, in reflecting on PAR Cycle One, that if administrators came in more often for classroom observations and casual walk-ins, that would be better as the teachers are more comfortable and less nervous. They noted that difference now, they began to trust the process. As quoted in the personal memo (Mr. Tyler, January 19, 2018):

- "I felt much more at ease this time around. The fact that I did not have a big packet to fill out prior to the observation made it feel more informal. I was comfortable and confident going into the observation".
- Another CPR member stated, "This year's observation felt less formal, no form to fill in; no pressure of fitting into each category. Post-observation discussion was also more constructive and gave room for a dialogue" (Ms. Lana, 01/19/2018).

As such, teachers have then been able to visualize the need for change and shifts in the implementation of an evaluation system for all middle school teachers that is perceived as positive, supportive, and tailor-made to their individual needs. They are not being judged or evaluated; instead they are encouraged to discuss an evaluation system based on positive approach which is focused on strengths and areas that need improvement. The observation seems "more real as I was not trying to do things for the sake of getting a check in a box, but more naturally" (Ms. Amrita, January 19, 2018). CPR members have expressed their comfort level with the observations at present as compared to the past. All three CPR members – Mr. Tyler,

Ms. Lana, and Ms. Amrita have expressed that they have noticed the change and are content with it as it has definitely brought changes to their teaching practices in the classrooms and my leadership role.

Transparency Leads to Teacher Agency: Peer Observations

Because of the change in the Teacher Evaluation Process (TEP), teachers were more willing to make changes in their practices, transferring what we co-constructed in post-observation conferences to their classrooms. Being more collaborative and more transparent about these techniques occurred because I was more confident in my abilities as an observer. In turn, teachers became more authoritative in designing and experimenting; one of those experiments was related to peer observations. With a stronger sense of teacher autonomy, they have requested that they try out peer observations.

The process of peer observation began and the five teachers (CPR members) observed in each other's classroom (04/23/2018 – 04/27/2018) and welcomed each other to observe their classes. One CPR member, Mr. Eamonn was inactive and was not able to participate in the first round of the peer observation. The other five CPR members created a schedule so that they can observe a class and take notes to discuss further. Teachers observed at least one or two classes. After the observations, as noted in the meetings minutes (personal memo, April 27, 2018), CPR members discussed the findings and emergent themes related to the observations. All CPR members had a positive and enjoyable experience. Overall, they expressed that during the classroom observations, students were excited and behaved similar in different classrooms, teachers had good rapport with the students, and there was a 'buzz' in the air where both students and teachers enjoyed this experience.

Peer observation and feedback used for development process and not for evaluation purposes or career advancement have positive outcomes for teachers (Spiller, 2011). Henceforth, the CPR members agreed to implement peer observations among themselves; in the initial stage, six CPR members (five middle school teachers and one counselor) started the process in PAR Cycle Two. CPR members shared their teaching schedule (see Appendix I) and decided among each other who to observe. As they discussed ways to implement and schedule the peer observations among the CPR members, each CPR member verbalized different perspectives and "things" they will be looking for when going into each other's classrooms. One teacher mentioned she wanted to see how a student who is in her class behaved in another class with a different teacher and different subject material. Another teacher wanted to learn different classroom management strategies by going into someone else's classroom. I suggested using a set of classroom practices that serve as codes or naming any observation in which selective verbatim or verbatim transcript of teacher or student actions is involved. These tools included any verbal or non-verbal elements of teacher practice, movement of teachers, off-on task behavior of students, and teacher to student and student to student dialogue. These processes offered more objective, non-judgmental feedback. A constant reminder to the CPR members was that we are not judging the teacher, instead we are making formal and informal observations to get a "feel" of the different teaching strategies that may be implemented in the classrooms. As a result, each CPR member expressed their opinions about peer observation (personal memo, April 19, 2018) and how it helped them in implementing new ideas and techniques. As a result, teachers reported the following: (1) they learned from each other; (2) they became aware of different classroom dynamics, including how students were different in other classrooms; (3) they learned new techniques and strategies. Secondly, they found the process of peer

observations to be an opportunity for professional growth. It fostered community and team building and reinforced teacher learning as a continuous process. These committed to expanding the peer observation process to all middle school teachers. They identified peer observations as definitely an iterative and on-going process in which teachers can mutually benefit (both the observer and observe).

In conclusion, the teachers had different responses to classroom observation and feedback as reflected in the transparency that has started the transfer. The evidence indicates that there was a shift in the teacher evaluation process (TEP) and the middle school teachers welcomed the new approaches and changes. An example of evidence for some of the take-away for the teachers collaborating in the peer observations was visualizing a well-established routine, relevance of the topic that was being discussed in class, student engagement in an interactive class, and patience the teacher had in giving students the 'wait' time to listen to their responses. Teachers discussed in the meeting (dated 04/27/2018) that not having a checklist and packet to fill out during observation for teachers now is actually believed for learning to be conducive for students; teachers have to implement different teaching strategies that are documented in an evidence-based approach. As such, teachers are more comfortable and feel the autonomy in deciding what is best for them in the middle school community regarding the teacher evaluation process (TEP).

Leadership Shifts: From Theory to Practice: Changes in my Leadership Role

The second finding about changes in my leadership role and my position as a middle school principal suggests that I have more confidence in the process of evaluating and coaching the teachers. As a result of the change in leadership in this area of evaluation, I became more collaborative as a principal and moved toward modeling distributed leadership. In addition, my agency as a principal in leading and managing the teachers shifted from a passive to active

decision-making in certain areas of school, especially in the middle school community. In this section, I discuss the change in my role and practice in teacher evaluation; while I remain a supervisor, I see my role as collaborative colleague and coach to be more useful to teachers and work alongside the teachers, instead of maintaining distance. Then I discuss how this change has given me more confidence in other areas of leadership in my principal role.

Principal as collaborator. One of my major roles and responsibilities as a principal is to work together with the middle school teachers and conduct formal and informal teacher evaluations for them. I have had no formal training in conducting teacher observations, taking notes in classrooms, analyzing notes, or having post conferences with teachers. Thus, my practice in this area was solely directed by what information I gleaned from conferences or my own reading. As mentioned earlier, I have experimented with different evaluation forms for classroom observations in the middle school community in order to find an appropriate and suitable teacher evaluation process (TEP) that would meet the aims and objectives for our teachers. First I had to learn. Then I had to practice and share with teachers. As well, I needed to learn to be a practitioner researcher myself, collecting evidence in all of these areas to guide next steps.

Changes in my professional learning. Because I was not satisfied with the teacher evaluation model (TEP) that was being used in the school community, I took upon a personal lead to work on developing a growth and support model of teacher evaluation for the teachers in the middle school community, including the ways I would engage in observation and post-conferences. As I mentioned in the previous section, I took up this topic for my dissertation so that we could witness a change in the evaluation system. We wanted to see a change that would benefit the teachers, students, as well as my role as a leader and a middle school principal. I

engaged more deeply understanding the theory that is implied in the teacher evaluation process (TEP) and practice.

Classroom observations. Conducting classroom observations for the middle school teachers has been part of my role and responsibility as a leader and middle school principal. In spite of not having a uniform evaluation system across the school system in different campuses as well as the primary and high school sections at our campus, I tried my best to carry out both formal and informal observations. Because, I was able to make a change in recent years and there has been a transfer in the teacher evaluation process (TEP), middle school teachers are able to express their opinions and feelings about the observations that had been conducted in the past as compared to the revised and improvised system of teacher evaluation in present. As it is evident in Table 16, teacher responses from the past and present about the teacher evaluation process are recorded. In a learning exchange meeting with Professor Lynda from ECU (dated 03/02/2018), teachers expressed and recorded their experience about the teacher evaluation process (TEP) they have experienced in the past years at Wells as well as their recent experiences. They were able to verbalize how they viewed teacher evaluation different now as compared to the past (see Table 16). Henceforth, my lens shifted from observing a narrow set of teacher practices in classrooms to a bigger and larger vision in which I look for how the teacher is creating a learning environment in class, what protocols he or she is using, how students are engaging to learn, and how equitable classroom discourse patterns are promoting student learning. The protocols helped me develop stronger lens as an instructional leader.

Post-conferences. At present, when I am conducting classroom observations, the observation notes indicated that I have used a mix of selective verbatim and recording the occurrence in the classroom non-judgmentally as an observer. I have used a set of classroom

Table 16

Teacher Responses about the Teacher Evaluation Process (TEP) in the Past as Compared to Present

Past Evaluation Practices	Current Evaluation Practices
Overwhelmed	See my own ownership; More confident
Scary	Trust the process
Afraid of admin coming in	Like the open-door policy
Fake	Student-led (students also taking ownership)
Have to put up a show	Flexible; experiential; supportive
Each admin came with his/her own form	More unified and evidence-based
De-motivating	Willingness to learn
Seem to be in a ‘closed box of narrowing definition of teacher evaluation”	Ability to adopt a wide variety and diverse approaches

practices that serve as codes, or naming any observation in which I use selective verbatim or verbatim transcript of teacher or student actions. These tools include any verbal, non-verbal, movement of teachers, off-on task behavior offer more objective, non-judgmental feedback to the teachers (see Appendix G). Besides taking non-judgmental and objective observation notes, using the processes during a classroom observation led to collaborative and dynamic conversations about teaching practice that supports teachers to reconsider their instructional practices. Teachers noticed that during post-conferences, I, as a middle school principal, am setting the appropriate tone, asking coaching questions and arranging meetings that help them reflect on practice, and executing consistent behavior and attitude that is crucial to the success and adoption of a teacher evaluation model that helps teachers improve their teaching practices using a growth and development process which is on-going. Evidence shows that feedback and suggestions given during post-observation conferences are valuable, meaningful, and useful.

Working with CPR (n=6) and middle school teachers. The CPR members noticed a change in my leadership role; they viewed me as more approachable and flexible; they began to see me as a person who cares about them personally and professionally. Some notable changes in my leadership role included having the professional courage and authoritativeness in making changes in classroom observations and decision-making processes in the middle school community as well as the relationship with the CPR members. As one CPR member said:

- "I appreciate the shift from rigid rules to more flexibility and readiness to discuss what was observed in class. It's also nice to observe that your principal is open to learning new things and exploring possible new practices vs. traditional ones. It also brings administration closer to teachers" (Ms. Lana, personal Memo, April 27, 2018).

Mr. Tyler, another CPR member said:

- "I think that you have changed in the sense that you seem more relaxed. Perhaps it is because we have grown closer, but I feel cared for and supported much more this year than the last" (Mr. Tyler, personal memo, April 27, 2018).

Ms. Chawisa, another CPR member who is the middle school counselor said:

- "From my perspective, I think Ms. Prerna's leadership role has changed in a positive way where she is viewed as a mentor. I feel increasingly more comfortable to seek help and advice from her regarding my teaching and classes. I feel less nervous when I will be observed and am open for her to walk into any of my classes anytime. A good relationship will surely help with mentorship and professional growth" (Ms. Chawisa, personal memo, April 27, 2018).

Thus, instead of maintaining a hierarchical position that separates me from the teachers, I have adopted a more collegial stance as a co-learner. This has carried over to all meets with CPR team members and the full middle school staff.

From hierarchical to collaborative. Meetings with CPR team members and middle school teachers were regular; the CPR team members and I met every two weeks, and the meetings for all middle school teachers occurred once a month on an average. As explained before, with a hierarchical structure at school, I and all the other middle school teachers had been accustomed to the characteristics of a particular structure in the organization without having the need to change. But, upon starting the PAR and working closely with the CPR members as well as the other middle school teachers, I began to realize the importance and benefits of an organization that would aim at flattening the hierarchical structure and shifting into a collaborative model for the benefit of the entire school community. Having regular meetings and

discussions with the full middle school group (including the CPR members) about the classroom observations and evaluation systems has not only helped with the findings and emergent themes for PAR Cycles One and Two, but also has brought about a change in my role as a principal and my leadership skills. Teachers have expressed an ability to see the change of a growth mindset in my responsibilities and duties as a leader, where innovative ideas and practices helped them grow and become effective teachers in their respective classrooms. The role of any given principal changes constantly as sometimes they can be supportive, demanding, encouraging, or even reprimanding. Working closely with the team of CPR members and middle school teachers on regular meetings have encouraged discussion and feedback that has helped me build the trust, understanding, and support we have for each other. It became easier to implement activities, have discussions about the changes in the teacher evaluation systems. Middle school teachers witnessed the change in my leadership skills as they see me as more confident, capable, supportive, and flexible. They saw an effort from my side to include the middle school teachers in any decisions that are made for the middle school teachers and students. In working together as a team, we are all exhibiting stronger agency as effective leaders. As the notes from an April 2018 meeting suggest the teachers sense stronger professional confidence from me and they are gaining authoritativeness and they are able to make decisions collaboratively. Indeed, they view the principal as having made a "marked change in her leadership style and is more relaxed and flexible". The changes in myself as a leader and colleague paved the way for making the promise of distributed leadership real.

In middle school meetings and meetings with CPR members, I have encouraged open-ended discussions and dialogue among teachers about the ongoing teacher evaluation systems (TEP) by asking the different questions, setting a more collaborative tone for meetings, and

connecting with teachers on a regular basis in an informal set-up and I have transferred this stance to full school.

Stance in larger school. As detailed in Chapter 3, the structure of the school I am working at is hierarchal in nature and comprised of the leadership and management structure. The owner of school is the chairman, Dr. Chang, Yao-Lang and the vice-chairman, Ms. Lee, Mei-Chuan and the head of school, Mr. Ray, de la Pena. The leadership team and management team generally work together in making informed decisions at the school. The general organizational structure is managerial and culturally based on a hierarchical approach, and I have worked in this kind of structure for my entire professional life. As such, I and others in this structure may have not been actually ready to fully understand or accept the decisions of teachers and a collaborative model in the past. Middle school teachers who are accustomed to the ways that hierarchies work may find the change challenging in other ways as well. Hence, decision-making process in the past followed the same hierarchical structure that elicited the same subjective responses and judgments.

However, things started changing and shifting since the beginning of the PAR project. One example of such a change and shift is the activities that are conducted in the middle school overnight camp. Every year, middle school students travel to different parts of Thailand or internationally as part of their overseas experience and exposure. As a middle school principal, my responsibility included working with the office staff and middle school teachers to conduct meetings with the parents and students about the trip as well as other travel information.

This school year (2017-2018), I gained a larger stance and a professional and leadership stance and became more involved in the decision-making process that was connected to the curriculum for the overnight camps. Keepings students' interest and following the school

protocol which included our school ESLRs (Expected School Wide Learning Results), we involved teachers and students in part of the decision-making process. We decided on student activities that were participatory and instructive. We contacted camp coordinators to find a suitable camp and itinerary that matched our middle school students' needs and informed Dr. Chang, Ms. Lee, and Mr. Ray of all the decisions, providing information related to all the formalities involving budgeting, insurance, and student travel. Feedback from middle school students' confirmed that they had enjoyed the middle school camp.

As a conclusion, the two key findings in this section are that teachers are more engaged, motivated, and confident about using feedback from the teacher observation and evaluation process. Secondly, as a school leader, I have altered the way I observe, give feedback and coach teachers; those shifts have promoted more authentic and more collaborative interactions with teachers and have brought about a change in my stance as a school leader. The observational tools continued in PAR Cycle Two helped us in gathering evidence in which the evaluator and teacher as co-participants in a process. Implementing the collaborative community learning exchange (CLE) model during meetings and implementation of peer observation as a pilot study supported our movement forward. Next, I situate the current project in a larger context by examining how the project sits in an organizational context. In the fourth section, I discuss how we expect to transfer this work to the Fall 2019 and PAR Cycle Three and more deeply understand how triangulating teacher reflection, observations and post-conference notes can respond to the research questions.

Implications of Findings: Organizational Theory

This section examines the current project in light of the larger context by connecting the implications to the project to the organizational theory. We have made significant progress on

the process of working together as a team. We have not fully reached the goal of creating a context-specific teacher evaluation model at present, but we are working toward that direction. Findings indicate that there has been some shift in the hierarchical nature of the school. First, I present an overview of the characteristics of an organization based on a rational system of efficiency as a corporate structure and highlight the hierarchical structure of the school. I am working at. Properties of a corporate organization are compared to machines and share certain features that are similar to the structure of my school. Since most of the decisions at the school are made by the owner, the chairman, his wife, who is the vice-chairman, and the head of school, in the past this has been the standard organizational and operational model. Second, flattening the hierarchy is evident from findings in PAR Cycle Two as my agency as a principal and leader takes an active role in the decision-making process related to middle school teachers and students. For instance, in the past, I had maintained a position in the hierarchy. But with the start of this project, I have made an attempt to shift my responses. Third, findings and emergent themes demonstrate that with the help and support of CPR members and middle school teachers, I, as a leader, accomplished objectives using informal connections and task-oriented activities, which is related to how to influence the hierarchies. Instead of following a dictated formal routine, we used degrees of freedom to follow an evaluation system that is based on objective and measurable outcomes. *Pro forma* evaluations have changed to objective, measureable, and non-judgmental evaluations. Finally, the organization has usually been skeptical and conditioned in making changes; hence flexibility and innovation are limitations in fixed systems that are hierarchical in nature. As such, we have challenged the culture of the school by making some new changes and shifting the paradigm of traditional teaching evaluation practices.

Corporate Organization: Working as a Machine

In a school that is owner-managed, it is typically hierarchical in nature and the leadership team and management team generally work together in a structured way to make decisions. Characteristics of a top-to-down management system are evident within the school community. This can be compared to a machine in which a chain of interrelated components and factors make up a system and gears to achieve a final end. “When we talk about organization we usually have in mind a set of orderly defined parts that have some determinate order” (Morgan, 2006, p.13). As such, organizations are viewed as instruments to attain specific goals and objectives (Scott & Davis, 2007). In many ways then, schools acting as organizational structures and systems seem to have taken on a mechanical or technical response in which a regime, fixed routines, and checklists govern their behaviors in a bureaucracy.

The challenge in an organization like this to bring about any change to this kind of organizational system lies in replacing old ideas with new and innovative ones (Morgan, 2006). As such, findings from PAR Cycles One and Two demonstrate that as a school, while we have been operating on as a bureaucracy, we been able to find change opportunities in the instructional core and in the evaluation process as well as other decisions related to the middle school teachers and students. Shifts in structures of power and authority in which innovative and new ideas have been taking place are not properties of a machine bureaucracy. While the management is concerned with operations, this is an area where I have had more flexibility in changing one aspect of the system, which is not part of management: teacher evaluation. Thus, it has given me some leadership confidence in the larger bureaucratic areas over which the management exerts more control as was described in the example of the middle school field trip.

Flattening the Hierarchical Structure

Secondly**,** teachers do not work in a vacuum and for that matter, no single component or commodity in an organization works separately; instead, they work collaboratively in informal ways even when the structure is atomized and they operate mostly as individuals in classroom. Elmore (2004) identifies three levels of school cohesion: the atomized school, the school with emerging cohesion, and the cohesive school. An *atomized* school is like a traditional school with top-down management and all decisions are made in the leadership team. In a school with emerging cohesion, decisions at school are somewhat shared and decision making is collective with members of the school community. On the other hand, in the fully cohesive school, decision-making and expectations are not only within the school community, but external factors that play a role in the changes in reform and processes (Grubb &Tredway, 2010). However, most organizations are made up of fairly autonomous parts and actions because, in a hierarchical system, separating the parts is an easier way to have authority.

In the case of Wells, no one in the management actually had much to say about teacher evaluation; in fact, there was no system school wide, and principals did or did not conduct evaluations, and none of the four principals conferred about evaluation. Because of the separation of organizational actors. This system did not necessarily govern behavior and interaction among key participants. As such, governing this kind of openness and interactive environment, organizations can be open systems (Scott & Davis, 2007). Because open systems acquire greater changes and complexities in their inputs rather than outputs, organizations with open systems are sometimes able to "restore their energy, repair breakdowns in their organizations, and may improve their structure and routine" (Scott & Davis, 2007).

On the same note, in spite of witnessing a hierarchical structure at school, I, in collaboration with the CPR members and teachers made changes and shifted the system because we have approached this as an open system in a place where we had some agency: teaching and learning. My attempt to flatten the hierarchy are noticed, the progress has been slow, but has started. By flattening the hierarchical structure at school, I have managed to remove or diminish the layers of bureaucracy decisions; instead of asking permission, I have instead reported and updated the organizational hierarchy about the changes that are taking place in the middle school community. Risks were involved, but it was definitely worth the try. We were bolstered in this by the vision of the school as joyful teaching and learning and the wrap we used opening on the hierarchy.

Joyful teaching and learning: Centerpiece of Wells. We are fortunate at Wells that the owner-manager has a theory about teaching and learning that concurs with ours and actually, while quite general, is useful in refashioning the teaching and learning systems through collaboration. The school video promotes the power of joy in learning, collaboration, and open-communication between school leaders, teachers, students, and school personnel in the school community, and that is what I have been relying on in the PAR Cycles One and Two for the CPR groups of teachers. The CPR team and the middle school meetings use protocols that are designed to build relational trust and inspire teachers to use their professional knowledge and autonomy to have conversations. Secondly, as described in the findings, I have changed the way I do observations so that it is designed for teacher input and hopefully changing teacher practice. This actually makes for a staff of teachers who are experiencing more joy because they can, Knowles discussed in the five assumptions about adult learning (*self-concept; adult learner experience; readiness to learn; orientation to learning; motivation to learn*), we see a shift from

that teachers can practice immediately what they are learning, this is a critical component of adult learning. As such, teachers are practicing what they are learning because they are able to witness the added benefit to their teaching practices as well as professional development. That has also given me more personal satisfaction as a leader and strength in my leadership as a middle manager in the hierarchy

Anarchical structure vs. hierarchical structure. Power in any given situation can exercise its control and, usually in formal organizations, power is given to an individual or group of individuals who hold certain positions, duties, or responsibilities regardless of his or her personal qualities. Hence, "power is not personal, but structural" (Scott & Davis, 2007, p.205). Anarchy is perhaps too strong a word for the flexibility in the system, which has open spaces for innovation. As discussed in the previous section of this chapter, my position as a principal regarding the current teacher evaluation system seems like a "double-edge sword"; on one hand, as noted in the previous section the flexibility of deciding what could be changed actually resulted in change; however, it is more challenging to build a cohesive, coherent, and congruent evaluation system for all teachers in the total school community. However, I looked for space to be innovative first and then will be working on cohesion. This is where the anarchical nature of any organization shows itself; Siegel (2017) states that the real threat to any organizational structure whether anarchy or hierarchy, is not because of "a resource deficit as a resourcefulness deficit" (p.5), but the limitation of using alternatives and innovative ideas that are available which are not being utilized. He further explains the importance of having informal discussions, spontaneous meetings, and becoming open and adventurous for an organization to be successful and in place. We capitalized on the possibility of being adventurous. Keeping this in mind, my journey in changing my own role in the middle school means that we can have different meetings

and on-going discussion about the evaluation process, followed by collaborative decision-making process about the middle school teachers and students. Limitations and challenges of the anarchical structure may prevail: there may be high-level of ambiguity in some of the decision-making processes; some teachers may be rigid; disassociated environment contribute to teachers who do not want to make any changes to their teaching practices. However, for me, the risks involved outweighed the perceived benefits, and the "proof is in the pudding" as the teachers stepped up to the task of collaborative re-examination of their practices.

To conclude this section, findings reflect that changes and progress in the participatory action research (PAR) Cycle Two. Schools are viewed as organizational systems that share similar properties of any given organizational structure such as being an open system, a rational system, or following a mechanical bureaucracy. On a personal note, I have definitely deepened and expanded my understanding of teacher evaluation models with reference to theories about organizations. I started this research project in PAR Cycle Two looking at only the middle school level of the teacher evaluation system. However, now, after reading about the organizational theory, in which power, authority, culture, and environment play a vital role in describing the anarchical or hierarchical context of a school, I am able to paint a bigger picture about the organizational structure in which I work and think about ways of influencing the larger system from the position of middle manager.

In addition, continue to working with the CPR team members and middle school teachers, I am able to look at teaching practices and student learning experiences of the evaluation system, keeping the theories in mind. My shift has changed due to the numerous conversations I have been having about this topic and the ideas that are being bounced back and forth. One of my most significant moments in this cycle has been when teachers themselves

suggested to include peer observations as part of the evaluation process, which, in the organizational setting, means they are moving toward a stronger coherence in the ways they view their interactions, moving from informal to formal, and in taking on teacher leadership in ways that will enhance their work and their confidence. They were able to view this as part of professional development and as beneficial since they believe that going into each other's classrooms provides an opportunity and chance to disseminate and learn good practice among themselves by sharing their thoughts on teaching practice and supporting each other's teaching skills. As the CPR members suggested this professional learning experience and I simultaneously reading about the organizational theories where new and innovative ideas can always prove beneficial, this brought the theory into real situations that have resulted in organizational changes – albeit incremental, but changes nonetheless. Finally, teachers are beginning to trust the process and evaluation system and are willing to work with each other. As at the end of a discussion about peer observation in a meeting, teachers said, "we want more"; that comment was again like "music to my ears".

Making Changes and Revisions for PAR Cycle Three

To conclude this chapter, evidence and findings reflect that changes and progress have been attempted in PAR Cycle Two. By continuing to work with CPR members and middle school teachers, I have definitely deepened and expanded my understanding of teacher evaluation models. The goals for this cycle were to re-engage the CPR members on the topic of teacher evaluations and build a stronger relationship with them so that they can organize and build their own capacity to bring about a change in their teaching practices to encourage student engagement in classrooms. As we continued working collaboratively with the middle school teachers so that they can organize and build their own capacity to bring about a change in their

teaching practices to encourage student engagement in classrooms, I also wanted to dig deeper into understanding what evidence do we collect to inform us about teacher practices in classrooms. In addition, as a principal, to continue conducting informal and formal evaluations with the help of measurable, non-judgmental, and consistent observational toolkits and protocols. The numerous conversations I have been having about this topic and the ideas that are being bounced back and forth has definitely brought about a change to my thought-processes and thinking as well. The project is picking up at a faster pace, but the progress is still slow. The promising evidence and findings show that process has happened and continues to happen. And these have occurred in an organizational structure at the operations level of the school that is hierarchical.

Next, I describe what we continued to do in PAR Cycle Three, including intended changes in leadership actions and what activities and data collection we could implement for the next cycle. I continued working with the CPR team members and middle school teachers. Meetings and classroom observations continued as scheduled; however, what change was how I frame the feedback and the post-observation conversations with the middle school teachers – particularly looking for equitable student engagement as the access point for equitable classrooms and focusing on student learning and not solely on teacher actions. In addition, I included peer observation and coaching models for teachers that are co-designed by teachers and included the other middle school teachers. We intended to use full staff meeting time to expand and deepen our knowledge base on teacher evaluation as well as look into how we could assist each other during classroom observations to increase and promote student learning and engagement in classroom settings.

We used the information and collaboratively build a context-specific teacher evaluation model for middle school teachers that adheres to the attributes from PAR Cycle Two that teachers think are important. We need to be careful that we do not "get caught" in technical fixes and actually respond to the full growth and development model that is part of the Oakland Unified School District model (Oakland Unified School District, LGDS, 2015-2016), which we intended to use as a model.

My role as a principal and as a collaborator needed to continue the process of guiding and facilitating the process while remaining open to and facilitating the distributed leadership frame (Spillane et al., 2001). Maintaining regular and ongoing memos of the formative findings for the support and growth process regarding the teacher evaluation can support our decisions about actions. Memo-ing, CPR meeting notes, interviews, and classroom observations continue in the third cycle of the research project. Data collection requires iterative analysis so they we can effectively integrate those changes in our ongoing diagnosis and design of systems (Creswell, 2014; Spillane, 2011).

In conclusion, I have outlined the process in which the CPR team members, middle school teachers, and I have engaged. A brief account of the activities surfaced two findings that were supported with evidence. I discussed the implications to the findings and connected them to the research questions and literature as well as included findings related to theories about organizational structures and context. I concluded the chapter with a discussion of changes and revisions for the next cycle. In Chapter 7, I discuss the findings of the third and final cycle. While the official PAR process ends in the third cycle, we continue and expand this process.

CHAPTER 7: PAR CYCLE THREE TEACHER GROWTH AND DEVELOPMENT MODEL

As outlined in the previous chapters, the participatory action research (PAR) focused on building a comprehensive and context-specific teacher evaluation system that supports current teacher practice at Wells International School in Bangkok. The Co Practitioner Research team consisting of six Co-Practitioner Researchers and the administrator (myself) have been in the process of co-creating an inquiry-based teacher evaluation process. In previous chapters, we called the evaluation system a Teaching Evaluation Process (TEP), but in this chapter, we decided to change the name of the tool and process to better reflect what we are experiencing in the process: Teacher Growth and Development System (TGDS). Our goal in PAR Cycle Three was to design and use an evaluation process that provides Wells school (preK-12) with an important and crucial resource for nurturing effective teachers. As such, we examined the use of the Oakland Unified School District model – Teacher Growth and Development System (TGDS) and how it evolved. We discussed how we might use peer observations as informal observations; we witnessed a change in the methods for formal classroom observations.

As is evident in PAR Cycle One, when teachers started viewing the evaluation process as more supportive than the *pro forma* processes of the past, they found the conversations about their teaching and teaching practices to be useful. The PAR Cycle Two focused on deepening our understanding of the findings and implications that served as evidence toward achieving the long-term goals of a school-wide process. Designed to support the continuous growth and development of teachers by building an asset-focused and evidence-based evaluation system, TGDS provides teachers with regular, consistent, and feedback that can help them analyze and improve their teaching practices. In PAR Cycle Three, teachers set instructional goals that they

believed would be useful and helpful in impacting student achievement and growth. This chapter outlines the process that six Co-Practitioner Research (CPR) team members (five teachers and one counselor) and I undertook in Fall 2018. In addition, we collaborated with all middle school teachers (an additional 14 teachers) in a process of co-constructing the current version of teacher evaluation process, which included implementing more useful formal and informal principal observations and experimenting with a peer observation system. In the first section of this chapter, I identify key actions and describe the analysis process of triangulating evidence from teacher reflections, observations, and post-conference notes. In the second section, I present a set of claims supported by evidence from multiple sources. I conclude the chapter with a description of how the findings and reflections have generated revisions and transfer during PAR Cycle Three.

Activities and Evidence

In Chapter 5 and Chapter 6, I outlined the process in which the CPR team members, middle school teachers, and I engaged. In PAR Cycles One and Two, I facilitated meetings with the CPR team members and all middle school teachers, conducted classroom observations (formal and informal), and calibrated classroom observations with colleagues as well as included a community learning exchange for all middle school teachers. In this chapter, I continued the discussion of findings and analysis of PAR Cycle Three, we continued the meetings with the CPR team members and middle school teachers, classroom observations (formal and informal), and calibration of classroom observations with colleagues (see Table 17). Meetings with CPR team members and middle school teachers were regular; the meetings for all middle school teacher occurred once or twice a month on an average. I wrote memos periodically during PAR Cycle Three. Furthermore, I had regular telephone conversations with the ECU professor for

Table 17

Meetings with CPR Members, Middle School Teachers, Classroom Observations, and Learning Exchange in PAR Cycle Three

(August 15 – October 15, 2018)

	WEEK 1 (Aug 13-17)	WEEK 2 (Aug 20-24)	WEEK 3 (Aug 27-31)	WEEK 4 (Sep 3-7)	WEEK 5 (Sep 10-14)	WEEK 6 (Sep 17-21)	WEEK 7 (Sep 24-28)	WEEK 8 (Oct 1-5)	WEEK 9 (Oct 8-12)	WEEK 10 (Oct 15-19)
Meetings with CPR (n=6)	●		●		●		●		●	
Meetings with middle school teachers (n=20)		●		●			●		●	
Learning Exchange (n=20)				●					●	
Classroom Observations (Informal) (n=10)		●	●	●	●	●	●			
Classroom Observations (Formal) (n=6)								●	●	●
Skype/Phone Chat w/ ECU Professors	●		●		●		●		●	

updates and details of my findings in the PAR Cycle Three. The cycle included two community learning exchanges (CLEs), one held in the mid-cycle and another toward the end of the cycle. Table 17 details the activities in the PAR Cycle Three.

Some notable changes that occurred in the PAR Cycle Three were adapting the informal and formal classroom observations. A change in the informal classroom observations was the implementation of peer observations in the middle school community. All middle school teachers (n=20) participated and conducted informal classroom observations for each other in the form of peer observations for the first six weeks instead of me conducting those informal observations for the teachers. After teachers conducted peer observations in classrooms, teachers shared comments and feedback about the experiences they had in each other's classrooms. These low inference observations were intended to introduce the peer observation process to all teachers. Thus, they shared an observation of a practice and something that each would take back to his/her classroom. After the middle school teachers conducted peer observations, I started the process of formal classroom observations for the teachers.

In terms of how I approached the work with teachers, another change that occurred during this cycle was using a more systematic format of the three-step consultation process, (pre-observation conference, classroom observation, and a post-observation conference with each teacher). In the pre-observation session, we discussed the teacher's goals for the lesson, activities that were going to be conducted, any particular students, or teaching styles the instructor was using and anything in particular to look for in the classroom. For the classroom observation, I took notes and coded the evidence based on pre-conference focus. For the post-observation conference, within two days as activities were still fresh in our mind, I was able to share the evidence with the teacher and have a conversation about their next steps. The important

change in the typical post-conference is this: I did not provide feedback *per se;* rather, I shared the evidence from the class that I had coded, and we collaboratively analyzed that evidence.

Analysis of Evidence

In addition to the activities in the PAR Cycle Three, I analyzed the data from this cycle. I coded the raw data and findings that emerged from meetings with the CPR team members (n=6) and other middle school teachers (n=14), classroom observations (formal and informal), as well as community learning exchanges that happened with all middle school teachers (n=20). Then I analyzed the codes and developed categories, which resulted in the claims I make in this final PAR Cycle Three (Saldana, 2016). Appendix I documents the full set of codes and categories. Changes and adaptations were made in the informal and formal classroom observations as teachers demonstrated through reflections and in conversations what needed to be changed; they reported that they have a re-informed sense of developing a community of learners. CPR members decided to conduct peer observations so that they can learn from each other and change their attitudes and levels of confidence and teachers have also set instructional goals they believe have more impact on for student learning and their professional growth. As a result, they made conscious efforts and were more self-aware in using classroom practices that support their goals. In addition, I witnessed a notable change in my leadership skills and development during the PAR Cycle Three; I am speaking a different language, a language that resonates positive voice towards a non-judgmental and objective changes as seen in the evidence-based evaluation system and a language of trust, support, and collaboration.

Teachers responded to the change in the evaluation system because they recognized the value and usefulness of the new system. In conclusion, I examined the process in PAR Cycle Three, including meetings, discussions, classroom observations, the community learning

exchanges and the phone conversations supported the move toward a different kind of observation and evaluation system. Hence, as mentioned above, I collected and analyzed evidence, using a coding system for each observation and meeting that I then re-analyzed for findings in order to make the claims that I present in the next section. The claims are supported by evidence from multiple sources, including observation and meeting notes, memos, reflections on phone conversations, and emails.

Shifts in Teacher and Leadership Practices

The second section of this chapter is focused on evidence that supports three key claims. The three claims were previewed in the evidence and emergent findings from PAR Cycle One and PAR Cycle Two; the analysis and evidence from PAR Cycle Three includes teacher observations, feedback, and post-conferences.

1. CPR members are demonstrating shifts in their practices in their roles in the teacher community, in their classroom practices, and in goal setting to change their practices.
    i. In particular, they are developing a professional community in which they value certain attributes of collaborative learning, have a sense of how to build a community to improve their work, and have reported renewed feelings of a positive professional stance.
    ii. The teachers have demonstrated a shift in classroom practices of general classroom practices, questioning and equitable classroom participation.
    iii. Finally, teachers set instructional goals that they believed would have more impact on student learning and their professional growth. They are making a conscious effort to becoming more self-aware in using classroom practices that support their goals of equitable access.

2. Formal classroom observations include these key differences:
    i. *Pro forma* evaluations using checklist have shifted to an evidence-based evaluation system with the Oakland's Teacher Growth and Development System (TGDS) as a model. Selective verbatim notes during classroom observations record characteristics of teaching practices that are objective, measurable, and non-judgmental. As a result, general classroom practices, questioning and attention to equitable participation has shifted with discussion putting examples side by side.
    ii. The evaluation process is based on a three-step observation and consultation (pre-observation; classroom observation; post-observation conference).
3. My leadership role includes these shifts:
    i. I see the value and positive changes in adopting the evidence-based evaluation system, which is non-judgmental, objective, and measurable. The middle school teachers, including the CPR members are responding to the change in the evaluation system and this has turned my leadership skills.
    ii. In sustaining relationships with CPR members and teachers, I worked closely with them and listened to their feedback. I am speaking a different language in the middle school community, in meetings, pre and post-conferences, and community learning exchanges; the language of trust, support, and collaboration and a language resonates with commitment to equity in learning for all students in the classrooms.

While the student outcome data was not a focus of this project, we have observed a change in the number of students who are reported as having academic problems. At the start of

this project, we had more than 40 students on academic probation; during the school year 2014-2015, about 40 middle school students were failing. But by the end of the 2016-2017 academic school year, only 13 students failed; currently, we have 7 students who had failed the school year 2017-2018. While we cannot make a direct causal link between the teacher observations and student academic status, we have observed differences in the middle school community. With improvement in teaching practices in classrooms to foster more equitable participation and more student academic talk, more students are engaged and we sense that they feel a part of the middle school community. In the next section, I discuss the specific teacher shifts first and then discuss the change in the formal observation system and the results in classroom practices.

Teacher Shifts

Reflections and conversations with teachers in meetings, peer observations, and post-conferences indicate the claim in PAR Cycle Three that teachers have shifted. Teachers are making clear shifts that identify the importance of emotional safety as a pre-requisite for developing trust and reciprocity. They demonstrated a re-informed sense of their roles in a building a community that included taking actions with students, themselves, and other teachers. They reported that they have stronger morale, continuous learning, high standards for teaching, and an increased ability to take risks. Finally, the shifts demonstrated the necessary conditions for improving student learning–transfer to classroom practices. Three important elements of demonstrating shifts in teachers' way of thinking and perceptions about the current teaching evaluation systems are: (a) the attributes of community necessary for stronger teacher engagement; (b) the community of learning actions that supported them to change; and (c) the professional stances that changed as they took on more active roles. First, I discuss the attributes of the learning community, the actions that supported strengthening our community of learners,

and the renewed professional stance that is obvious in this process. Then I discuss how the formal observation system has changed and what the actual changes in teacher practices that they demonstrated that include general classroom practices, questioning and equitable participation and access for students (see Figure 19 for evidence of data and Appendix I for the complete set of data).

Attributes of community. In order for teachers to connect with each other in a community, it is important to have key attributes such as safety and trust, reciprocity, and experiential learning in place. As Guajardo et al. (2016) state: engaging in a community is a dynamic learning process that involves components that are physical and tangible. The process we used was a generative structure that was driven by a set of ideas, values, practices, struggles, hopes, and dreams. In other words, it was an expression of how teachers came together and worked in unison. I discuss the four attributes of our learning community – I describe how a sense of emotional safety led to increased trust, what the teachers valued in experiential learning, and how the sense of reciprocity among the teachers and between myself and the teachers has grown. When those conditions are present, then the community of teacher learners is more likely to take actions that support each other and students.

Safety leads to trust. A sense of emotional safety is visible when teachers feel secure enough to share their thoughts, ideas, and beliefs. They believe they can share their thoughts freely and are acknowledged in a non-judgmental and objective manner. Because they are being viewed in a non-judgmental manner, they feel safer, more secure, and comfortable. In our situation, their emotional safety led to a sense of trust among the teachers because their values and ideas were respected; hence; this made them more confident in sharing their thoughts and suggestions. One CPR member expressed a common feeling:

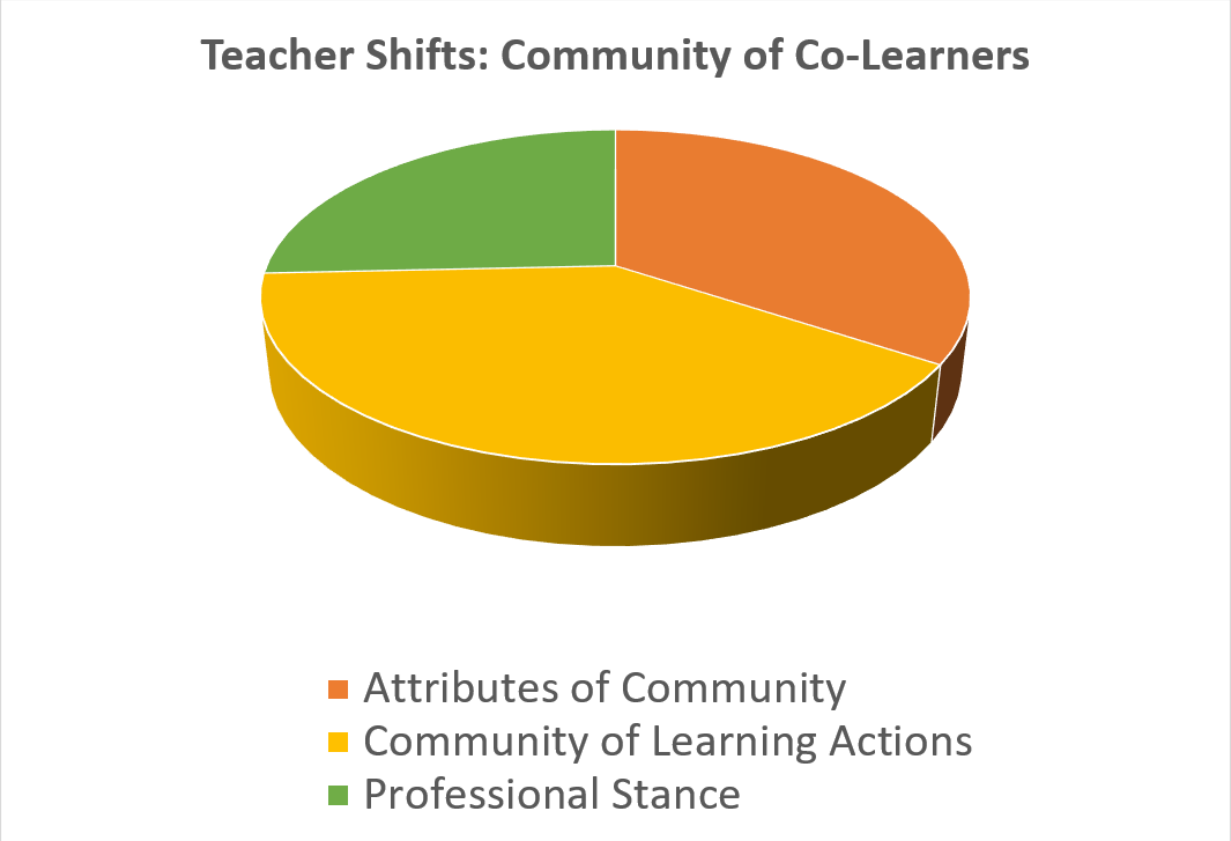


Figure 19. Teacher shifts that strengthen a community of co-learners.

- "Personally I used to feel quite anxious about being observed, but now having done and been peer-observed multiple times, I am very comfortable with having anyone come into my classroom. This process has helped me gain insight into my own strengths and areas of improvement" (Ms. Chawisa, personal communication, September 10, 2018).

In addition to this, teachers said the new observation techniques served another purpose -- teachers learning something new from another teacher that they could implement, another CPR member, Mr. Eamonn stated,

- "At first, during the observation, I felt more 'being observed'. Now, the key purpose is to have ideas on how my teaching can be improved" (personal communication, August 11, 2018).

As a result, teachers are feeling secure enough to share their ideas with me as well as with other fellow teachers and colleagues; the safety has led to teacher trust of each other and the process.

Value of experiential learning. Experiential learning takes place through having an experience and learning happens through reflection on the experience. Teachers in the community valued their experiences in meetings and in peer observations; they learned through the process that these processes were instructive and gave them the opportunity to practice and develop tenacity and self-direction among themselves and with me as the supervisor. The six CPR members and other middle school teachers (n=14) in PAR Cycle Three collectively decided to conduct peer observations during PAR Cycle Three so that they can learn reciprocally from each other. Evidence is recorded from 10 middle school teachers. As one of the CPR member, Ms. Amrita stated (personal communication, August 20, 2018) that peer observation for her is considered as "Learning from the experience of my colleagues". Nine out of ten middle school

teachers stated in their reflections that peer observation is a learning process that helped them "gain new ideas and strategies to implement in the classroom"; they found it "a great way to learn from each other". They said that "observing other teachers and learning new techniques that can be implemented"; and they gained "new insights how to run a class".

Reciprocity. Reciprocity is the practice of exchanging ideas with others for mutual benefit; reciprocity is one key factor that Dewey (1938) says is vital for experiential learning. As such, evidence from PAR Cycle Two had already shown that CPR members collectively decided to implement peer observations because they saw the benefits and advantages in the exchange of learning in observing each other's classrooms. These key elements of reciprocity are notable: building a community of learners, observing students in different settings, observing and then using new strategies, and recommendations how to make the process work better. As Ms. Ro (personal communication, September 3, 2018), one of the CPR member has stated that "My peer observation of 2 very different classes were a good learning experience as it showed me safe learning environment where students were building skills and good working relationships with teachers and their peers. I want more!". The middle school teachers realize that the current teaching evaluation system has changed for the better, and the new re-informed evaluation systems peer observations and the post-conference discussions helped them grow professionally as a teacher. As another teacher has quoted, "Peer observation for me is observing other teachers' teaching practices to gain new insights on how to run a class. It is a good idea for 2 teachers to observe each other and then get together to discuss ideas after".

In conclusion, we examined how factors such as safety, trust, experiential learning, and reciprocity make up attributes of community so that teachers can connect with each other and share their knowledge and learning they have experienced. In the next section, I discuss the

factors and elements of building a community of learning actions: learning about students, building peer relationships, and learning new strategies.

Community of learning actions. A community of learners who are actively engaged in learning from one another usually share the common beliefs and ideas. Building positive relationships with each other, creating an open and direct communication channel with each other, and trusting each other are ingredients to a good learning environment for teachers and students. Of the ten teachers who shared their reflections, eight teachers indicated in PAR Cycle Three that peer observations in each other's classrooms increased their sense of confidence as they participated in building a collaborative teacher learning community through learning about the students, building peer relationships and learning and trying out new strategies. Nearly 40% of the teacher shifts in the community of co-learners in Figure 20 were in "community of learning actions". Teachers used this experience to learn from each other by exchanging information about how different teachers implement diverse teaching strategies. Instead of an administrator or principal going into the classrooms for informal classroom observations or walk-throughs, teachers saw this opportunity as a good learning experience to share their ideas and experiences. Below I discuss the three factors in building a community of learning actions – I describe the process of peer observation and news strategies.

Peer observations. This attribute of the building a community of learning action includes developing peer relationships and co-learning from each other. Peer observation and feedback used for development process and not for evaluation purposes or career advancement have positive outcomes for teachers (Spiller, 2011). The CPR members agreed to implement peer observations among themselves in the initial stage; six CPR members (five middle school teachers and one counselor) started the process in PAR Cycle Two as a pilot study in April 2018.

After conducting the peer observations, CPR members collectively shared their opinions and feelings about their experience. They reported that students seemed excited that teachers are also learning, the benefits of peer observations, and there was definitely a 'buzz" in the air (meeting minutes, April 27, 2018). To continue this process, similarly, at the start of PAR Cycle Three, from August 2018 to September 2018, all middle school teachers continued with the peer observations as a form of informal observations for the first six weeks. Teachers viewed the peer observations as a non-stressful and safe method to share their teaching and learn from the experience. As one teacher has stated, "Peer observation is a non-stressful way to observe and learn from your colleagues; for me, it was especially helpful in regard of classroom management techniques. It can also be very rewarding to receive a positive feedback from your peers (personal communication, September 3, 2018). Another teacher has quoted on the same note saying, "Peer observation is very helpful, learned how to pace instruction and classroom management and ideas and engaging activity. Peer Buddy - someone to consistently work with to help each other" (personal communication, September 3, 2018).

Learning about students. All teachers realize that it is important to identify students with academically as well as personally. In this cycle, evidence suggests that teachers in our middle school community (n=10) expressed that they are aware students behave differently in different classroom settings and it has been an "amazing experience observing the same students in different settings". As such, of the ten teachers, four have expressed the benefits of conducting peer observations in which they came to understand that different students behave differently in different classrooms. In addition, they gained lens about how to strategize the lessons so that there was no negative reaction from any student. Their informal observation assisted in revealing the different personalities of students. As Mr. Tyler, a CPR member said:

- "Peer observations have been helpful to me in being able to see new techniques in classroom management that I can use. Strategies that may work with the same students that I teach".

Another teacher said that she likes the different ways of revision that she observed in the two classes; both teachers used technology in different ways and spent about ten minutes of class time to review and refresh what students had learned in the previous classes. Teachers are definitely seeing how the current evaluation system is enabling them not to only learn about their students, but also gain new insights of knowing them both academically and personally by observing them in their classes as well as other classes they attend.

New strategies. For a community to be growing in a positive manner and continuous, it was important to implement and learn new strategies. They reported that they gained knowledge and skills by observing each other in their classrooms. As one teacher stated, "Peer observation is a process where can learn through our peers/colleagues. I think it is beneficial for me, as teaching is continuous learning as well. It was a positive learning experience for me. It helps me as a teacher to maintain and improve my teaching quality/skills (personal communication, August 20, 2018 and September 3, 2018).

In conclusion, we examined how elements such as learning about students academically and personally, implementation of peer observations to build peer relationships and learn from each other, and learning new strategies and skills by observing each other helped to build a positive and continuous community of learning. In the next section, I discuss the changed professional stance that the teachers reported which included building morale, learning continuously, setting high standards for their own teaching practices to maintain optimal

professional growth, and becoming risk-takers in trying new methods and strategies to becoming the best teachers possible.

Professional stance shifts. In addition to the attributes of community and building a community of learners through action, there has been a shift in the professional stance in PAR Cycle Three. This includes four key results: (a) building morale in teachers as they reported a new sense of optimism, self-confidence, and drive; (b) being involved in learning meant that they were more eager to keep learning as they wanted to grow and learn professionally as teachers; (c) setting high standards for themselves as wanting the best teachers; and (d) a new willingness to take risks as teachers during classroom observations. They reported that they were willing to try something new and were not worried about how they will be evaluated. As Ms. Amrita mentioned, "This new observational process, beginning with pre-observational discussion moving to the actual observation and then the post-observation discussion serves multiple purposes for me. I can take risks and showcase all techniques, not only tried and tested ones. As the pre-observation discussion is conducted, I can share my plan and request an extra pair of eyes" (personal communication, October 11, 2018). We witnessed that teachers are more confident now during formal classroom observations as they tried taking a risk by implementing activities they have not tried in the past. They were willing to take a risk to experiment with activities and practices in the classroom.

Teacher Shifts in Classroom Practices

In Figure 20, we examine the additional shifts the teachers have made in regard to classroom practice, and I describe how general classroom practices, questioning, and equitable participation encompass elements are types classroom practice changes.

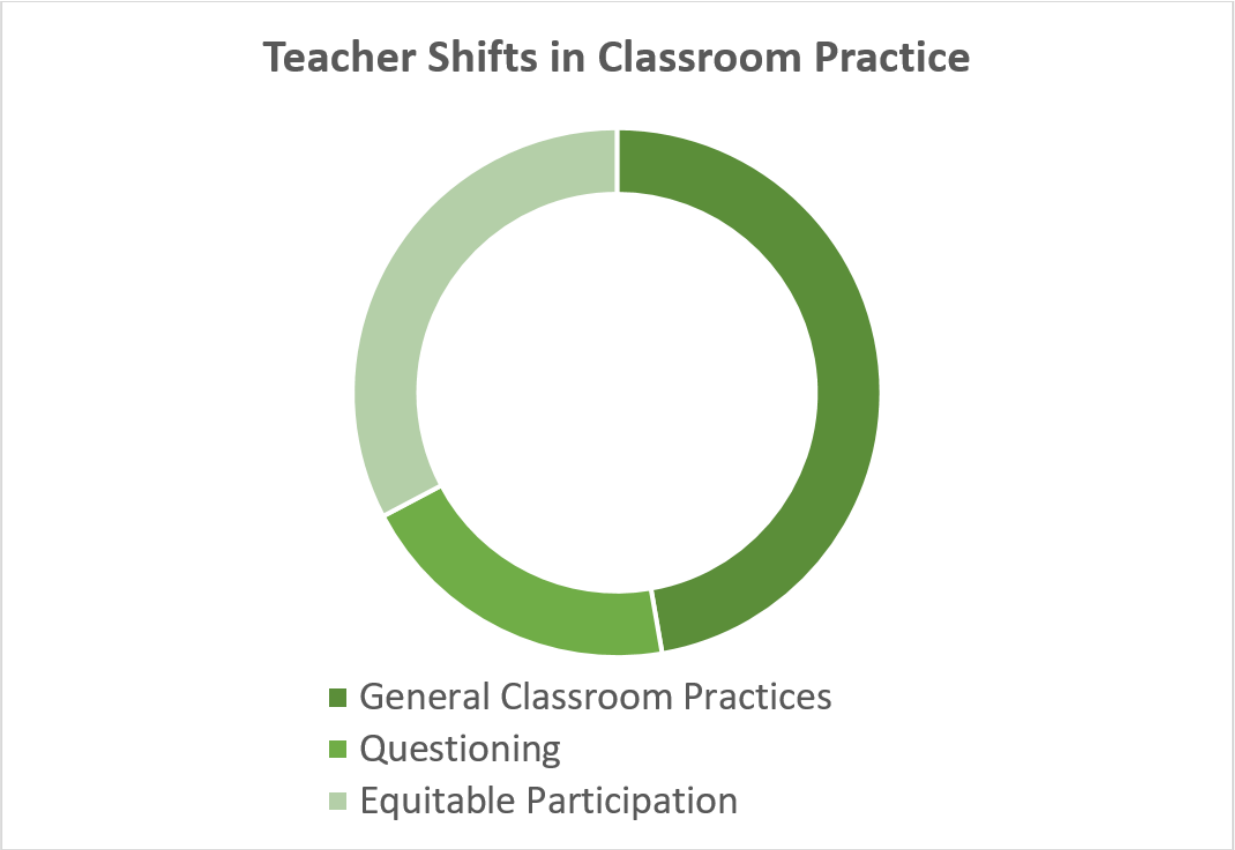


Figure 20. Teacher shifts in classroom practice.

General classroom practices. Nearly 50% of the elements of teacher shifts in Figure 20were in general classroom practice of which 26 instances of shifts in practice appeared in coding formal observations. Only two of these instances were concerned with management or discipline, and most were concerned with areas of teacher growth on which they based their goals (see below for discussion of goal-setting): students working in pairs or groups creating more student to student interaction, lesson flow in which the teachers were more aware of giving clear directions, bordering and chunking segments of the lesson (17 instances), differentiating for student learning (4 instances) and providing academic feedback to students in the form of specific praise or redirection (5 instances).

Questioning. Almost 20% of the elements of teacher shifts were in questioning, teachers asked appropriate level of questions and questioning in class according to the Bloom's Taxonomy based on the basic levels of cognition (6 instances) and higher levels of cognition (3 instances). Some teachers showed shift in rigor by asking different questions and implemented differentiation based on student needs and individualized attention (2 instances).

Equitable participation. Results from coding the evidence in PAR Cycle Three relating to formal classroom observations show that nearly 35% of the elements of teacher shifts were in equitable participation for students. This includes shared classroom space for students, calling on strategies for students to answer questions in class, seating arrangement, sharing ideas and thoughts in small group discussion in a form of cooperative learning, as well as students having equitable access to everything that is being taught in class. Teachers do realize the importance of student voice and equitable participation for all students in class. This provides students with different alternate strategies so that all students have the opportunity to share their ideas; there is

sufficient thinking time for students to answer and give a thorough response; and strategies such as think-pair share enabled student participation and equity for all students.

The data support teachers to collectively understand and value the key classroom practices that fully engage all learners. When they analyze the data collectively and when they see the practices in other classrooms, they are more open to taking risks to try these practices in their classrooms. In conclusion, we have examined how the shifts in teacher practices impacted classroom practices. In the next section, I describe how teachers are setting instructional goals that they believe have more impact on for student learning and their own professional growth. We examine teachers setting instructional goals, increased confidence in teachers with the goal setting process, and their willingness to take risks in classrooms during formal observations.

Setting Instructional Goals

At the beginning of PAR Cycle Three, during the first CPR meeting, and as a part of the TGDS, teachers (n=6) were asked to start thinking about setting instructional goals and objectives that are rigorous for their students and would help them become effective teachers. The idea behind setting the instructional goals was that teachers were encouraged to set a goal that they perceived would be useful. Both the peer and the principal could observe the teacher perform the desired action and objectively document during the classroom observation. By setting instructional goals, teachers could then be observed, and the analysis of the evidence could support them to ensure equity in the classroom.

Out of the six CPR members, two of the instructional goals were about implementing differentiation in classes and meeting individual needs and attention of all students. This enabled equity and equitable student participation in class. The three CPR members' instructional goals revolved around the concept of student sharing and student talk time. Teachers chose

collaborative learning and sharing as their goals so that there is more student to student interaction, more student talk time, and equitable student participation for students sharing in small groups as well as class discussion. The last CPR member set his instructional goal around the concept of asking better questions and to be clearer in giving directions in class; this teacher felt if he was able to ask better questions and explain directions in a clear and coherent manner, the students could assess student learning. Hence, by setting instructional goals, teachers believed they can bring about a positive change in equitable access, student learning, and their professional growth.

Increased confidence. With the change to the TGDS, some middle school teachers (n=10) shifted their attitude about professional growth. By setting the instructional goals, teachers (n=6) were able to cater to individualized student attention and differentiate for students in classrooms. They expressed they have gained confidence as a result of peer observations and setting instructional goals. In the past, they would be nervous and anxious during a classroom observation but now, they are comfortable because they have had the experience of having teachers acting as peers observing and sharing their experience with each other. Ms. Chawisa, expressed the difference in her level of confidence in the classroom. She says,

- "Personally, I used to feel quite nervous about being observed, but now, having done and been peer-observed multiple times, I am very comfortable with having anyone come into my classroom. This process has helped me gain insight into my own strengths and areas of improvement. The post-obs. feedback has been so helpful to my personal awareness and learning process. I would love to see the process evolve as the culture of observations and evaluations at our school changes for the better!" (personal communication, September 10, 2018).

Furthermore, in the past, teachers were not aware of identifying instructional goals, and perhaps they were not aware of the changes they needed to make in their teaching practices. They now said that they are making a conscious effort in carrying out specific activities that can help their students in class. They are helping and promoting student-student interaction and taking up the role of facilitator. With the help of setting instructional goals, teachers have become more conscious effort and are being more self-aware in practicing their goals in class. As a result, I am observing more attention to equitable student access in the classroom.

Willing to take risks. In addition to setting instructional goals and increased confidence in the process of goal setting, another change that has been prevalent is PAR Cycle Three was the willingness for teachers to take risks. Teachers reported they are now willing to take risks during formal classroom observations because they are responding to the new evaluation system and trust the process. They no longer feel the pressure of administrators or principals judging them when they come in for informal or formal classroom observations. Two middle school teachers, Ms. Amrita and Mr. Ryan shared their opinions about the change in the process. Both reported more confident during formal classroom observations as they tried taking a risk by implementing activities they have not tried in the past. As Ms. Amrita has quoted,

- "This new observational process, beginning with pre-observational discussion moving to the actual observation and then the post-observation discussion serves multiple purposes for me. I can take risks and showcase all techniques, not only tried and tested ones. As the pre-ob discussion is conducted, I can share my plan and request an extra pair of eyes". (personal communication, October 11, 2018)

Another teacher, Mr. Ryan also shared similar thoughts in his post-observation conference saying,

- "For this observation, I took a risk by trying a new activity with my students instead of a "tried and true" technique. With the old observation checklist method of teacher evaluation, I would not have felt comfortable enough to do that. The current evidence-based model has fostered more sense of community between administrators and teachers. It has worked especially well when used in conjunction with peer observation to make me feel more comfortable and confident". (personal communication, October 17, 2018)

In conclusion, we examined the first claim that all middle school teachers (n=20) including CPR members collectively decided to conduct peer observations as part of the change to the Teacher Growth and Development System (TGDS). Evidence demonstrates that teachers (n=10) have learned from each other in a reciprocal manner by visiting each other's classrooms which has also brought about changes in the teachers' attitudes and levels of confidence. They have witnessed a difference in the evaluation systems by setting instructional goals for themselves which helped them become more self-aware of practicing their goals in classrooms and they are also now willing to take risks during a formal classroom observation. The next section outlines the second claim in which the new teaching evaluation is named as Teacher Growth and Development System (TGDS) as there has been a shift in ways which classroom observations are being conducted.

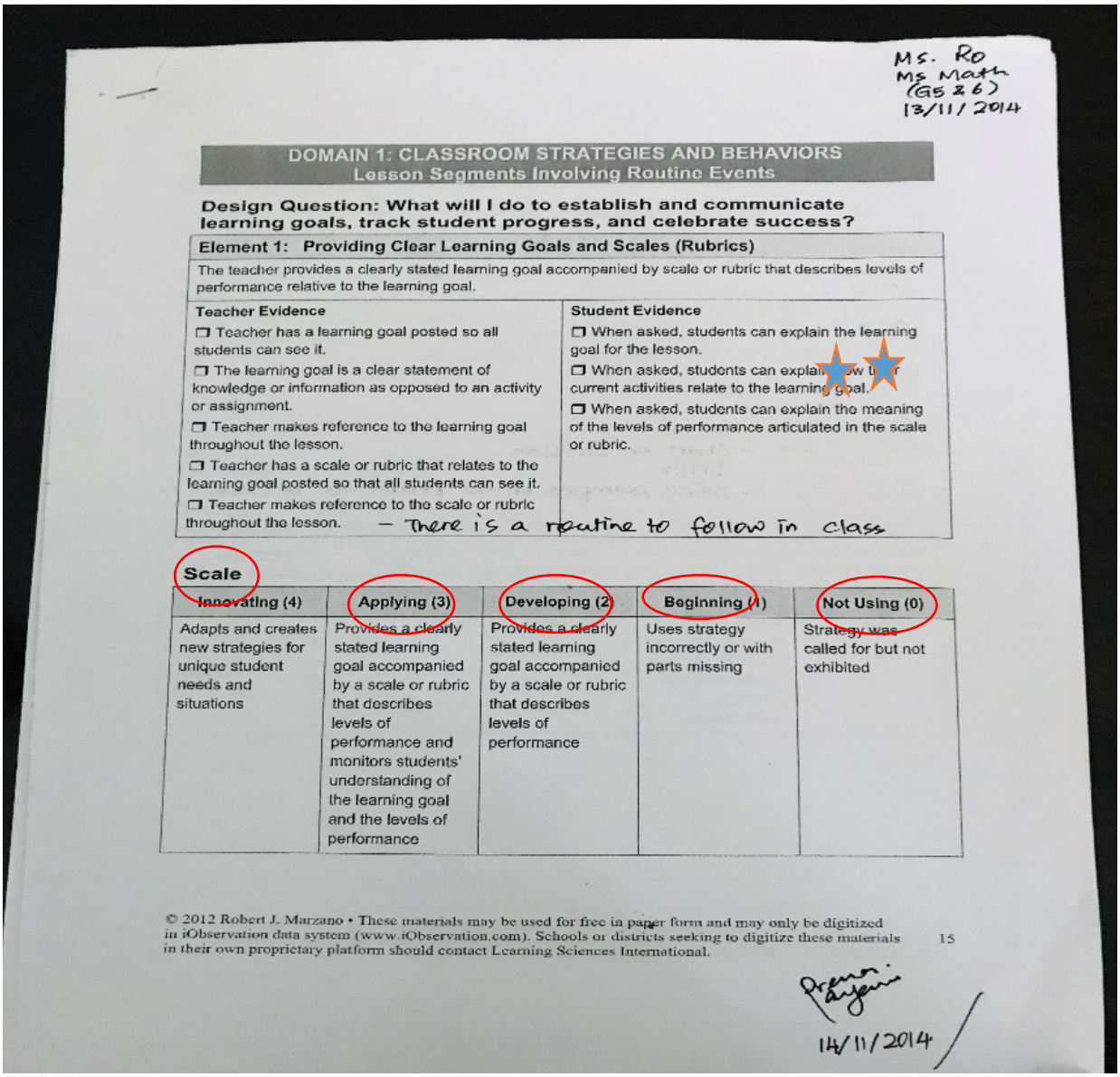
Shift in Formal Classroom Observation Format

The second claim in this chapter is a change in the teacher evaluation to the Teacher Growth and Development System (TGDS) in PAR Cycle Three, which represents the more reciprocal process with thoughtful goal setting that we are now using. As a result, *pro forma* evaluations from the past changed to evidence-based evaluation systems; the new formal

classroom observations now follow a three-step consultation process which includes pre-observation discussion, classroom observation, and post-observation conference; and notes recorded during classroom observations are about characteristics of effective teaching practices that are objective, measurable, and non-judgmental. I discuss the evidence related to how I observed that teachers transferred the observational evidence to classroom practice in the formal evaluations from Fall 2018.

From *pro forma* to evidence-based evaluations. As discussed in previous chapters, classroom observations typically focused on managerial aspects such as classroom management, student management, and time on task, and activity that has been planned in class for the student. For evaluation purposes, as a principal, I had used the Marzano evaluation model (see Figure 21 below) or a checklist evaluation form (see Figure 22) during the school years (2014 – 2015 and 2015-2016). In using these checklists and forms, they rely heavily on normative statements about teacher performance that are usually not specific enough for teachers or the principal to understand the classroom pedagogical actions the teacher should be using to enact the list of teacher performance standards. As such, these *pro forma* evaluations use fuzzy and non-objective and non-measurable measures to evaluate teachers, and this was not helping in making any changes in teaching practices (Rowan & Raudenbush, 2016). In addition, these models depend on dichotomous and perceptual scales such as “satisfactory”, “needs improvement” and similar vague terms, which are often not calibrated for use among the observers.

As seen in Figure 21, the checklists used in the past for the formal observations and evaluations were not able to calibrate the results of the teachers’ practices in class as compared to what the students were learning. By using the predetermined goals, this prevents the kind of “tailor-made” observation that teachers indicated as useful. As viewed in Figure 21, the observer



Ms. RO
MS Math
(G5 & 6)
13/11/2014

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Involving Routine Events

Design Question: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

Element 1: Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Teacher Evidence	Student Evidence
❒ Teacher has a learning goal posted so all students can see it. ❒ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment. ❒ Teacher makes reference to the learning goal throughout the lesson. ❒ Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it. ❒ Teacher makes reference to the scale or rubric throughout the lesson. – There is a routine to follow in class	❒ When asked, students can explain the learning goal for the lesson. ❒ When asked, students can explain how their current activities relate to the learning goal. ❒ When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students' understanding of the learning goal and the levels of performance	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

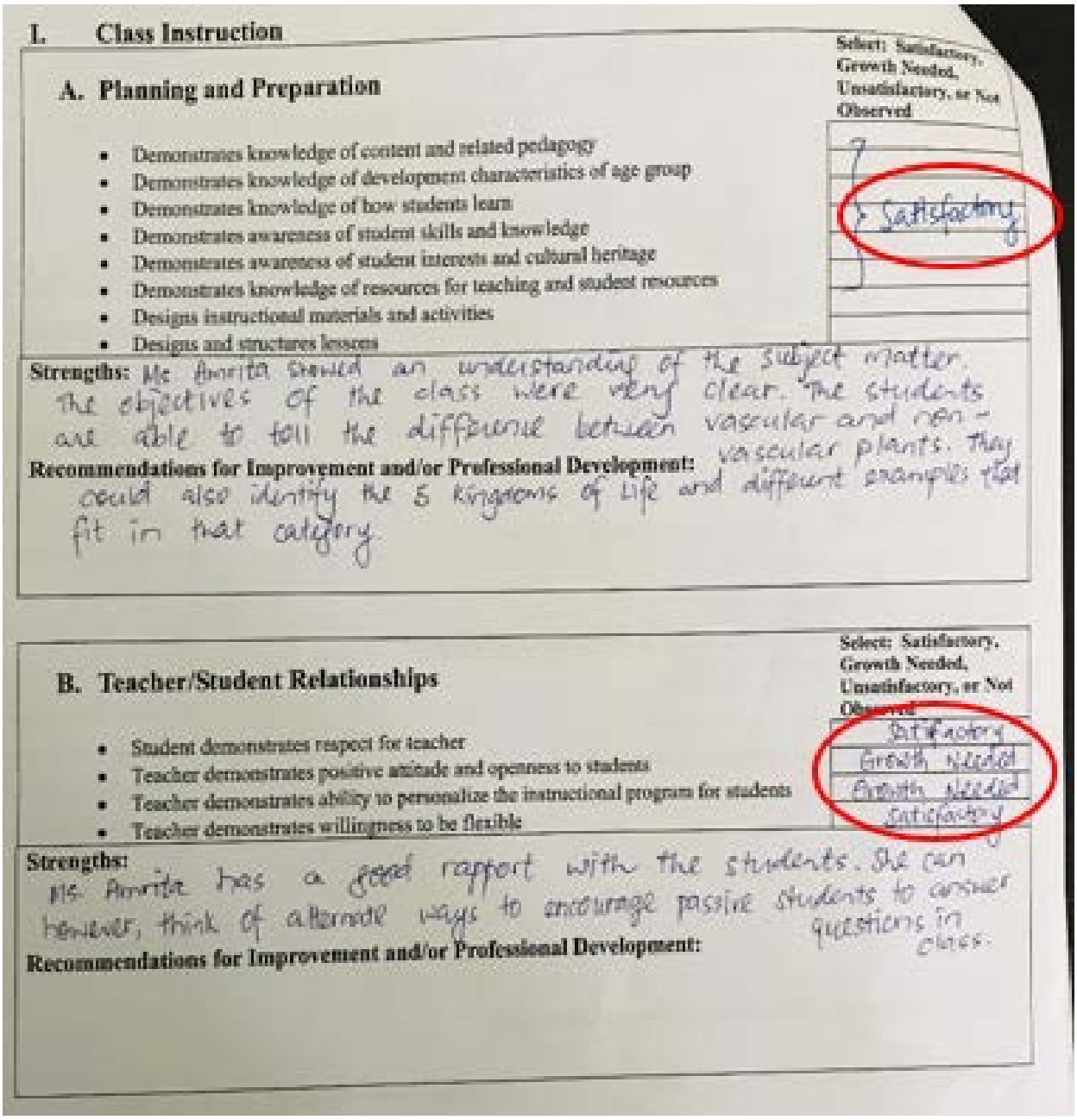
14/11/2014

Figure 21. Marzano Evaluation Model – Domain 1: Classroom strategies and behavior.

was restricted to what is provided on the evaluation model with limited flexibility in adjusting for the teacher, which Rowan and Raudenbush (2016) call fuzzy evaluation or processes that can adapt to the dynamic nature of the classroom. Instead of observing what is actually happening, the observer is looking for checklist items; as a result, not all questions are applicable to the teacher during the observation. The performance appraisal systems with the different ratings from 4 to 0 is challenging and difficult to calibrate as different observers may look at the Likert scale in a different manner.

Besides the Marzano evaluation model, I used another sort of checklist or *pro forma* evaluation in the academic school year (2015-2016) for classroom observations. Similar to the previous checklist and evaluation forms, I used this form as a means to evaluate the middle school teachers during formal observations in their classrooms which simply listed a set of criteria and then I rated as satisfactory or not. The example provided a list of items that every teacher should do, some of which could not actually be assessed in an observation (i.e., planning) and Figure 22indicates that I simply checked what I thought was present and then provided a rating of “satisfactory” or “growth needed”. However, I had no evidence of what the teacher actually did in the classroom and made a few notes about what I thought might be helpful.

Similarly, to the previous observation model (see Figures 21 and 22), the evaluation model for the school year 2015-2016 was the same and there was no difference in examining whether students were learning in class and their level of engagement. Nothing or very little was mentioned about the format or manner the class was being conducted, the interaction between student and student, the interaction between the teacher and the student.



I. Class Instruction

A. Planning and Preparation

Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed

- Demonstrates knowledge of content and related pedagogy
- Demonstrates knowledge of development characteristics of age group
- Demonstrates knowledge of how students learn
- Demonstrates awareness of student skills and knowledge
- Demonstrates awareness of student interests and cultural heritage
- Demonstrates knowledge of resources for teaching and student resources
- Designs instructional materials and activities
- Designs and structures lessons

Satisfactory

Strengths: Ms Amrita showed an understanding of the subject matter. The objectives of the class were very clear. The students are able to tell the difference between vascular and non-vascular plants. They could also identify the 5 kingdoms of life and different examples that fit in that category.

Recommendations for Improvement and/or Professional Development:

B. Teacher/Student Relationships

Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed

- Student demonstrates respect for teacher — Satisfactory
- Teacher demonstrates positive attitude and openness to students — Growth Needed
- Teacher demonstrates ability to personalize the instructional program for students — Growth Needed
- Teacher demonstrates willingness to be flexible — Satisfactory

Strengths: Ms. Amrita has a good rapport with the students. She can however, think of alternate ways to encourage passive students to answer questions in class.

Recommendations for Improvement and/or Professional Development:

Figure 22. Evaluation Form for Ms. Amrita (September 30, 2016).

As such, one of the biggest changes in the PAR Cycle Three occurred when I and the teachers made a decision to change to an evidence-based evaluation system similar to the Oakland Teacher Growth and Development System (TGDS). The TGDS was designed to support the continuous growth and development of teachers by building an asset-focused evaluation system that empowers leaders, in and out of the classroom, to provide regular, consistent, evidence-based feedback to teachers that improve their practice for students. Those observations provided detailed selective verbatim notes, which I coded using a set of equity codes for observing classroom practices. These are non-judgmental codes that permitted the teacher and I to engage in conversations about their practice; I provided evidence and through coaching and dialogue, we decided how the evidence supported progress on their goal and what they would change in subsequent lessons. In Figure 23, I used a seating chart to make note of teacher movement, time-coded the observations and wrote what actually happened in the classroom in terms of paraphrasing exactly what happened and recording verbatim questions and responses. We used this evidence to have conversations.

We plan to continue the discussion and implementation of the framework after the PAR Cycle Three as we build a comprehensive and context-specific teaching evaluation system that supports the current teacher practice at our school. Hence, we moved from a *pro forma* evaluation system to an objective, non-judgmental, and evidence-based evaluation system that can provide support and professional growth for our teachers (see Appendix B). In the process, we change the observation protocol to include three steps

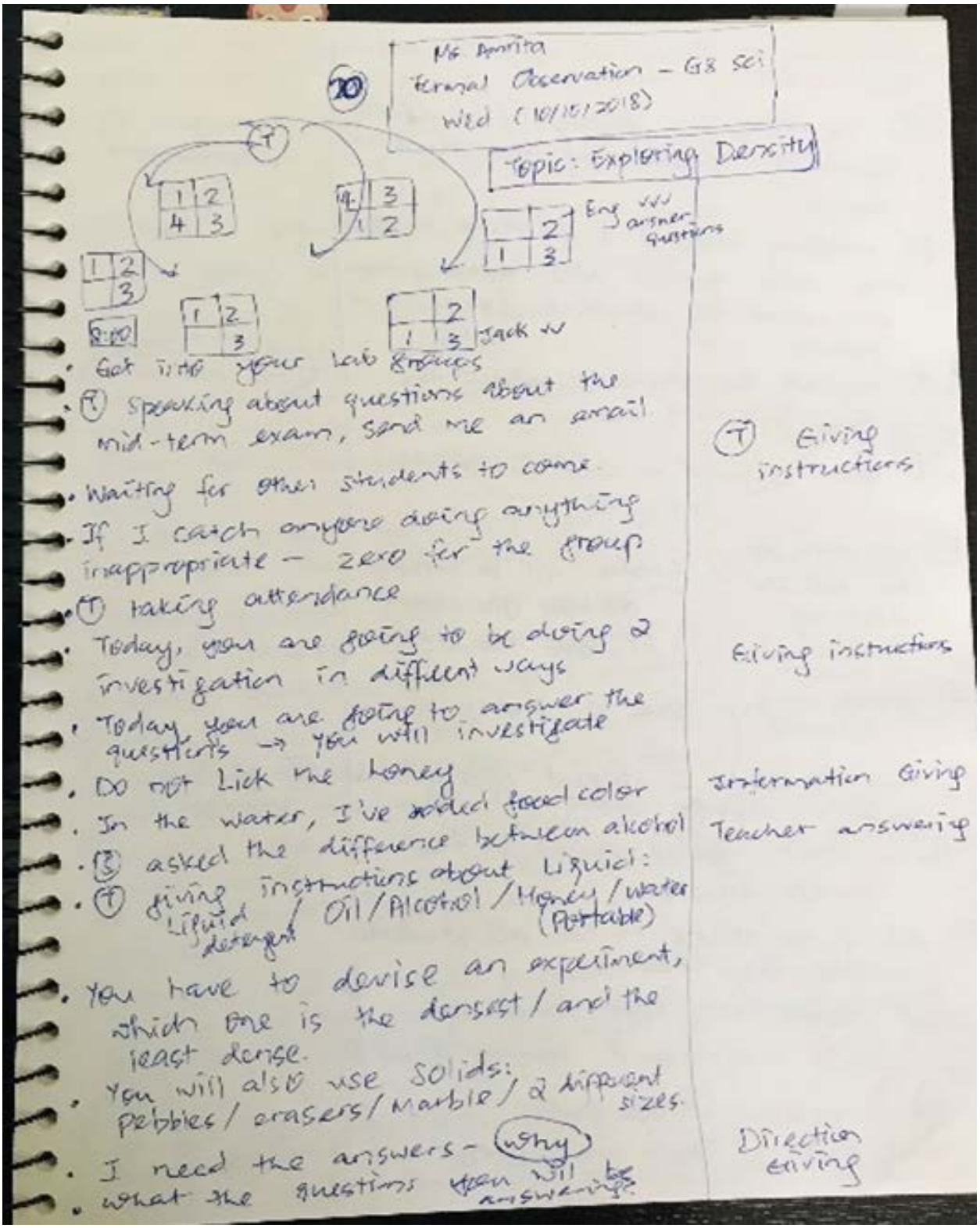


Figure 23. Revised teacher observation system: Using selective verbatim notes to record teacher practices and teacher-student interactions.

Three-step classroom observation protocol. As discussed in the previous chapters and sessions of this research study, the goal of any teaching evaluation system should be able to support teachers to achieve their greatest and best potential (Hirsh, 2014) and grow both professionally and personally in the course of their employment. As well, we expect to increase their efficacy about their teaching and continually reinforce students' competence, confidence and learning. Culbertson (2012) indicates that including professional development in the evaluation system is critical as this helps provide critical feedback to teachers that will enhance their teaching practices and provide the support they require.

During the PAR Cycle Three, as part of the formal classroom observations, we followed a three-step observation consultation process, a pre-observation discussion, classroom observation, and a post-observation conference. Up to this point of completion in PAR Cycle Three, formal classroom observations were conducted for six middle school teachers, the remaining middle school teachers were observed during the end of October and early November, 2018.

The consultation process gave the teachers an opportunity to share their ideas and lesson plans in advance and served as a means to give them an opportunity to share their experience with administrators and use this as a professional development opportunity for their teaching practices. In addition, the pre-observation and classroom observation were accomplished in quick succession. Teachers had already set overall goals that could be observed in class. Post-observation conferences were held within one to two days of the classroom observations while the activities were still fresh in our mind. The observer was able to share notes and comments, including strengths and make suggestions for improvement immediately. It is vital for the

observer to reflect about the lesson as we practice non-judgmental and objective feedback. The teachers (n=10) responded positively to this process:

- "This year's observation started with a pre-observation which helps the observer focused more on the points that the teacher wants to improve on and because of it, the post-observation had a more meaningful outcome because the observer also noticed major points on how the teacher can improve her student-student interactions in class. Overall, I think that the system is greatly improving the teacher's way of teaching" (Teacher #1, October 5, 2018).
- Another teacher stated, "The change I observed in the teacher evaluation practices recently is moving away from the set forms and check lists toward more informed, free-flow notes on the lesson observed. There have been many peer observations as well, and that eased out the anxiousness of the entire observation process. I feel I'm comfortable about anyone walking into my classroom at any time. The pressure of having to fill into each box of checklist is gone as well. I'm glad and relieved I'm not perceived as the one to fit into a mold any more, as it gives me more creative freedom as a teacher" (Teacher #6, November 1, 2018).

No doubt, teachers (n=10) are seeing the difference the teaching evaluation system has brought about in their classrooms as well. Another teacher says,

- "First, in the observation, I felt more 'being observed', now the key purpose is to share ideas and how my teaching can be improved' (Teacher #9, November 9, 2018).

In conclusion, we have examined the second claim in which *pro forma* evaluations using checklists have shifted to an evidence-based evaluation system of a Teacher Growth and Development System (TGDS). This followed a three-step consultation process, and notes

recorded during classroom observations are about characteristics of effective teaching practices that are objective, measurable, and non-judgmental. They have expressed the change to the Teacher Growth and Development System (TGDS) model feels more at ease, open, and comfortable to work with. The next section outlines the third claim in which my leadership roles and duties have changed whereby the middle school teachers (n=20) are responding positively to the changes in the evaluation system which has turned up my leadership skills and I am speaking a different language - a language of trust, support, collaboration, and a language that has equity voice for all students in the classrooms.

Changes in My Leadership Approach

The final claim of PAR Cycle Three has to do with the continuing changes in my leadership skills and my personal leadership development. I see the value and positive changes in adopting the evidence-based evaluation system. The middle school teachers, including the CPR members, responded well to the change in the evaluation system and this has, in turn, affected my leadership skills. I built relationships with middle school teachers and worked closely with them and listened to their feedback. I have developed a different way of speaking and a different language for communicating with the middle school community in meetings, pre and post-conferences, and community learning exchanges; I have adopted a language of trust, support, and collaboration focused on equity in learning for all students. As a result, teachers felt more successful, and, as a result seem to be more in touch with the need to differentiate and support all students. We need more evidence to know if this is a permanent trend, at the conclusion of the three PAR cycles, we have a way forward as a middle school community.

Speaking a different language - A language of trust, support, and collaboration.

Albert Schweitzer once said: “Example is Leadership”. I believed in this adage prior to the PAR

process, but was not quite sure how to full enact it as an administrator. Once the teachers were convinced that I was authentically following a path of change, they listened. All teachers reported positively to the changes they have seen in my leadership. They had seen a change in my leadership skills and development which enabled them to respond positively and assisted me in building relationships with the CPR members and middle school teachers by speaking a different language – a language of trust, support, and collaboration. Glickman (2004) talks about moving from direct informational to collaborative and collegial or nondirective stances of coaching as a leader. As such, we have to provide good examples and become model in setting a good example toward earning their trust, supporting them, and working collaboratively as a team. Teachers saw the difference in the way I had conducted middle school community meetings, pre-conferences, as well as post-conference meetings. As one teacher said,

- "Ms. Prerna is different in meetings now, she seems to have more to share and knows what is going on with all the teachers" (personal communication, October 12, 2018).

Two other middle school teachers have mentioned that the new teaching evaluation systems have helped in reducing teacher talk time and have increased student talk time. They are making a conscious effort to elicit information from students during class time (personal communication, October 12, 218). As another teacher said:

- "Now that we are asked to think about the changes in the evaluation system, I become more aware when I tend to have classroom discussions. It is good that Ms. Prerna has asked us to think about goals we can implement in the classrooms" (10/12/2018).

Speaking a different language: Equity. Keeping all this in mind, with the changes in my leadership skills and leadership development that brought about differences in teaching practices for teachers in the classroom, particularly in areas of equitable access. As indicated in

the teacher practice, there has been a much stronger emphasis on differentiation, student-to-student talk opportunities and attention to higher level questions and equitable participation in individual, small, or large group discussions. Ms. Lana, one of the CPR member said:

- "I chose collaborative learning as my instructional goal in attempt to encourage student participation and the spirit of collaboration and collective brainstorming. I plan my lessons according to fit in more activities like think-pair-share and group work. I encourage independence in student learning and take a role of a facilitator while they share their ideas, complete group, or partner work" (personal communication, October 15, 2018).

Ms. Ro, another CPR member said:

- "My instructional goal of spending more individualized instruction with each of my students provide me with more information on how to better address their specific learning needs and reinforce learning of a concept. I am discovering that many of my students learn better and understand a concept from more individualized teaching" (personal communication, October 15, 2018).

Hence, we can see teachers are seeing the changes the teaching evaluation systems are bringing about.

On a similar note, while I cannot say there is a direct causal relationship to student achievement, ever since the research study in PAR Cycle One (2016-2017) started, school results at the end of the school year show that fewer and fewer students are failing academically. At our school, all secondary students failing in any one core subject have to enroll in a mandatory summer program which serves as a remedial coursework. In Figure 24, the data indicate that in

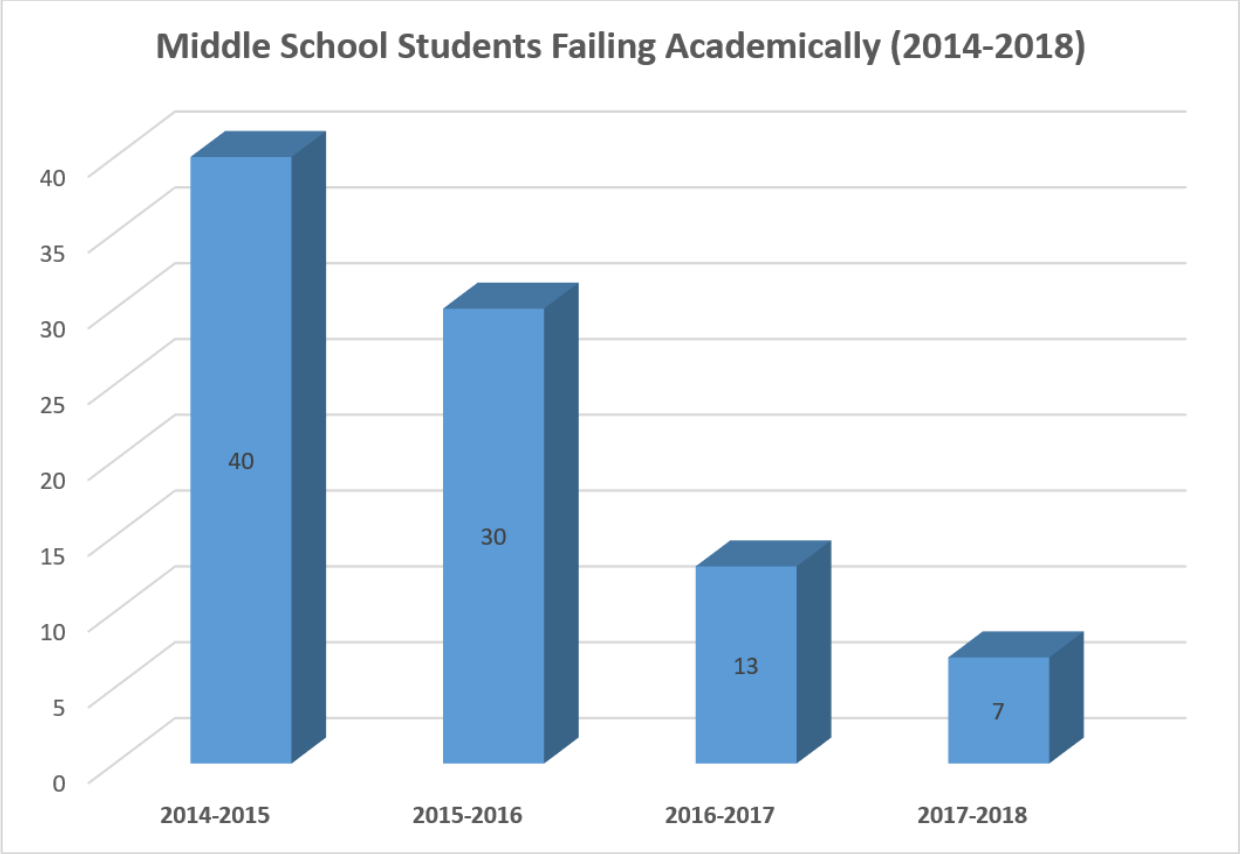


Figure 24. Middle school students failing one or more core subjects academically.

the school year 2014-2015, when I was first appointed as a middle school principal, about forty middle school students had failed in any one or more core subjects. The following year, we had about thirty students who had failed and in the school year 2016-2107, we started seeing a drastic change in the number of students failing. Just last academic school year, we saw a further drop in the number of students failing academically, from a two-digit number (40) in the school year 2014-2015 to a one-digit number (7) in the school year 2017-2018, about 50% of reduction from the previous school year (2016-2017).

Some positive changes have definitely taken place in the PAR Cycle Three within middle school community that are beneficial to both the teachers as well as the students. With the changes in my leadership skills and development, teachers are responding positively and improvement in teaching practices in classrooms, student growth and achievement is prevalent. Hence, CPR members and middle school teachers are responding positively to the change in the evaluation system; I am building relationships with the CPR members and middle school teachers by speaking a different language - a language of trust, support, and collaboration and a language that focuses on equity. As a result, fewer middle school students are failing academically as well.

Moving Forward

In the last section, I discussed the understandings and decisions we came to as a Co-Practitioner Research group that benefitted the entire middle school team. While the formal research cycles for purpose of the PAR project are completed, our work together is not. I will continue working with the CPR team members and middle school teachers. Meetings and classroom observations will continue as scheduled; however, what has changed is how I frame the feedback and the post-observation conversations with the middle school teachers –

particularly looking for equitable student engagement as the access point for equitable classrooms and focusing on student learning and not solely on teacher actions. We intend to share our new format of goal setting and observation systems with the Wells school community and continue to refine how we conduct peer observation. By formalizing the Wells Teacher Growth and Development System (TGDS) for the middle school community initially and then extending to the high school and primary school community, we expect to expand and deepen their knowledge base on teacher evaluation as well as look into how we can assist each other during classroom observations to increase and promote student learning and engagement in classroom settings.

In the final chapter, I discuss the ways we moved from a theory *of* action to a theory *in* action, connect our claims to the research, and detail the implications, recommendations and limitations of the PAR project. I discuss how I have transformed as a leader.

CHAPTER 8: THEORY*OF* ACTION TO THEORY *IN* ACTION

I have found the process of working through the teacher evaluation model employed by Ms. Prerna to be an empowering and rewarding experience. Teacher evaluation following the old checklist style model was always anxiety inducing and less than productive in my estimation. By engaging in a dialogue with my evaluator and setting future goals, this process has allowed me to take ownership of my own craft and link appropriate professional development to the evaluation process. I feel more like a valued member of the staff and less like a subordinate then when I was previously evaluated under different models. Ryan Smith, Teacher, Wells International Middle School.

As this quote from one middle school teacher indicates, the middle school teachers and I were able to interrupt the usual processes of teacher evaluation that are deeply embedded in the grammar of schooling and have remained nearly the same for nearly a century (Cuban, 2013). Despite the available teacher observation evaluation models and research, the formats have not substantially changed (Acheson & Gall, 2013; Stiggins & Duke, 2014), but we were able to change our model and offer our process and the model as hope for changing teacher evaluation so that evaluation is not inspection but a growth and development model for teacher improvement (Ingersoll, 2003). For too long, the supervisor may see his/her evaluator role as one of support, but the teachers view the supervisor as a judge of instructional practice (Toch & Rothman, 2008). The goal of the participatory action research (PAR) project was to develop a more effective teacher observation and evaluation system designed to support and not judge the growth and development of the teachers, who in turn are responsible for student learning. As a result of three iterative participatory action research cycles, the co- practitioner research (CPR) team consisting of six members and myself, as the middle school principal, co-created an inquiry-based teacher growth and development system that supported teachers in improving their teaching practices at Wells International School in Bangkok, Thailand.

The questions we asked regarding teacher evaluation systems were: What does good teaching look like? What processes and procedures could lead to an effective support and

growth model for teachers that demonstrates results in improved teachers' practices? How could more equitable student access improve academic learning? In the first section, I describe the focus of practice (FoP) as it emerged and was enacted and summarize findings and evidence related to the PAR Cycles One, Two, and Three. In PAR Cycle One, I changed observation practices and began to see shifts in teacher attitudes toward evaluation; in PAR Cycle Two, we continued using different observational and coaching models, and the teachers proposed implementing peer observations, and in PAR Cycle Three, the teacher practices changed and we finalized our efforts to develop a reimagined evaluation system: Teacher Growth and Development System (TGDS). This is not a summative evaluation of teacher practice, but a continuing process of offering formative evidence for teachers to iteratively set goals, receive support and guidance from each other and the principal, and incrementally change their teaching practices (Gwande, 2017; Lyman, 2005). In the second section, I summarize the claims and present the conceptual framework related to the project -- from a theory *of* action to a theory *in* action. In the third section, I analyze the implications of policy, practice, and research by revisiting the focus of practice and discussing the recommendations and limitations of the PAR project. Then, I reflect on my leadership journey -- what I have learned about being a leader and how the PAR process influenced me as a leader. Finally, I conclude the chapter with a description of how the findings and reflections changed the current school in which I am working and what we expect to continue to do.

Enacting the Focus of Practice in Three Participatory Action Research Cycles

The purpose of the participatory action research (PAR) project was to implement and co-create an inquiry-based teacher evaluation process with a team of teachers and one administrator that supported teachers in improving their teaching practices by enhancing

student engagement in classrooms. The project took place in the middle school at Wells International School where I have been the middle school principal since 2014. While most students in the middle school community are reasonably successful at school, what prompted the focus of practice was a concern about academic achievement for all students, not just most. We designed a process to support teacher changes in practices that would more fully engage all students by focusing on equitable access in classroom practices. The project purpose derived from our project goal of changing the observation and evaluation practices so that teachers would feel supported to change classroom practices. Six teachers, acting as Co-Practitioner Researchers (CPRs), worked together in a professional learning community and co-constructed a model that focused on observations, feedback, and professional learning for supporting their growth and development as teachers. Evidence from PAR Cycles One, Two, and Three demonstrated the following shift in the classroom: improvement in teaching practices in classrooms that promoted more equitable participation and student academic talk time. As well, teachers developed more confidence and agency; they reported that the process was increasingly useful to their growth as teachers because it allowed them to be risk-takers, and that I, as the administrator, acted as a colleague rather than supervisor. Teachers demonstrated a re-informed sense of their roles in building a community that includes taking actions with students, themselves, and other teachers. I summarize the activities and evidence from the PAR cycles and the roles of the CPR team of teachers.

Activities and Analysis: Evidence in PAR Cycle One, Two, and Three

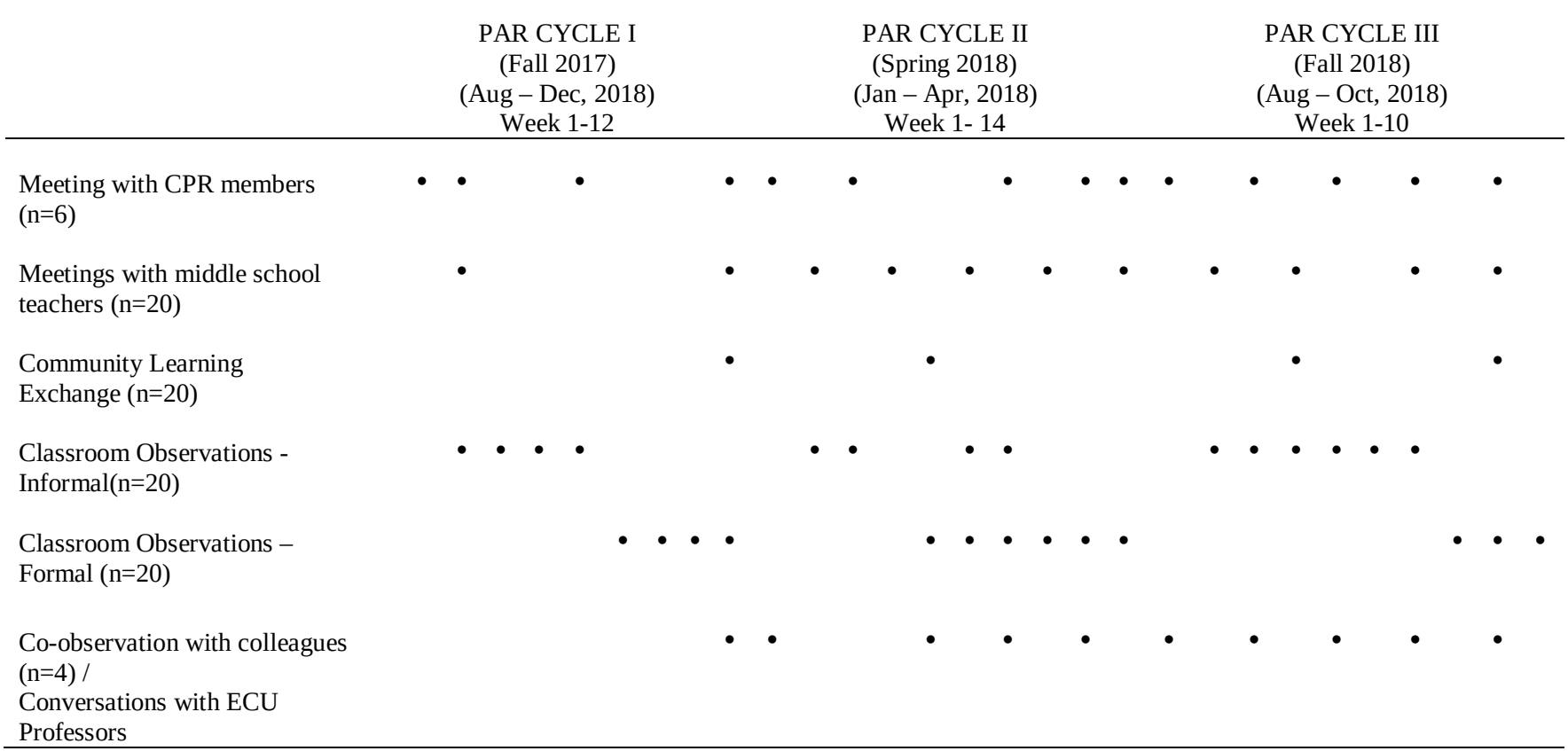
As outlined in Chapters 5, 6, and 7, PAR Cycles One, Two, and Three included meetings with the CPR team members (n=6), middle school teachers (n=14) in the middle school community, classroom observations (formal and informal), conversations about practice with

individuals and groups of teachers, and calibration of classroom observations with colleagues as well as regular communication with ECU professors. Meetings with CPR team members and middle school teachers in all PAR Cycles were consistently regular; the CPR team members and I met every other week, and the meetings for all middle school teachers occurred once or twice a month on average. All meetings were held after school for an hour. I wrote memos during the PAR cycles of inquiry and had regular telephone conversations with the ECU professor for updates and details of my findings in the PAR Cycle Two and Three. Both PAR Cycle One and PAR Cycle Two included one community learning exchange (CLE), PAR Cycle Three included two community learning exchanges, one in the mid-cycle and another at the end of the cycle. Table 18 details the activities in the PAR Cycle One, Two, and Three.

In the past, middle school teachers (total n=20) including CPR members (n=6) were engaged in an evaluation process that used checklists for the evaluations; for the most part, the teachers, and I "went through the motions" of an evaluation. The teachers viewed evaluations as a mechanism to rate their performance in classrooms instead of anything that was helpful. In shifting their thinking, the evidence from the meetings and discussions in PAR Cycle One, Two, and Three in the form of dialogue, analysis of evidence, and reflections, teachers re-framed their understandings of how evaluation could be supportive and useful. As a result, teachers now view coaching and collaboration connected with evaluation as a platform that helps them diversify teaching practices and encourage student engagement and learning in classrooms. In summarizing findings and evidence in PAR Cycle One, Two, and Three, there was an evolution of teacher participation, reflection, and reciprocity.

Table 18

Meetings with CPR Members, Middle School Teachers, Classroom Observations, and Learning Exchange in PAR Cycle One, Two, and Three (August 2017 – October 2018)



PAR Cycle One. The initial meetings with the CPR members (n=6) and the other middle school teachers (n=14) revolved around constructing a better checklist for the components of an effective teacher evaluation system. As a principal, and based on prior experience, I initiated the discussion to derive a "better" checklist for the purpose of classroom observation. Not an uncommon approach, we tend to think making the current system "better" is the "solution"; instead we needed to question the fundamentals of the system. In subsequent meetings, we shifted the initial *pro forma* observation discussions to more complex discussions about practice -- from checklists and judgments to talking about student learning (Acheson & Gall, 2013; Toch & Rothman 2008). As a result, teachers' perceptions and reflections about the evaluation system altered; they started to view the teacher evaluation as ongoing support, time for reflection, and continuous professional development.

PAR Cycle Two. Following PAR Cycle One, we focused on using evidence that supported the long-term goals of a school-wide change in our evaluation process, which we still called the Teaching Evaluation Process (TEP). Middle school teachers, including the CPR members (n=20), began to have a different response to classroom observations and feedback; they saw it as a more transparent process that led to teacher engagement. In evidence from subsequent meetings and reflections, teachers reported that the current practices for classroom observations were "tailor-made" to their individual needs as teachers. They said that they were no longer anxious about the classroom observations and, instead, viewed them as an ongoing supportive process. In addition, the specific evidence from CPR members (n=6) resulted in these findings: the process was more flexible and engendered mutual respect of different kind, and the nonjudgmental and objective process now guided teachers to become better teachers. I shifted my practices to a process of using evidence to have post-observation conferences and

used cognitive coaching as a foundation of how I worked with teachers. As a result, I changed from hierarchical to collegial leadership. Because of their experiences with myself as the supervisor and the difference in the observation processes, the CPR members collectively supported the idea of piloting peer observations in this cycle. As a result, teachers viewed their peers as providing "an extra pair of eyes". Letting teachers "in" on the entire process of observation and supervision made the process more transparent; the teachers were encouraged by this observation system and were willing to share their experience in visiting each other's classrooms, by experimenting with peer observations which began in this cycle.

PAR Cycle Three. With a deepened understanding of the teaching evaluation system in PAR Cycle Three, we renamed the tool to reflect our new processes; the Teacher Growth and Development System (TGDS) now serves as the formal evaluation process, but encompasses how we think about the entire process as formative evidence to improve teaching, not a summative evaluation that I place in a teacher's file. Designed to support the continuous growth and development of teachers by building an asset-focused and evidence-based evaluation system, TGDS provides teachers with regular, consistent, and feedback that helps them analyze and improve their teaching practices. Teachers set instructional goals based on prior evidence from the "tailor made" observations and were able to focus on an instructional goal that was helpful in impacting student achievement and growth. The second change in the third PAR cycle was adapting the informal and formal classroom observation process. Instead of the principal conducting informal evaluations, all middle school teachers (n=20) participated and conducted informal classroom observations for each other in the form of peer observations for the first six weeks, and teachers shared comments and feedback about the experience they had in each other's classrooms. Once the peer observations were completed, I started the process of formal

classroom observations for the teachers. While we still title these as formal, they are simply longer observations with evidence-based tools. I am still in classrooms regularly. During the formal evaluation cycle; we now use a more systematic format of the three-step consultation process -- pre-observation conference, classroom observation, and a post-observation conference with each teacher. However, I did not provide feedback in the form of telling them what to do. We discussed the teacher's goals for the lesson before the observation; during the classroom observation, I took selective verbatim notes based on their goals, and noted teacher-student and student-student interactions. Finally, for the post-observation conference, within two days, I shared the evidence with the teacher and had a conversation about next steps. In the third cycle of the study, we witnessed transfer in the evaluation system to the entire middle school community, and we are collectively witnessing change in classroom practices.

Roles of Co-Practitioner Researchers (CPR)

Having Co-Practitioner Researchers (CPRs) as a part of the methodology of participatory action research was an experimental methodology, as the literature on participatory action research does not fully describe the CPR in the same way we have been guided to implement that process (hunter, emerald,& Martin, 2013; Miles & Huberman, 1994). In the middle school community, of the 20 middle school teachers, six middle school teachers acted as Co-Practitioner Researchers (CPR). The CPR members were the building blocks of the PAR project because they worked together with me to develop and construct a support and growth model for an effective teacher evaluation model. They became full co-researchers as we collected and analyzed evidence collaboratively and reported that the entire process felt reciprocal and collegial. The additional middle school teachers (n=14) attended monthly

meetings and engaged in conversations using iterative evidence so that we could ensure that the entire middle school community was engaged and ready to implement TGDS.

While we cannot claim a direct causal link to improving student performance, by the conclusion of PAR Cycle Two in Spring 2018, fewer students were failing and the number of students attending summer school had decreased. During the last academic school year (2017-2018), only seven students had failed, a decrease from the 40 students who were failing when the project began. We are seeing positive changes and differences in the middle school community, and part of those are likely due to teachers having a more complex understanding of and enacting equitable practices. We intend to continue using PDSA cycles of inquiry and including student responses in subsequent cycles. To conclude, I described the Focus of Practice (FoP); summarized the findings and evidence of PAR Cycle One, Two, and Three; and included a review about the CPR. In the next section, I present the claims related to the shift in teaching evaluation practices, including how theory *of* action became a collaborative theory *in* action. The official PAR cycles have concluded, but continuing to implement TGDS and sharing with other principals and teachers at Wells International School is still in process.

Shifts in Teaching Evaluation Practices from Theory *of* Action to Theory *in* Action

The second section is focused on evidence that supports the findings of the PAR project. The evidence collected in PAR Cycles One, Two, and Three supports four claims that help us "get inside the black box of teaching and learning" (Cuban, 2013; Wasserman, 2015; Wiliam & Black, 2010). The claims support the shift from a theory *of* action to a theory *in* action and our collective ability as a middle school team to reveal together key characteristics of the effective teaching and learning. The four claims are:

1. Trusting relationships enhance teacher capacity to change individually and promote distributed leadership as a foundation of how we related as middle school team (Bryk et al., 2015; Spillane et al., 2001; Spillane, 2013).
2. Clinical supervision and cognitive coaching practices support adult learning (Aguilar, 2016; Costa & Garmston, 2016; Knight, 2009).
3. Iterative PDSA (Plan, Do, Study, Act) cycles of improvement science of inquiry and community and community learning exchange axioms and pedagogical approaches used in the teachers' professional learning community promoted teacher professional learning and led to improved classroom practices and equitable student participation. (Bryk et al., 2015; Guajardo et al., 2016; Little, 2006).
4. Effective leadership practices that arise from moral authority are useful in building and designing an asset-focused and evidence-based evaluation system, the Teacher Growth and Development System (Sergiovanni & Serratt, 2006).

The TGDS provides teachers with regular and consistent feedback from their peers or me that helps them analyze and improve their teaching practices to increase student engagement and student learning. The evidence we collected and analyzed to change our practices offers a way forward for school teams to change observation and evaluation practices. I discuss those practices as recommendations later in this chapter. We had ideas about change at the start of the project and the research that was most helpful to us in our process; we then enacted cycles of inquiry to test out our ideas and used evidence to inform the next cycle of inquiry. At this point, we still view the PAR project as a work in progress as we move toward our theory *in* action. As we examine the micro actions we can take as a team to iteratively examine our practices, we now see how distributed leadership enhances teacher agency and makes it possible to enact

"tailor-made" observations and conversations about practice and increase equitable outcomes for students. As a result, I see my leadership as moving from hierarchical to collaborative and based on moral authority.

Clearly, the evidence and findings in PAR Cycle One, Two, and Three demonstrate that CPR members (n=6) worked towards building positive relationships with each other to bring about a change. In Figure 25, I summarize the process of moving from a theory *of* action to the current theory *in* action. We designed and used a teacher evaluation process that moves away from judgmental and subjective *pro forma* evaluations to useful observations in order to improve classroom practices for teachers. As a result, we were able to crack into the "black box of teaching and learning" and have recommendations for how a professional learning community of committed teachers can actively and iteratively change their practices with the support and guidance of the supervisor-administrator.

Teacher Capacity for Change: Relationships Lead to Distributed Leadership

Positive relationships in schools are central to the well-being of both teachers and students as well as underpin an effective learning environment (Bryk et al., 2015). Creating a trusting environment is essential in building positive and trusting relationships among each other. I discuss how dialogue led to trusting relationships, and those relationships led to the enactment of distributed leadership.

Dialogue leads to trusting relationships. In PAR Cycle One, I had regular meetings with CPR members; these dialogue exchanges about evaluation systems contributed to our learning in a dynamic social environment, which is a community learning exchange axiom and practice (Guajardo et al., 2016). Indeed, dialogue and protocols fostered our ability to engage in praxis – reflect in order to act (Freire, 2000). These practices extended to with the other middle

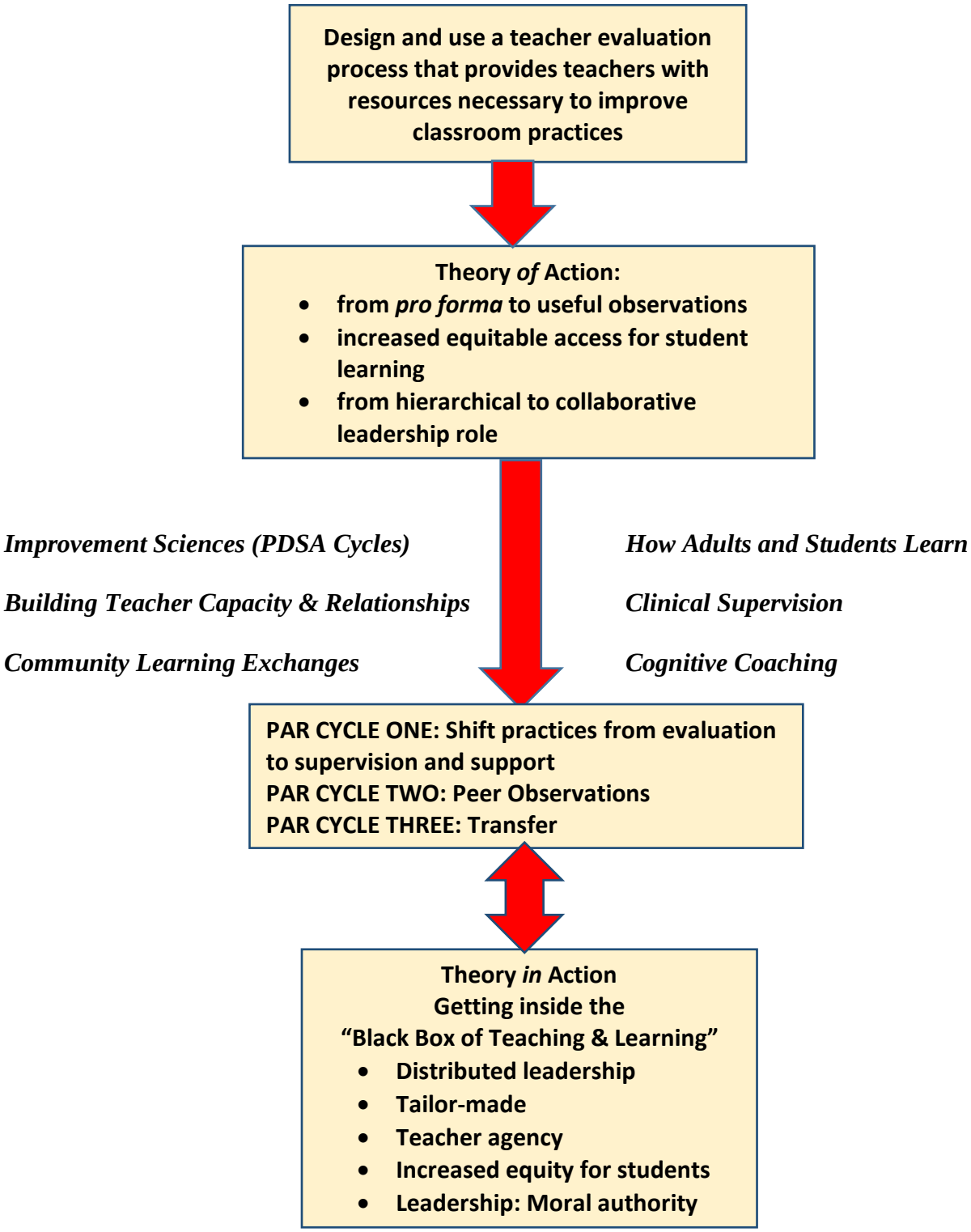


Figure 25. PAR conceptual framework: From theory **of** action to theory **in** action.

school teachers and continued in PAR Cycle Two and Three. Hence, evidence from PAR Cycles One, Two, and Three demonstrate that all middle school teachers including CPR members felt safe in discussing the teaching evaluation process and felt the need to change the judgmental and subjective *pro forma* evaluations to evaluation practices that are 'tailor-made' to their needs. They confirmed that the revised processes helped them grow professionally and become better teachers in their classrooms. Because teachers shared positive relationships among each other and a common goal in encouraging better teaching practices, we were able to change the teaching evaluation process. Teachers definitely do not work in a vacuum; they have to be an integral part of the school system and community.

Distributed leadership. Building positive relationships among teachers enhanced teacher capacity which has in turn led to distributed leadership practices in the middle school community. Distributed leadership theory posits that individuals in schools are already leaders, and leadership is cognitively distributed (Spillane et al., 2001). Thus, for a school to be successful, all staff should be involved in leading. Individuals do not have to be appointed as formal leaders, but, as they interact with one another and make decisions as a system of routine (Spillane et al., 2001), they exercise their leadership assets. As such, from the beginning of this participatory action research project, my role as the principal was to shift the administrator of hierarchal position to a peer and a coach. The PAR project aim was to collaborate with the CPR members and teachers to co-create and co-construct an inquiry-based teacher evaluation and support system that supports teachers in improving their teaching practices. Hence, keeping that aim and goal in mind, we were able to practice distributed leadership; teachers made valuable suggestions about the Teaching Evaluation Process (TEP) by examining the teaching practices that make the teacher evaluation system more compatible with the growth and development

model. Suggestions and improvement about the teaching evaluation system collectively came primarily from the CPR members and middle school teachers, not only from my input. For example, in PAR Cycle Two, CPR members collectively decided to implement peer observations in the evaluation process so that teachers can learn from each other by going into each other's classrooms and share their experience about different teaching strategies. Hence, leadership, like supervision, is a function not a role, and all adults in a school setting are responsible leaders who can contribute (Spillane et al., 2001). Keeping this in mind, teachers felt their voices were heard and their suggestions were implemented in the process of bringing about a change in the evaluation system at our school. This paved way for teacher agency in which teachers had the capacity to make suggestions and act purposefully and constructively towards their professional growth and growth of other teachers in the middle school community.

In conclusion, we have examined how building positive relationships are central to the well-being of teachers and enhances teacher capacity in an effective learning environment. Keeping this in mind, by enacting the principles from theory of distributed leadership, decision-making became a collective process in which everyone was engaged; and it can be seen as a powerful tool for transforming the practice of leadership and distributing the observation and feedback process across all teachers. Next, I discuss the second claim - how adults learn best by using clinical supervision and cognitive coaching practices. As a result, the teachers named the process as a "tailor-made" growth and development model.

Supporting Adult Learning

Like evaluation, supervision – even well-developed clinical supervision -- is too often viewed as a top-down communication in which school leaders and administrators conduct

classroom observations for teachers for the purpose of supervising and evaluating the teachers at the same time (Danielson & McGreal, 2000). Thus, when teachers do not actually know the expectations for the evaluation, they are less likely to trust the responses of the evaluator (Acheson & Gall, 2013). In the beginning of PAR Cycle One, CPR members and teachers expressed and reflected in the meetings that the *pro forma* evaluations and checklists used for evaluation purposes were overwhelming; they reported how anxious observations made them feel. However, as changes started taking place in PAR Cycle Two and Three, teachers felt more comfortable in sharing their ideas about making the teaching evaluation system transparent and nonjudgmental. As I changed to a clinical supervision model and shifted to a cognitive coaching model in dialogue with teachers, the teachers observed the differences. As a result of key shifts, teachers now report the process as "tailor-made".

First shift: To clinical supervision. Clinical means a face-to-face conversation or relationship, typically between the supervisor and teacher and the teaching practices and behavior in the classroom setting. Supervision from principals can only be effective if teachers are working together and collaborating in the process because the key purpose of clinical supervision is improving teaching. The three phases of clinical supervision include planning conference, classroom observation, and feedback conference. And, supervision in the form of peer observation and coaching is an alternative. We began to consider supervision a shared activity that involves everyone in the school community, and we changed supervision term to observations. Sergiovanni and Serratt (2006) state that supervision and observations should not be as separate part of the life of the school conducted at specific times of the year. Instead, this should be a larger and more consistent practice that is a dynamic activity interwoven in the life of the school – in other words, an intrinsic part of how we enact our values about teacher

improvement. As such, clinical supervision according to Acheson and Gall (2013), is "a process, a strategy, a distinctive style of relating to teachers" (p. 3).

Evidence and findings in PAR Cycle Three demonstrated that we not only changed the name to the Teacher Growth and Development System (TGDS) but fully enacted a more reciprocal process with thoughtful goal-setting. As a result, pro *forma* evaluations from the past changed to evidence-based observations by the teachers and myself. The new formal classroom observations followed a more intentional three-step consultation process that included pre-observation discussion, classroom observation, and post-observation conference; and notes recorded during classroom observations are objective, measurable, and non-judgmental. Implementing the three phases of clinical supervision using cognitive coaching practices changed the ways we interacted (Aguilar, 2016; Knight, 2007). Teachers noticed the changes and became comfortable with the evaluation and supervision shifting to a Teacher Growth and Development System (TGDS) model that we have co-constructed, and they are now taking collective responsibility for implementing. While we still use elements of the clinical supervision processes to support our collective inquiry, I realized that the shift to cognitive coaching practices better supported the TGDS.

Second shift: From supervision model to cognitive coaching model. My role in this participatory action research project developed over time to be a colleague and a coach. The challenge here was to face the tension between evaluating the teachers and working with the teachers to help them develop skills to become better teachers. The process is more useful when teachers are given a platform to express their feelings or give suggestions and co-construct ways to change their practices, and they are more likely to do so if they are encouraged by the supervisor. As such, the dual nature of my position as a principal still fulfilling the role of a

supervisor shifted to collaboratively agreeing on the evaluation content; again, the dynamic social process of the conversation and goal-setting was and is reciprocal, a key criterion for useful experiences (Dewey, 1938).

Cognitive coaching models provided me with a tool to support teachers with personalized professional growth through discussion about their teaching practices and classroom experience and maintain our commitment to collaboration and reciprocity. The essence of cognitive coaching connects the teachers' knowledge and practice to the students' learning by drawing out what teachers know and can then imagine changing; supporting teachers to co-construct meaning and decide on next steps based on evidence sustains a constructivist process. Because the process was experiential and experimental, it required reflection (Aguilar, 2013). Furthermore, the process is one teacher can practice with a peer or supervisor and learn to use with students; overtime, the coaching methods are internalized as a reflective tool for teachers.

The PAR Cycle One, the evidence informed a teacher evaluation system that was supportive, iterative, and continuous. The teachers now view coaching as collaborative process that supports peer observations, informal and formal observations, and evaluation. Coaching takes time to get started and facilitated in a school; in our case, it had been a new way of approaching the supervisor-teacher relationship that started in PAR Cycle One and continued in PAR Cycle Two and Three respectively. Since the shift has been established, it has offered promise for yielding positive results for me as a principal, the CPR members (n=6), and the other middle school teachers (n=14) in working towards building an evidence-based evaluation system aiming at personalized growth model.

Supervision is then both a role and function in which I have been able to provide the conditions and support to help teachers engage in meaningful supervisory functions as seen in

evidence and findings in PAR Cycle One, Two, and Three. While they are not called supervisors, they co-developed the process, share the responsibilities of observations, and have conversations with each other and the middle school team. As a result, teachers report that the evaluation process is now fair and useful and tailor-made for each of them to support high standards for their teaching.

Building a 'tailor-made' growth and development model. Finally, the shifts led to teachers having a sense that the process was geared to their individual and collective improvement. The term "tailor-made" was coined in a middle school meeting in February 2018 meeting during PAR Cycle Two. Middle school teachers in the meeting expressed that the traditional methods of teacher evaluation process (TEP) in the past were subjective, judgmental, pressurized, and uncomfortable. Middle school teachers reflected on the differences between the teacher evaluation process (TEP) using past methods as compared to using current approaches. In previous evaluations, middle school teachers had to complete a packet before the observation, were not at ease, and viewed the task as compliance. On the contrary, middle school teachers witnessed the changes in PAR Cycle Two and Three. They saw the value of objective observation techniques that were meaningful, valuable, and more tailor-made to their individual needs since they are not required to complete a "scripted, one-size-fits-all checklist" (Acheson & Gall, 2003). They expressed that observations were more authentic and observation techniques and protocols have been used to improve teacher practices in classrooms. As such, they felt like they were not being judged or evaluated on a general basis; instead, they were encouraged to discuss the evaluation for their growth and development in regard to their personal attributes and characteristics; they were tailor-made to each teacher. These were obvious in the results of the classroom observations in PAR Cycle Two and Three.

As a result of shifts in our processes and in the evidence from PAR Cycle Three, the teachers reported on the change in their professional stance; they demonstrated renewed morale for their work as teachers and were able to take more risks to improve their practices. They now saw that observations and conversations provided ongoing professional learning that was beginning to be a way of viewing their work as a continuous inquiry into their teaching practices. The trusting community of learners was poised to imagine professional learning as the daily and iterative work of getting better at their work. The next claim identifies other processes that I introduced that supported the micro changes described in the second claim.

Practices that Support Improvement

The third claim is: iterative PDSA (Plan-Do-Study-Act) cycles of improvement science, cycles of inquiry, and community learning exchange axioms and pedagogical approaches used in the teachers' professional learning community promoted teacher professional learning and led to improved classroom practices and equitable student participation (Bryk et al. 2015; Guajardo, 2016). I discuss how PDSA cycles of inquiry, community learning exchange axioms and pedagogies and our professional learning community contributed to PAR processes and outcomes.

PDSA cycles of inquiry. PDSA cycles of the improvement sciences provided a framework for developing, testing, and implementing changes leading to improvement (Bryk et al., 2015). The model enabled us to test an improvement concept and incorporate new practices in teaching. The key questions were: What are we trying to accomplish? How do we measure the change or how do we know the change is an improvement? What changes can we make that result in improvement? With regard to the PAR project, we accomplished the beginning of a change in the evaluation system in PAR Cycle One. In PAR Cycle Two and Three, we

implemented those changes and used evidence more systematically. The innovation we used on the original PDSA cycle was to examine evidence and reflect to decide next actions (Freire, 1970). The main innovation on the PDSA cycle was to incorporate reflection processes at every stage using iterative evidence. As a result of evidence from meetings, observations, and post-conferences, I provided the evidence from observations or facilitated a process to collect evidence in meetings, and we used that evidence to analyze how we might change our approaches for each cycle.

Community Learning Exchanges. In the first section of this chapter, I noted teachers were engaged in conversations and dialogue exchanges in four community learning exchanges (CLEs) in PAR Cycle One, Two, and Three respectively. The CLE axioms and pedagogies were useful to our process and the results of our collaboration reinforced the axioms themselves. In particular, teacher journey lines helped to establish trust between myself and teachers and among the teachers. As a result, we added specific evidence from our PAR cycles to actualize all five axioms:

1. *Learning and leadership are a dynamic social process*. We designed all activities to be dynamic and reciprocal.
2. *Conversations are critical and central pedagogical processes*. The regular meetings of the CPR team and the middle school team were critical to our analysis of evidence and decision-making.
3. *The people closest to the issues are best situated to discover answers to local concerns.* Relying on the teachers as the persons who could co-construct a process required a change in my role as principal and resulted in a distributed leadership model that we can rely on in the future.

4. *Crossing boundaries enriches development and the educational process.* We have definitely shifted the roles of supervisor-evaluator and teacher by becoming more collaborative.
5. *Hopes and change are built on assets and dreams of locals and their communities.* Change is possible if you engage persons and use their input authentically. This again helped teacher gained the confidence to discuss their opinions and views regarding the teaching evaluation process.

As a result, the CLE learning exchange pedagogical practices are embedded in the ways we organize meetings and our conversations as professionals.

Professional learning community (PLC): Leading to teacher agency and equitable student participation. DuFour (2004) states that the professional learning community model is a "grand design" in which it is definitely a useful and vital tool so that teachers are encouraged to work together and focus on the learning of students and their professional growth as teachers, instead of focusing on achievement scores in standardized tests and measure their performance. The PLC we designed and implemented, based on the principles of improvement science and the CLE axioms, increased organization capacity to solve problems using evidence-based research and inquiry. We experienced and documented how PLCs rooted in reciprocity, trust, iterative processes, and evidence can have a powerful result in terms of building teacher capacity. Starting in PAR Cycle One and continuing in PAR Cycle Two and Three, CPR members and teachers met regularly to discuss the teacher evaluation systems. They worked together and collectively sharing their ideas about the evaluation systems.

We made changes precisely because we wanted to improve our teaching practices for the benefit of our students, for their achievement, enhancement, equitable participation, and growth

as students. Likewise, as teachers in professional learning communities make public and calibrate their core values and commitments about their teaching practices, curriculum, instructional activities, they can take a more "dynamic and flexible stance toward subject teaching and routinely question and challenge teaching routines when they prove ineffective with students" (Little, 2006, p. 1,032)– as demonstrated in the evidence. We have, as teachers in collaboration with the principal, demonstrated how a school community can adopt a process of continuous improvement (DuFour, 2004; Lieberman, 2011; Little, 2006). As such, we have honored a core mission of professional learning communities -- to ensure that students learn, build a collaborative structure for school improvement, and remove barriers to success (DuFour, 2004).

From Hierarchical to Moral Authority

The last claim in this section is about my role and position as a principal and supervisor. I changed my approach to leadership from a hierarchical stance to a professional and moral authority stance. From the beginning of the PAR project, I have been working collaboratively with the CPR members and teachers to make the supervision and evaluation process effective for our teachers. I had to work slowly and step-by-step for the teachers to trust in me and believe in the process of change and believe I could change as an administrator. What helped me as a leader make the shift was operating on the premise of professional and moral authority when I was having the discussions and meetings for the CPR members and teachers. I moved away from the hierarchical stance of a principal as the inspector of classrooms and acted as a collaborator (Ingersoll, 2003). Since the aim of the study was to co-create and co-design a growth and development tool for teachers in the middle school community, I had to work with them, side by side, and together as a team.

As Sergiovanni and Starratt (2006) concur, operating from professional authority that is grounded in moral authority is recommended for supervisors who desire to make lasting improvements because they have "to connect people morally to each other, to their work, and to their responsibilities" (p.45). As stated previously, my position in the PAR project as a collaborator and supervisor who evaluates the teachers no doubt has been challenging. There were interactions that could have created tension as the organizational structure is hierarchical and the expectations of the teachers about evaluation were originally bureaucratic. Working together with the teachers as a team from the beginning eased the process and such challenges were limited or none.

Agryris and Schön (1974) consider the double-loop learning as the pinnacle of reflective practice, and they suggest that principals can model a theory of action in which they help the teachers to understand, learn, and reflect on their instructional leadership skills by focusing on specific issues or concerns (Houchens, Hurt, Stobaugh, & Keedy, 2012) and supporting teachers to be reflective so that the learning is internalized. Thus, in PAR Cycles One, Two, and Three, I was able to create an environment of care, commitment, collaboration, and continuous improvement as my role and function shifted between collaborator and supervisor, developing my skills to engage teachers in the double-loop learning practices. My role did not always have to be an administrator or someone in a hierarchal position because the function of leadership is more significant than the role; instead a peer, a coach, or the administrator who is also the evaluator can serve in the supervisory function and we can co-lead our change efforts.

In discussing the four key assertions and claims, we have examined the process of moving from a theory *of* action to the current theory *in* action; as a result, we have more evidence about how to "get inside the black box of teaching and learning". We designed and

used a teacher evaluation process that moved away from judgmental and subjective *pro forma* evaluations to useful observations in order to improve classroom practices for teachers. In the next section, I situate the current project in a larger context by examining the implications and limitations of the project.

Implications for the PAR Project

The third section of this chapter examines the current project in a larger context by connecting the implications to the practice, policy, and research related to informing how teacher evaluation systems can change. To examine the implications, I first frame those in what the evidence tells me about the research questions; then I examine what implications our findings may have for changes in practice, policy and research. Then I present recommendations for how practitioners could use the evidence from the PAR Project to and, finally, discuss the limitations of the project.

To examine the implications, I frame those in how the evidence responds to the research questions. We wanted to know how a middle school team could co-construct and innovate and effective teacher evaluation model. We wanted to know what fostered and inhibited the implementation of a changed system. We hoped to find out if teachers improved their teaching practices, and I wanted to know how I needed to change my role to support a change in teacher evaluation.

Revisiting Research Questions

In revisiting the research questions, evidence collected in PAR Cycle One, Two, and Three demonstrates that middle school teachers are viewing the teaching evaluation as supportive, iterative, and a form of continuous professional learning. Some factors that have fostered the implementation of the TDGS were shifts in leadership stances and roles of the

principal and teachers, a shift in the coaching stance of the principal, and decisions about structures that would support our process (PDSA, CLE, and PLC). Thirdly, implementation of peer observations and change in the format of conducting formal classroom observations suggest that teachers are planning their activities that focus on student learning and engagement. They report that post-observation conversations as effective and helpful in planning their lessons and acting on their instructional goals. Last, I see a shift in my role as a principal and leader since I now focus on objective and non-judgmental measurements during classroom observations. I move from *pro forma* processes to more effective observational and post-conference strategies. I next discuss what our PAR results could and should imply for practice, policy and further research.

Practice Implications and Recommendation

Because of the nature of the PAR project, most of our implications and recommendations are for the practice community; our immediate community consists of the entire school that comprises the middle school teachers including the CPR members, and the teachers in the primary and high schools. In addition, the primary school and high school principals can work together to achieve the same goal that promotes student growth, learning, equitable participation and achievement. This provides a way forward for all principals at Wells (n=4) and teachers within the school community to shift evaluation to a growth and development model that offers continuous professional development. Both the primary and high school principals can reflect on how they might lead from moral and professional authority and diminish leading from a hierarchical position. We can all encourage teachers at all levels respectively to focus on equitable practices in classrooms and slowly start with the implementation of peer observations. Secondly, I can support all the administrators in group inquiry by using PDSA, CLE protocols

and PLCs. They can envision the power of learning in small groups and sharing their valuable experiences. Thirdly, teachers are willing to be public about their teaching if they have the trust of the principal and are encouraged to take risks; thus principals can support them to be more explicit about the practices inside the black box of teaching.

Operate from moral and professional authority. In the beginning of PAR Cycle One, evidence and findings demonstrated that middle school teachers started viewing the evaluation process as different and one they could start to count on. With continued changes and shifts in PAR Cycles Two and Three and in collaboration with the middle school teachers and CPR members in a professional learning community format, I paved the way for implementing and co-constructing a model that focused on observations, feedback, and professional learning for supporting the growth and development for teachers in the middle school community. Hence, critical changes occurred: improvement in teaching practices in classrooms, more equitable participation, and more student talk time. The changes were possible because I shifted my coaching stance and changed the ways in which I facilitated. Middle school teachers including CPR members started to see the change in my leadership as I had adopted the role of a colleague and coach, instead of an administrator. As such, when a principal adopts a coaching stance for his/her teachers in the school community, slowly, teachers change their preconceptions about the role of principal. Therefore, both the primary and high school principals can start the journey of making changes in the evaluation system in the primary and high school community by changing their leadership outlook and working collaboratively with to experiment and make decisions. As we did, they can start with a small group of teachers within their respective community as a pilot before implementing in the entire community. The slow growth iterative processes we used made a difference for our relationships and then our changes in practice.

Using PDSA, CLE, and PLCs. As I mentioned previously, PDSA cycles, CLE, and PLCs are embedded with principles that foster trust and collaborative learning among teachers. The processes are important in creating and sustaining a professional learning environment that helps organize teachers in small groups so they can share their experiences and enhance positive relationships and teacher capacity. The goal of building such professional learning communities is to bring administrators and teachers together to believe in the shared goal of improving student learning and achievement. By focusing observations and conversations on equitable student participation, we could see the importance of building a shared repertoire.

Inform the teachers about the 'black box of teaching and learning". Cuban (2013) describes the black box of teaching as a metaphor for what insiders know about classroom practice; in our process we have made our teaching public and named the teaching practices that actually support student engagement and equitable access**.** Wasserman (2013) names the dynamic interactions between teachers and students that support differentiation and scaffolding as essential parts of understanding the black box. Black and Wiliam (2010) state that the classroom is the "black box" in which the outputs are teaching practices and teacher competency and the students' level of knowledge. Unfortunately, we measure that too often by performance on standardized tests instead of formative evidence of student learning. Because the system of student evaluation replicates the typical teacher *pro forma* evaluation, teachers do not like being evaluated and do not find it helpful (Acheson & Gall, 2013). Black and William (2010) suggest that if we change or shift the focus of attention on the improvement of examining students' outputs in the form of formative assessments, instead of only inputs from teachers, we can bring about a change in the evaluation system and better understand the black box of teaching. As a school, we could all investigate how to use formative assessment of student engagement and

student learning. As well, we could better document what equitable student engagement and motivation looks like.

To conclude, the implications and recommendations for practice for the PAR project suggest that both the primary and high school principal can take a more considered moral and professional authority stance instead of the more typical bureaucratic and hierarchical role; they can slowly implement peer observations in the community; engage in learning communities such as cycles of PDSA, CLE, and PLCS; and interest teachers in examining the "black box of teaching and learning". In the next section, I examine the policy implications and recommendations.

Policy Implications and Recommendations

Since we are a private school in Bangkok and we have a top-to-down management structure, whereby all or most decisions are made by the owner of the school, the vice-chairman, and the head of school, we do not follow any state, district, or regional policy. We do have general policies in place for our students and teachers that are shared in the student-parent handbook on the school website. These policies, however, are general and are applicable only for our Wells students, parents, and teachers. Following the Oakland model based on evidence and findings from PAR Cycle Three, the middle school teachers, the CPR members and I were fully engaged in developing the growth and development model for the evaluation system for the middle school teachers. While not all schools or districts can design their own model as was possible at Wells and was possible in the school district of Oakland, based on our evidence, models do need to be developed with significant input from the persons most affected by the policy. Having said that, although we had co-constructed and developed the support and growth evaluation system, we still needed some authority to contextualize the teacher evaluation system

so that teachers consider it “tailor-made and useful”. Because we had another model to draw on, we could customize the Teacher Growth and Development System (TGDS) for our school.

The policy arena in which the process might have the most effect is principal preparation programs and master level programs for teachers and administrators. Credentialing policies should support the use of a similar model to prepare administrators for observation and conferencing. Advocating for leaders who know how to use these kinds of professional learning systems to make evaluation a positive experience could in turn lead to positive changes in teaching and classroom practices that result in higher student achievement. We could use the TGDS as a policy for teachers at all Wells school levels we could support the use of TGDS in international settings.

Finally, during a meeting in PAR Cycle 3, a teacher recommended that the peer observations should be used in all school levels. She said that she would like to see a transparent process for the evaluation system for the entire school community. Advocating for policies that support peer observation as the formal observation might be useful in some settings.

Research Implications and Recommendations

Participatory activist research (PAR) belongs to the research family of action research (AR). It is one of the tools that comprises direct action, group work, planning and participation, and involves activities that develop leadership development and social activities (hunter et al., 2013). In this kind of research, there is “a high degree of intimacy and trust that can be only achieved through ongoing dialogue” (hunter et al., 2013, p. 2). A distinct feature of the research methodology is that the researcher is working in collaboration with the others and is seen as an ‘insider’ as compared to an ‘outsider’. Therefore, by learning how to listen to each other and taking care of everyone’s needs, collective decisions and suggestions are enacted as a group and

team, which may seem imperfect or messy from the outside but they do represent visions of action-based and activist practices.

For this PAR project, we have been able to initiate PAR research to understand how a change process can connect to teacher processes. We have been successful and have witnessed transfers and changes using this action research process, but we have yet to understand fully how the peer observations can lead to transfer in terms of classroom practice. From the observations, we have evidence of increased equitable access for students, but further research is necessary to connect the teacher practices to improved student learning. This type of action research has wide applicability to school settings in which the researcher or administrator acting as a research with a teacher research group can decide on a focus of practice, engage in iterative cycles of inquiry using qualitative evidence, and make decisions collaboratively to change practices.

As for recommendations, we have a recommendation for ourselves. We plan to continue to meet as a middle school team and work on building effective processes for moving forward with the TGDS. We intend to share these processes with the primary and high school teachers so we can include all schooling levels at Wells International School. What we would most encourage in terms of research is that other schools take on the improvement science and community learning exchange processes to invest in professional learning communities. As the CLE axiom states the people closest to the work are those best situated to discover solutions to local concerns, and the processes of observation, cycles of inquiry on teams, and evaluation are local, even if the format is proscribed by the school or district.

For researchers, we would advise embedding yourselves in teams of teachers to document and analyze the ways they come to solve their own foci or problems of practice; by being as proximate to the work as possible, the researcher as a co-practitioner researcher can

actually become aware of the micro processes that are an essential part of movement forward. In the following section, I examine the limitations for this action research project.

Limitations

I next describe the limitations of the PAR project, both internal and for a wider audience. The context and place of this participatory action research is an international school setting and was aimed at answering the research questions in this setting. Because this is an international school and we have turnover yearly, the internal limitation is that we will have to re-create our learning community each year as we continue the work. As second internal limitation may be the degree to which we are able to share and institute the teacher evaluation system school-wide. Although my position as a middle school principal is influential, some macro decisions may make it difficult to go beyond the middle school. In other situations, a similar hierarchical structure may operate, making it complicated to collaborate with other principals.

Because this applies to a particular setting and had a small number of persons in the study, this may have limitations in larger settings. However, the size and relationships of the small group were factors in creating a sense of trust that was able to transfer to the full set of middle school teachers in the peer observations. Scaling this project to a larger group or multiple groups in a school at the same time depends on the administrator facilitation and willingness to be vulnerable and open to change. While we highly recommend Community Learning Exchanges and improvement sciences as practices that support the project, all schools may not have expertise in these practices. Moving forward in more traditional ways may not yield the same results. The pace of the project using iterative evidence was a positive factor, and at times when implementing, schools and administrators do not take the necessary time. Finally, as the primary researcher, I collected and analyzed evidence because it was necessary for a doctoral

degree. The evidence collection and analysis is vital to the process; thus, someone on the team has to know how to do this and be willing to take on the responsibility. Any replication requires clear processes, time, and evidence.

Thus, the PAR process may be applicable in similar contexts, but may not be applicable in all. Some limitations of this study included that the CPR members had different responses about the teacher evaluation systems, they have teaching different subjects, they are from different cultural backgrounds, and they have varied teaching experience. Nonetheless, the six co-practitioner researchers (CPR) have been the building blocks, and, for this process to work there must be a set of teachers who agree to work as a team.

Therefore, to conclude this section, the implications and recommendations of the participatory action research project point to a needed shift in practices, policy and research if we are to understand and then implement more effective teacher evaluation practices. This is only possible if the school leader is ready to re-examine his or her role and take the risks in changing his or her practice that are similar to the risks we expect teachers to take to change their practices. By modeling a change in leadership, which I discuss in the next section, I was able to build trust with teachers and, in turn, they were more open to change.

Leadership Development

In reflecting on my transformation of leadership and practice as a principal, I detail how the PAR project influenced my leadership skills and practices. I came into the role of principal with no specific preparation except as a strong teacher. I started this journey in Fall 2017 with the intention of telling the teachers what they should do in all cycles of inquiry, without realizing the power in team work and team effort. As a result of three-year doctoral program and the PAR development, I can say that I have a different view of what a leader is as I work together in

unison with the team and reach decisions collectively. As Lambert, Zimmerman, and Gardner (2016) suggest, decisions and values are more reasonable when it is taken together as a group or community. Any value or choice needs to be decided through a process and developed with attention to reciprocal relationships and purpose. Hence, "to be purposefully engaged in the world is a moral undertaking, meaning that values such as equity, democracy, human rights, caring, and social justice drive our behaviors. To act from this perspective takes courage which comes readily when the action is undertaken with others" (Lambert, et al., 2016, p. 14).

In regard to how my leadership progressed over time because of work in PAR Cycle One, Two, and Three, I have developed the courage to learn to lead in a different way. In large part, I now have a re-imagined leadership stance as an instructional leader in the middle school and the school community and see the value that an effective collaborative professional learning community that brings to the individuals and the entire middle school team. As a result, I am able to work closely with all middle school teachers in particular to the six CPR members and last, and I have been encouraging open-ended discussions and dialogues among the teachers about the ongoing evaluation systems in meetings. The teachers now say about that I am speaking a different language – a language of trust, support, and collaboration.

Building a Professional Learning Community

My stance as a principal changed in the beginning of PAR Cycle One when I realized the power of working together as a collaborative team. With a hierarchical structure at school, I and the middle school teachers had been accustomed to the characteristics of a particular structure in the organization without recognizing how we could change. Upon starting the PAR Cycle One in Fall 2017and working closely with the CPR members as well as the other middle school teachers, I began to realize the importance and benefits of an organization that would aim at

flattening the hierarchical structure and shifting into a collaborative model for the benefit of the entire school community. Having regular meetings and discussions with the full middle school group including the CPR members (n=20) about the classroom observations and evaluation systems has not only helped with the findings and emergent themes for PAR Cycles One, Two, and Three, but also has brought about a change in my role as a principal and my leadership skills. Teachers witnessed changes in my leadership role and have expressed that, in my responsibilities and duties as a leader, I was encouraging innovative ideas and practices that help them grow and become effective teachers in their respective classrooms. They observed effort from my side to include all middle school teachers in any decisions about the evaluation system. By valuing input on student learning and growth, and actually releasing control over outcomes, we have been able to build and maintain a professional learning community in working together as a team, we are all exhibiting stronger agency as effective co-leaders in which we are embodying the theory of distributed leadership in our actions.

Working Closely with CPR Members and Middle School Teachers

The role of any given principal changes constantly as sometimes they can be supportive, demanding, encouraging, or even reprimanding. Working closely with the team of CPR members and middle school teachers on regular meetings have encouraged discussion and feedback that has helped me build the trust, understanding, and support we have for each other. It was easier to implement activities and have discussions about the changes in the teacher evaluation systems now than in the past. Middle school teachers witnessed the change in my leadership skills as they reported that they see me as more confident, capable, supportive, and flexible. They now see me as a guide, facilitator, and support towards their professional growth at school. They trusted in the process and have trusted me to facilitate a change in the teacher evaluation process.

Encouraging Open-Ended Discussions and Dialogues in Meetings

Because of the use of Community Learning Exchange practices to facilitate meetings, now I know better how to fully engage teachers in conversations and dialogue exchanges between them. I am now able to ask different questions in the meetings and I am able to set a collaborative tone, instead of an authoritative one for meetings. As "leadership capacity as an organizational concept frames the work of individuals within the system – influencing the patterns of relationships – and expands through the work" (Lambert et al., 2016, p.22), I have been able to head discussions in the meetings encouraging open-ended questions and dialogue among teachers about the ongoing evaluation systems in the meetings and in general conversations. That is the essence of distributed leadership–recognizing that leadership is already cognitively distributed and it is my responsibility to ensure that all that knowledge and professional skill has a chance to shine in a school. In addition, I am speaking a different language - a language of trust, support, and collaboration in meetings now as compared to the past. Once the teachers were convinced that I was authentically following a path of change, they listened, participated, and took on leadership roles. One example is about the implementation of peer observations. The CPR members as a group decided in PAR Cycle Two to include peer observations as part of the teaching evaluation process because they believed in sharing their valuable classroom experience with each other. All teachers reported positively to the changes they have seen in my leadership. The changes they see me as a leader is the positive attitude I have adopted, the stance of a colleague and coach instead of an administrator, and the confidence in bringing about the changes in the evaluation system for all middle school teachers. As a result of the confidence, my overall leadership stance in the school changed, and I have been committed to building a stronger middle school and sharing our successes with the larger Wells

community. My goal is to continue with this practice in middle school and introduce this practice to the primary and high school within the school community in the future as well.

To conclude this section, in reflecting on my leadership journey, what I have learned about being a leader and how the PAR process has influenced the ways I altered my leadership approach, and I expect that it will continue to do so in the future. When I started the doctoral program, I thought I was going to be the sole captain of the entire vessel and sail the ship on my own terms and conditions during PAR Cycles One, Two, and Three. But, now two and a half years later, I realize that I am sailing on the same ship and I am only partially in charge of the entire vessel; instead, there is more than one captain, and now it is not only about ME, but it is about US. I would not have learned so much about my own leadership skills if I did not sail as an 'insider' as compared to being an 'outsider' who exists to overlook at everything. In the last section of this chapter, I revisit the research questions, examine the findings and evidence that has been witnessed in PAR Cycle One, Two, and Three, and how I will move forward with this PAR project within the school community.

Conclusion

The findings from Par Cycle One, PAR Cycle Two, and PAR Cycle Three demonstrate that we have significant evidence to recommend the process to Wells International School, especially to the primary and high school since the implementation has already started in the middle school community. No doubt, we have not reached the goal of completely fully utilizing the context-specific model at present, but we are working toward that direction. In the meetings that will continue with the CPR team members and middle school teachers; we intend to use the context-specific Teacher Growth and Development System (TGDS) model to evaluate teachers. The three-phase of conducting formal observations for teachers including pre-observation

meeting, formal observation, and post-observation feedback will continue as part of the evaluation system in middle school. As for informal observations, as we implement peer observations, teachers and I can continue to refine the model so that their learning experiences continue to ones of professional growth. We intend to incorporate student voice in future plans so that we share this with students and get feedback on their classroom experience. My role as a principal and as a collaborator continues to guide and facilitate the process of the evaluation system.

As a principal, I need to continue to speak a different language with teachers in the meetings – a language of trust, support, and collaboration and a language which resonates with equity in learning for all students in the classrooms and translate this to all my administrative roles. I need to continue to monitor the ways I observe, give feedback and coach teachers and, I will focus on objective and non-judgmental measurements during classroom observations.

The PAR project is one example of how practitioners and researchers can "get inside the black box of teaching and learning". The evidence and findings from PAR Cycles One, Two, and Three support the claims of building positive relationships among teachers to enhance teacher capacity and agency, using iterative cycles of PDSA to support practices promoted in professional community learning, and as a principal, being able to establish the role of a peer, a coach, and a supervisor to guide and assist the teachers in the evaluation process. This has helped us design an evaluation system that provides teachers with resources to improve teaching practices that are not based on *pro forma* evaluation strategies but based on objective, nonjudgmental, and "tailor-made" techniques that can help the teachers to become better teachers.

Finding the black box after an airplane crash gives us detailed information about what happened; getting inside the black box of teaching through iterative observations by peers or a supervisor gives us detailed information as teaching and learning happen. Before finding the black box after a crash, we have no clue as to what had happened in the time of mishap. Likewise, with this PAR project, before digging into to leadership practice in new ways, I had no idea how to go about changing the practices I observed in classrooms. We collectively have found our way inside the 'black box' that at Wells International School. Through the process and cycles of inquiry and collecting and analyzing classroom evidence, we can now add to the literature on what actually happens as teachers work differently to engage students. The black box in our situation is actually a treasure box that we can continue to mine for collective understandings and continuous improvement as professionals who regularly learn together.

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APPENDIX A: INSTITUTIONAL REVIEW BOARDAPPROVAL LETTER

EAST CAROLINA UNIVERSITY
University & Medical Center Institutional Review Board
4N-64 Brody Medical Sciences Building· Mail Stop 682
600 Moye Boulevard · Greenville, NC 27834
Office **252-744-2914** · Fax **252-744-2284** ·
www.ecu.edu/ORIC/irb

Notification of Continuing Review Approval: Expedited

From: Social/Behavioral IRB
To: Prerna PARYANI
CC: Matthew Militello
Date: 10/16/2018
Re: CR00007145
UMCIRB 17-001477
Teacher Evaluation That Matters: A Participatory Process for Growth and Development

The continuing review of your expedited study was approved. Approval of the study and any consent form(s) is for the period of 10/16/2018 to 10/15/2019. This research study is eligible for review under expedited category #6&7. The Chairperson (or designee) deemed this study no more than minimal risk.

Changes to this approved research may not be initiated without UMCIRB review except when necessary to eliminate an apparent immediate hazard to the participant. All unanticipated problems involving risks to participants and others must be promptly reported to the UMCIRB. The investigator must submit a continuing review/closure application to the UMCIRB prior to the date of study expiration. The Investigator must adhere to all reporting requirements for this study.

Approved consent documents with the IRB approval date stamped on the document should be used to consent participants (consent documents with the IRB approval date stamp are found under the Documents tab in the study workspace).

The approval includes the following items:

Document	Description
APPENDIX A - ADULT CONSENT FORM.docx(0.02)	Consent Forms
APPENDIX B - CHILD CONSENT FORM.docx(0.02)	Consent Forms
APPENDIX C - INTERVIEW PROTOCOL.docx(0.02)	Interview/Focus Group Scripts/Questions
APPENDIX D - INTERVIEW PROTOCOL.docx(0.01)	Interview/Focus Group Scripts/Questions
Child Assent Form.doc(0.02)	Consent Forms
Dissertation Proposal - June, 2017-3.pdf(0.01)	Study Protocol or Grant Application

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

APPENDIX B: ADULT CONSENT FORM

East Carolina University

Informed Consent to Participate in Research
Information to Consider Before Taking Part in Research That Has No More Than Minimal Risk

Title of Research Study: Teacher Evaluation that Matters: A Participatory Process for Growth and Development

Principal Investigator: Prerna Paryani under the guidance of Dr. Matthew Militello

Dr. Militello: Institution, Department or Division: College of Education

Address: 220 Ragsdale, ECU, Greenville, NC 27858

Telephone #: (919) 518.4008

Why am I being invited to take part in this research?

The purpose of this participatory action research is to implement and co-create an inquiry-based Teacher Evaluation Model with a team of administrator and middle school teachers to enhance student engagement in classrooms for students who are facing academic challenges at school. This will be taking place at Wells International School that is located in Bangkok, Thailand. At this stage in the research, the inquiry-based Teacher Evaluation Model will be generally defined as a teacher evaluation model or a framework to measure teacher effectiveness in classrooms. Teachers can act as 'analyst' for change in practice and strategies that will be implemented at school. We will be working in collaboration with the co-practitioner researchers.

You are being invited to participate because you are either (a) an administrator at the participating school community, (b) a teacher at the participating middle school, or (c) a parent of a student in the participating middle school.

Are there reasons I should not take part in this research?

There are no known reasons for why you should not participate in this research study.

What other choices do I have if I do not take part in this research?

You can choose not to participate.

Where is the research going to take place and how long will it last?

The research will be conducted at your school. The total amount of time you will be asked to volunteer for this study will be approximately for two hours.

What will I be asked to do?:

If you agree to participate in this study, you may be asked to participate in one or more interviews and focus groups. Interviews and focus groups will be audio/video recorded. If you want to participate in an interview but do not want to be audio recorded, the interviewer will turn off the audio recorder. If you want to participate in a focus group but do not want to be video recorded, you will be able to sit out of field of view of the video camera and still be audio recorded. Interview and focus group questions will focus on your reflection on the leadership of teaching and learning as it relates to teacher evaluations in schools.

What might I experience if I take part in the research?

We do not know of any risks (the chance of harm) associated with this research. Any risks that may occur with this research are no more than what you would experience in everyday life. We do not know if you will benefit from taking part in this study. There may not be any personal benefit to you but the information gained by doing this research may help others in the future.

Will I be paid for taking part in this research?

We will not be able to pay you for the time you volunteer while being in this study.

Will it cost me to take part in this research?

It will not cost you any money to be part of the research.

Who will know that I took part in this research and learn personal information about me?

ECU and the people and organizations listed below may know that you took part in this research and may see information about you that is normally kept private. With your permission, these people may use your private information to do this research:

- Any agency of the federal, state, or local government that regulates human research. This includes the Department of Health and Human Services (DHHS), the North Carolina Department of Health, and the Office for Human Research Protections.
- The University & Medical Center Institutional Review Board (UMCIRB) and its staff have responsibility for overseeing your welfare during this research and may need to see research records that identify you.

How will you keep the information you collect about me secure? How long will you keep it?

The information in the study will be kept confidential to the full extent allowed by law. Confidentiality will be maintained throughout the data collection and data analysis process. Consent forms and data from interviews and focus groups will be maintained in a secure, locked location and will be stored for a minimum of three years after completion of the study. No reference will be made in oral or written reports that could link you to the study.

What if I decide I do not want to continue in this research?

You can stop at any time after it has already started. There will be no consequences if you stop and you will not be criticized. You will not lose any benefits that you normally receive.

Who should I contact if I have questions?

The people conducting this study will be able to answer any questions concerning this research, now or in the future. You may contact the Principal Investigator at prerna@wells-school.com

If you have questions about your rights as someone taking part in research, you may call the Office of Research Integrity & Compliance (ORIC) at phone number 252-744-2941 (days, 8:00 am – 5:00 pm). If you would like to report a complaint or concern about this research study, you may call the Director of the ORIC at 252-744-1971.

I have decided I want to take part in this research. What should I do now?

The person obtaining informed consent will ask you to read the following and if you agree, you should sign this form:

- I have read (or had read to me) all of the above information.
- I have had an opportunity to ask questions about things in this research I did not understand and have received satisfactory answers.
- I know that I can stop taking part in this study at any time.
- By signing this informed consent form, I am not giving up any of my rights.
- I have been given a copy of this consent document, and it is mine to keep.

Participant's Name (PRINT) **Signature** **Date**

Person Obtaining Informed Consent: I have conducted the initial informed consent process. I have orally reviewed the contents of the consent document with the person who has signed above and answered all of the person's questions about the research.

Person Obtaining Consent (PRINT) **Signature** **Date**

APPENDIX C: INTERVIEW PROTOCOL

Teaching Evaluation that Matters: A Participatory Process for Growth and Development

Introduction

Thank you for taking time from your busy schedules to meet with me today. I appreciate your willingness to participate in this focus group interview and will limit the time to one hour.

My name is Prerna Paryani. I will serve as the moderator for the interview. I am conducting a research as a graduate at East Carolina University. The interview is part of a study to evaluate the importance of professional growth and development when conducting teacher evaluations.

Disclosures:

- Your participation in the study is voluntary. It is your decision whether or not to participate and you may elect to stop participating in the interview at any time.
- The interview will be digitally recorded in order to capture a comprehensive record of our conversation. All information collected will be kept confidential. Any information collected during the session that may identify any participant will only be disclosed with your prior permission. A coding system will be used in the management and analysis of the focus group data with no names or school identifiers associated with any of the recorded discussion.
- The interview will be conducted using a semi-structured and informal format. Several questions will be asked about both the individual knowledge and skills gained and the organization practices used. It is our hope that everyone will contribute to the conversation.
- The interview will last approximately thirty minutes.

Interview Questions

TURN RECORDER ON AND STATE THE FOLLOWING:
"This is Prerna Paryani, interviewing at Wells International School on *(Date)* for evaluating the importance of professional growth and development when conducting teacher evaluations.

Focus Group:

To begin the conversation, please introduce yourself and describe your role on the leadership team and involvement in implementing the digital learning project at your school. Start with first person to the right and continue left till all participants have introduced themselves.

Question #1 – What made you agree to participate in this study?

Question #2 – What do you know about teacher evaluations that are conducted in schools?

Question #3 – Do you feel you will learn anything from participating in this study? If yes, what do you think it will be? If not, why do you think that would happen? What would you want to learn more about?

Question #4 – What additional resources do you think are needed from your organization to understand this study better?

Question #5 – Have you learned anything new about teacher evaluation? How do you think it affects your experience at school?

Questions #6 –Did you find anything valuable from this process? Do you think you have learned something new?

APPENDIX D: APPROVAL LETTER FROM WELLS INTERNATION SCHOOL

(BANGKOK)

Changing the world, one student at a time...

Wells International School

29 May, 2017

To Whom It May Concern:

Wells International School recognizes the benefits of participating in relevant, well-designed research studies proposed by qualified individuals. Approval for conducting such studies is based primarily on the extent to which substantial benefits can be shown for Wells International School and its mission of educating students. The purpose of this letter is to notify you of the **approval** to use and conduct the dissertation for Prerna Paryani's study titled, " Co-construct and Design a Teacher Evaluation Model for teachers in Wells International School" with participants in our schools. We also give permission to utilize the following spaces at Wells International School to collect data and conduct interviews for his dissertation project: Co-construct and Design a Teacher Evaluation Model for Teachers.

The project meets all of our school/district guidelines, procedures, and safeguards for conducting research on our campus. Moreover, there is ample space for Wells International School to conduct his study and his project will not interfere with any functions of Wells International School. Finally, the following conditions must be met, as agreed upon by the researchers and Wells International School:

- Participant data only includes information captured from the state data collection strategies.
- Participation is voluntary.
- Participants can choose to leave the study without penalty at any time.
- Any issues with participation in the study are reported to the school administration in a timely manner.
- An executive summary of your findings is shared with the school administration once the study is complete.

In addition to these conditions, the study must follow all of the East Carolina University IRB guidelines.

We are excited to support this important work.

Respectfully,

Dr. Chang
Chairman, Wells International School

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APPENDIX E: CHECKLIST FOR CLASSROOM OBSERVATIONS

Pre-Observation Worksheet

TEACHER _____ SCHOOL _____

SUBJECT/GRADE _____

Teacher completes this form and discusses content with supervisor prior to observation.

1. What are the lesson objectives?	2. What teaching/learning activities will be used?
2. How are you going to check student understanding and mastery of objectives?	4. Are there any teaching behaviors you want especially monitored?
5. Are there any special circumstances of which the observer should be aware?	6. Notes

Evaluation Form

TEACHER _____ SCHOOL _____ SUBJECT/GRADE _____

PRE-CONFERENCE DATE _____ OBSERVATION DATE(S) _____

Overall Evaluation (indicate one): ☐ SATISFACTORY ☐ UNSATISFACTORY

	SELECT SATISFACTORY OR UNSATISFACTORY
I. CLASSROOM INSTRUCTION	
A. Planning and Preparation	
B. Teacher/Student Relationships	
C. Class Management	
D. Management of Student Behavior	
E. Instructional Time	
F. Instructional Presentation	
G. Instructional Monitoring of Student Performance	
H. Instructional Feedback	
I. Facilitating Instruction	
II. INTERPERSONAL/PROFESSIONAL RESPONSIBILITIES	
A. Communicating with Families	
B. Maintaining Accurate Records	
C. Contributing to the School and the District	
D. Showing Professionalism	

III. SUMMARY:

The following signatures indicate the data has been read and discussed.

Teacher's Signature **Date** **Administrator's Signature** **Date**

Copy: Teacher
Administrator
Teacher Personnel File

I. Class Instruction

A. Planning and Preparation	Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed
• Demonstrates knowledge of content and related pedagogy	
• Demonstrates knowledge of development characteristics of age group	
• Demonstrates knowledge of how students learn	
• Demonstrates awareness of student skills and knowledge	
• Demonstrates awareness of student interests and cultural heritage	
• Demonstrates knowledge of resources for teaching and student resources	
• Designs instructional materials and activities	
• Designs and structures lessons	

Strengths:

Recommendations for Improvement and/or Professional Development:

B. Teacher/Student Relationships	Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed
• Student demonstrates respect for teacher	
• Teacher demonstrates positive attitude and openness to students	
• Teacher demonstrates ability to personalize the instructional program for students	
• Teacher demonstrates willingness to be flexible	

Strengths:

Recommendations for Improvement and/or Professional Development:

C. Class Management	Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed
• Teacher creates a stimulating and effective environment for learning	
• Teacher establishes and maintains a disciplined environment	
• Teacher demonstrates effective planning and organization skills	
• Teacher is effective in directing the class	
• Teacher effectively organizes the class	
• Teacher has established procedures that govern the handling of routine administrative matters	

Strengths:

Recommendations for Improvement and/or Professional Development:

D. Management of Student Behavior	Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed
• Teacher has established procedures that govern student verbal participation during different types of activities – whole class instruction, small group instruction, etc.	
• Teacher has established procedures that govern student movement in the classroom during different types of instructional activities	
• Teacher frequently monitors the behavior of all students during whole-class, small group and seat work activities and during transitions between instructional activities	
• Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student	

Strengths:

Recommendations for Improvement and/or Professional Development:

E. Instructional Time	Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed
• Materials, supplies, and equipment are ready at the start of the lessons or instructional activity	
• Students are on task quickly at the beginning of each lesson or instructional activity	
• Teacher maintains a high level of student time on-task	

Strengths:

Recommendations for Improvement and/or Professional Development:

F. Instructional Presentation	Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed
• Begins lesson or instructional activity with an appropriate review of previous material	
• Introduces the lesson or instructional activity and specifies learning objectives	
• Speaks fluently and precisely	
• Presents the lesson or instructional activity using concepts and language understandable to students	
• Provides relevant examples and demonstrations to illustrate concepts and skills	
• Assigns tasks appropriate to student level	
• Asks appropriate levels of questions	
• Conducts lessons or instructional activities at an appropriate pace	
• Facilitates smooth and effective transitions between instructional activities	
• Makes assignments clear	
• Provides opportunities for the application of concepts and skills	
• Summarizes the main point(s) at the end of the lesson or instructional activities	

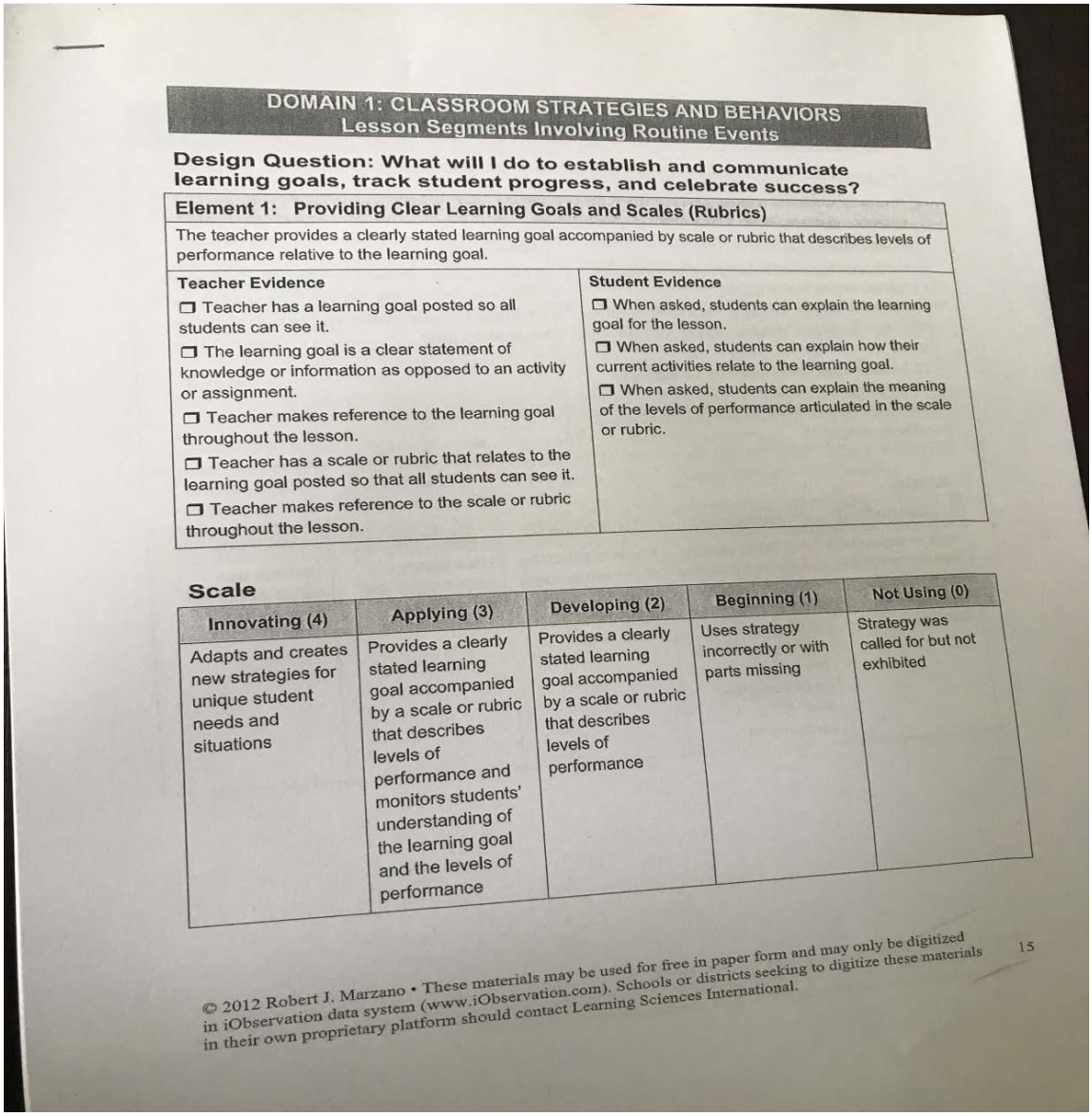
Strengths:

Recommendations for Improvement and/or Professional Development:

G. Instructional Monitoring of Student Performance	Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed
• Maintains clear, firm and reasonable work standards and due dates	
• Circulates during class to check all students' performance	
• Routinely uses oral, written or other work products to check student progress	
Strengths:	
Recommendations for Improvement and/or Professional Development:	

H. Instructional Feedback	Select: Satisfactory, Growth Needed, Unsatisfactory, or Not Observed
• Provides prompt feedback on assigned work	
• Affirms a correct oral response	
• Provides sustaining feedback after an incorrect response	
Strengths:	
Recommendations for Improvement and/or Professional Development:	

APPENDIX F: MARZANO EVALUATION



DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Involving Routine Events

Design Question: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

Element 1: Providing Clear Learning Goals and Scales (Rubrics)

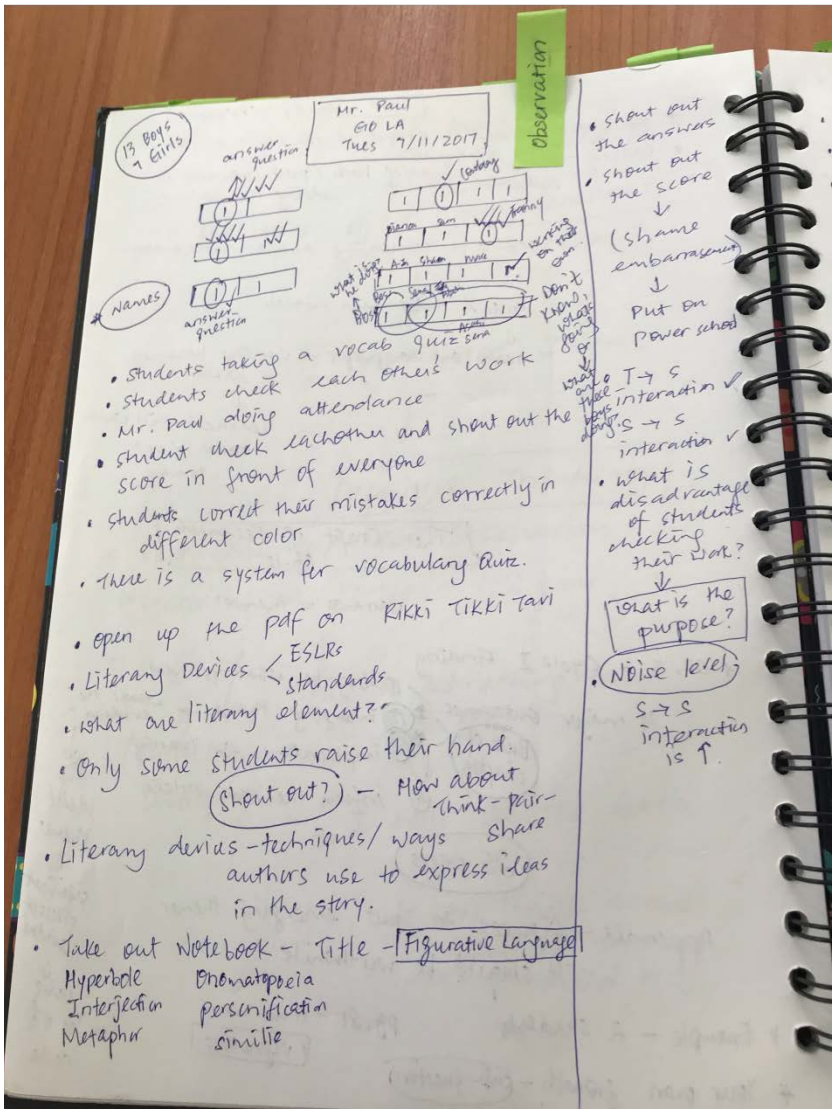
The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Teacher Evidence	Student Evidence
❒ Teacher has a learning goal posted so all students can see it. ❒ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment. ❒ Teacher makes reference to the learning goal throughout the lesson. ❒ Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it. ❒ Teacher makes reference to the scale or rubric throughout the lesson.	❒ When asked, students can explain the learning goal for the lesson. ❒ When asked, students can explain how their current activities relate to the learning goal. ❒ When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students' understanding of the learning goal and the levels of performance	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

APPENDIX G: CLASSROOM OBSERVATION USING OBSERVATIONAL TOOLKIT AND PROTOCOLS



APPENDIX H: CPR MEMBERS' TEACHING SCHEDULE FOR PEER OBSERVATIONS (PILOT STUDY IN PAR CYCLE II)

	P1/P2	P3/P4	P5/6	P7/P8
	Chawisa / Chawisa	Chawisa /Chawisa**(Ro)**	Tyler / Tyler	Chawisa /
	Lana / Lana	Ro (HS Student Council Meeting)/	Ro/	Tyler / Tyler **(Ms Amrita P7)**
MONDAY	Amrita /	Amrita / Amrita	Amrita / Amrita	Ro /
(23/4)	/ Ro			/ Lana
	/ Tyler			
	BLOCK 1	**BLOCK 2**	**BLOCK 3**	**BLOCK 4**
	Lana	Tyler	Ro	Tyler
	Amrita /	Lana	Amrita (tyler)	Amrita **(Chawisa)**
TUESDAY		Ro **(Amrita)**		
(24/4)				
	BLOCK 1	**BLOCK 2**	**BLOCK 3**	**BLOCK 4**
	Amrita	Tyler	Tyler	Tyler **(Ro)**
		Ro **(Chawisa)**	Ro **(Lana)**	Lana **(Ro)**
WEDNESDAY		Amrita		
(25/4)				
	BLOCK 1	**BLOCK 2**	**BLOCK 3**	**BLOCK 4**
	Lana (tyler)	Tyler **(Chawisa)**	Ro	Tyler **(Lana)**
	Amrita **(Ro)**	Lana	Amrita (TOEFL)	Amrita
THURSDAY		Ro		
(26/4)				Eamonn
	BLOCK 1	**BLOCK 2**	**BLOCK 3**	**BLOCK 4**
	Amrita **(FORMAL OBSERVATION)**	Tyler	Tyler	Tyler
		Ro (TOEFL)	Ro	Lana
FRIDAY	Eamonn (not sure where as my room being used for TOEFL this week and part of next	Amrita		
(27/4)				

APPENDIX I: CODES AND CATEGORIES FOR MIDDLE SCHOOL TEACHERS' REFLECTIONS, CLASSROOM OBSERVATIONS, AND POST-CONFERENCE NOTES

		Definition or other term	MS Teacher Reflection	Observations	Post-conference notes	Total
Attributes of Community: Safety	AC: S	Secure enough to share; non-judgmental; more comfort level with process	9	4	4	17
Attributes of Community: Reciprocity	AC: R	back and forth between/among Ts and P			1	4
Attributes of Community: Trust	AC: T	confidence in the way people are acting with each other	3	4		
Attributes of Community: Experiential	AC: E				4	12
Building CoL: Learning about students	CoL: S	engaged in an experience that is instructive	4	3		
Building CoL: Building peer relationships	CoL: PR	Importance of knowing sts academically and personally	1		3	7
Building Community of Learning: New strategies	CoL: S		3	5	5	8
Professional stance: builds morale	PS: M	Peer relationships and Co-Learning from each other	8	4	5	18
Professional stance: continuous learning	PS: CL	Gain knowledge and skill by observing others	6	4	6	16
Professional stance: high standards for teaching		Sense of optimism, self-confidence, and drive			1	11
Professional stance: Risk-taker	PS: S	Eager to keep learning; professional growth and learning as teacher	6		6	16
Questioning: Basic Levels of cognition	PS: RT	Wanting to be the best	10	2		4
Questioning: Higher levels of cognition	Q:1	Willing to take risks for observations	2	4	4	8
Questioning: Differentiation	Q:2	Asks Level 1-3 of Bloom		6		6
Classroom Practice: Lesson Flow	Q: D	Asks level 4-6 of Bloom		3		3
Classroom Practice: Management/Discipline	CP: LF	Able to shift rigor level depending on student Directions, routines, overlapping, deadlining, bordering		2		2
Classroom Practice: Modeling	CP: M/D			5		5
Classroom Practice: Student to student interaction	CP: MOD	Fair and consistent		2		2
Classroom Practice: Teacher to student indiv interaction	CP: S-S	Teacher modeling Direct Instruction		2		2
Classroom Practice: Feedback and Assessment	CP: T-S	Pairs or groups how does the teacher interact/scaffold/differentiate?		5		5
Classroom Practice: Chunking	CP: F/A	Academic feedback that is specific, praise/ informal assessment		3		3
Equitable Participation for Students: Shared classroom space	CP: CH	Speaks to st in clear segments		5		5
Equitable Participation for Students: Calling on strategies	EP: SCS	Students feel classroom as a shared space for learning		4		4
Equitable Participation for Students: Seating arrangement	EP: CS	Teachers calling on students to answer questions		6		6
Equitable Participation for Student: Cooperative Learning	EP: SC	Implications ot seating chart for students		2		2
Equitable Participation: Access	EP: CL	TPS and other equitable collaboration practices		4		4
	EP: A	Opportunity for all to share; think/wait time;		4		4