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**Supporting New Teachers:
Aligning Professional Development
to Educator Evaluation Data¹**

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ABSTRACT

Professional development programs and teacher evaluation systems should go hand-in-hand to support teachers across all career stages (Danielson, 2007). The professional development (PD) opportunities in a K-12 district were examined to determine the extent to which they related to, and supported, the novice teachers' rating on their evaluations. This district addressed teacher evaluation and teacher professional development jointly with their local and state level teachers' unions with the collective "conception of teacher evaluation as part of a teaching and learning system that supports continuous improvement" (Darling-Hammond, 2014, p. 5). However, in 2014/15, this district did not have a mentoring/induction program to specifically address the PD needs of novice teachers.

This study re-examined the data from a mixed-methods study of the perceived confidence of educators in relation to their PD needs and their evaluation standards (Torregrossa, 2015) to address the following research questions: What is the relationship between teachers' perceived PD needs and the demographic variable of number of years teaching? What are the perceived PD needs of novice teachers (1 to 3 years in the profession) in the following educator evaluation areas: Standard 1: Planning and Preparation, 2: Classroom Environment, 3: Instruction, and 4: Professional Growth and Responsibilities?

The respondents to the initial study's (Torregrossa, 2015) online questionnaire ($N=602$) were a subset of the district's 967 educators. The questionnaire, with open-ended questions and a 5-point Likert scale, indicated the predominate PD needs of teachers across all grade spans and years of service. For the purposes of this paper, the specific focus was on the data for new teachers (perceptions of confidence on their evaluation rubric and their professional development needs). This current study analyzed the data specifically within the demographic variable of number of years (1-3) in the profession. The results indicated the demographic of number of years teaching had an impact on perceived confidence (1-3, 4-6 < 16-20, 20+). Further, the data showed that novice teachers have the greatest significant discrepancy in confidence on the evaluation tasks within Evaluation Standard Two - Classroom Environment (7 of 9 tasks = 78%): Understanding the Importance of Content ($F=8.14$, $p<.001$,

$\eta^2=.00$), Setting Expectations for Learning and Achievement ($F=8.38$, $p<.001$, $\eta^2=.07$), Managing Instructional Groups ($F=4.71$, $p<.001$, $\eta^2=.04$), Managing Student Transitions ($F=3.38$, $p<.005$, $\eta^2=.03$), Managing Materials and Supplies ($F=3.74$, $p<.002$, $\eta^2=.03$), Setting Behavioral Expectations ($F=7.52$, $p<.001$, $\eta^2=.06$), and Responding to Student Misbehavior ($F=9.39$, $p<.001$, $\eta^2=.08$).

Through this study, several overarching themes were identified for professional development to support novice educator practice and evaluations. The data indicated novice teachers have a lower perceived confidence level on 50% of the evaluation elements compared to their more veteran peers. There is a clear need for this district to establish a mentor/induction program to assist with supporting new teachers in the areas of planning and preparation, establishing the classroom environment, and instructional strategies.

PROBLEM STATEMENT

This district is working collaboratively with their local and state teacher's union to develop a connected and aligned teacher evaluation and professional development system. To determine "results oriented" (Fogarty, 2009/2010, p. 32) professional development for new teachers in a mentoring/induction program, this district has begun to use the data it has collected from their educator evaluation system and a prior district specific research study (Torregrossa, 2015) to determine topics, themes, and content for professional learning in the coming year to support novice educators.

This district has been collecting data on teacher evaluation ratings in 34 element areas across four standards on a teacher evaluation rubric. Until 2014, these data had not been utilized to make decisions on the professional development opportunities offered to teachers. Additionally, the teachers had never been surveyed to determine if their professional development needs were being met and if they felt they are getting appropriate professional development to support improving their practice and evaluation ratings. In the past two years, the overall professional development program for this district has been revised but it has not specified targeted support for novice teachers. The problem the district now faces is how to redesign the professional development system to include support for novice teachers in a mentor program, without substantially

increasing financial impact, utilizing information gathered through data collection systems.

The purpose of this study was to use the district teacher evaluation data, along with information gained from the prior study's needs assessment questionnaire (Torregrossa, 2015), to guide the development a new mentor/induction professional development program for the novice educators in this district. For the purposes of this paper, a specific focus on the needs of new teachers was utilized in data review. This research could also be important for assisting educational leaders in making policy improvement and resource allocation decisions, which will impact programs, both immediately and in the near future.

RESEARCH QUESTIONS

This district needed to know how to best support novice teachers' professional growth. This study re-examined the data from a mixed-methods study of the perceived confidence of educators in relation to their PD needs and their evaluation standards (Torregrossa, 2015) to address the following research questions:

1. What is the relationship between teachers' perceived professional development needs and the demographic variable of number of years teaching?
2. What are the perceived professional development needs of novice teachers (1 to 3 years in the profession) in the following educator evaluation areas: Standard 1: Planning and Preparation, 2: Classroom Environment, 3: Instruction, and 4: Professional Growth and Responsibilities?

LITERATURE REVIEW

Societal Changes Driving Educational Reforms

"Throughout the course of events in education, teachers require support, intervention, and extension of their own professional learning" (Hall & Simeral, 2008, p. 26). Society is demanding schools update their structure and practices to meet the needs of the 21st century (Houle & Cobb, 2011). Times have changed but schools have remained organizationally very similar to decades past. Schools need to change (Hart, 2006) and; therefore, teachers need to change. A new teacher evaluation process, supported by professional development, may be one initiative that engages teachers in the change process. In this age of accountability, there is a nationwide push to institute

education reforms (Hart, 2006) and teacher evaluations (Danielson & McGreal, 2000) to rate effectiveness of our teachers and schools because “research confirms that the teacher makes the greatest difference in the learning success of students” (Cunningham, 2009, p. 4). States where reform strategies were not linked to improving teaching were less successful than states that invested in developing teaching standards, ongoing professional development, and intensive supervision (Darling-Hammond & Ball, 2011).

There are a variety of teacher evaluation models being adopted by districts; however the question is, does a teacher evaluation tool motivate and inform teachers, across all stages of their careers, to change their practice to meet the needs of the 21st century student? It is expected that a newly hired teacher will have the capacity to perform all aspects of job, just like veteran teacher, on the first day of school. “Schools and districts are expected to provide high-quality induction for the new teachers who are entering the profession because retaining high-quality teachers has become a priority in the United States” (Pelletier, 2006, p. 1). Therefore, it is important to determine if districts are providing aligned support to novice teachers to assist them in improving their practice, across all stages of their careers since “research is showing that more than 50% of new teachers hired are leaving before their fifth year of teaching” (Pelletier, 2006, p. 1).

Educator Evaluation

Educator evaluation can “provide a way for school and district leaders to answer questions about the impact of their work, provide insight into what is working and what is not, and provide information for making decisions about policy and practice” (Killion, 2008, p. 1). “The two principal purposes of teacher evaluation are quality assurance and professional development” (Danielson & McGreal, 2000, p. 8). Therefore, an evaluation system should generate data that can be used by educational leaders to inform professional development needs to support both teaching and learning, thus aligning the two programs within the district.

It is essential that districts link “both formal professional development and job-embedded learning opportunities to the evaluation system” in order to ensure “professional learning be high-quality, sustained, and focused” (Darling-Hammond, 2013, p. 100). This can be attained through data analysis of teacher evaluation ratings,

as well as, a professional development needs assessment. “It is important to make teacher voice integral in shaping both the evaluation process and the types of supports that accompany evaluations” (Wiener, 2014, p. 14) such as, professional development opportunities. One such job-embedded professional development opportunity for novice teachers is often a district’s mentor program, which “provides feedback that is geared entirely toward making the teaching better” (Hall & Simeral, 2008, p. 26).

“Evaluation data helps program stakeholders know what happened and why, so they can make educated design modifications” (Killion, 2008, p. 26) to support teacher needs. District leaders must put procedures in place to “meet teachers where they are and, through a series of supports, help them all move forward” (Jackson, 2013, p. 6). Using data from a needs assessment will assist this district in “implementing evaluation as a natural component of its staff development programs” (Killion, 2008, p. 2) that can support teachers throughout their career stages.

Although the evaluation system itself is designed for use by both novice and veteran teachers, it still must consider each “teacher's practice in the context of curriculum goals and students' needs, as well as multifaceted evidence of teachers' contributions to student learning and to the school as a whole” (Darling-Hammond, 2013, p. 7). Educator’s knowledge of curriculum, student needs, and understanding about how to connect with the larger community increases with experience but, leaders need to systematically plan for supporting this growth from the inception of their career through the last year.

“A highly skilled teaching force results from developing well-prepared teachers from recruitment through preparation through ongoing professional development. Support for teacher learning and evaluation needs to be part of an integrated whole that promotes effectiveness during every stage of the teacher's career. Such a system must ensure the teacher evaluation is connected to - not isolated from - preparation induction programs, daily professional practice, and a productive instructional context.” (Darling-Hammond, 2013, p. 7).

In order to provide career long support, “coaching (mentoring) has become a vital tool of professionalism. But schools will realize its potential only by properly situating it in a relationship to evaluation and by adopting best practices in coaching” (Tschannen-Moran & Tschannen-Moran, 2011, p. 12). Mentor programs are successful because mentors and “teachers share the same work. Neither wields any power over the other, and neither has to answer to the other.” (Hall & Simeral, 2008, p. 25). However, a

common mistake is to link evaluation and coaching as cause and effect.” (Tschannen-Moran & Tschannen-Moran, 2011, p. 12). Doing so “turns coaching into a consequence of a poor evaluation and tying evaluation and coaching together in these ways compromises both functions. At their best evaluation and coaching proceed on separate but complementary tracks.” (Tschannen-Moran & Tschannen-Moran, 2011, p.13).

“Instructional coaches do not, cannot, should not, and must not ever provide any sort of summative feedback to teachers. That is the sole responsibility of the evaluative administrator - never the coach” (Hall & Simeral, 2008, p. 26).

Professional Development

“Powerful evaluations occur when they are tightly aligned with comprehensive planning of the staff development program” (Killion, 2008, p. 139). However, “evaluation is not a prelude to development, and development is not a consequence of evaluation.” (Tschannen-Moran & Tschannen-Moran, 2011, p. 11). “Having teachers planning their continued growth, and targeting new areas in which to promote student learning, is exactly what an effective evaluation system should accomplish.” (Darling-Hammond, 2013, p. 49). It truly is a new era as technological advances and Common Core State Standards have raised the bar for both students and teachers. Now, “organizing teaching around understanding, inquiry, and complex problem solving, challenges the way teachers teach, the way their jobs are constructed, and the set of work rules surrounding them” (Kerchner, Koppich & Weeres, 1998, p. 22). At every point in their careers, teachers must be “given the tools necessary to accomplish the new goals, including time for collaboration and resources to engage in ongoing professional development focused on instructional strategies” (Odden & Kelley, 2002, p. 82).

In order to support teachers in these new challenges, across all the stages of their careers, the alignment of professional development must be an integral part of a district’s overall evaluation system. As Danielson (2007) clearly mentions, professional development should be linked to evaluation, in that they should be aligned and connected to support each other. “Schools are increasingly looking to coaching (mentoring) and other relationship-based professional development strategies to improve the skills and performance of teachers. Such interventions lead to schools that are more happily and productively engaged in the work of student learning.”

(Tschannen-Moran & Tschannen-Moran, 2011, p. 12). However, mentoring programs “need professional development for both new teachers and their mentors/facilitators but new teachers need more ideas and support with classroom management, time management, pacing lessons and units, as well as behavior management and discipline.” (Pelletier, 2006, p. 4).

School district leaders around the country have been working to roll out effective teacher evaluation tools that include training in using the tool (for evaluators and teachers), professional development to support good practices, and to “give teachers effective feedback and support to improve, which is an essential component of a quality process” (von Frank, 2011, p. 3). In the district in which this study was conducted, the teacher evaluation system is now in its fifth year of implementation. The evaluation system includes professional goal setting, establishing student learning objectives, classroom observations by the evaluator, conferencing and feedback from the evaluator, data collection and analysis, and teacher reflection.

To support teachers, this district has expanded its professional development offerings, aligning them with the evaluation system. The goal is that the evaluation model will reform educational practices, drive district change, inform professional development choices and offerings, and as a result, improve student achievement. Additionally, the district is investigating the need for a mentor program to support new teachers, which will include professional development.

Professional Development Across Career Stages

Another variable to consider is the needs of teachers at different stages of their career. There are many models of professional development - one being peer coaching (mentoring). All “approaches are intended to drive individual teachers’ professional growth through increasing knowledge, direct reflective inquiry, or additional experiential feedback.” (Hall & Simeral, 2008, p. 166) Teachers new to the profession need and want support, feedback, mentoring, and are looking to their principals and others to fill the role of advisor (Behrstock-Sherratt, 2010). As Shagrir (2012) concluded in her study of teachers in higher education, evaluation of teachers in their first to fifth year of teaching demonstrated a lack of scholarship and professional service activities as these teachers were more focused on the realities of teaching activities. She continues to

explain that as seniority increased so did teachers' interest in research and scholarly professional development. Although Shagrir's study is specific to higher education, Dyson (2010) makes similar suggestions, in that teacher education needs to be a "lifelong developmental process" (Dyson, 2010, p. 13) in order to deal with the differing needs of teachers throughout their career. Additionally, Jackson (2013) agreed, stating "teachers at different stages of skill development need different types of support in order to move them to the next stage" (Jackson, 2013, p. 43).

Novice and veteran teachers benefit from some of the same professional development experiences, like common planning time, observation of colleagues, and professional learning communities. Yet they may take away different things from these experiences. For example, new teachers can get "an entire network of help and encouragement from common planning and professional learning communities" (Jones, 2012, p. 76). However, veteran teachers may or may not reap similar benefits from these strategies. When districts design professional development for teachers, one of the issues leaders need to consider is the needs of teachers at different points in their career. The question then becomes one of equity and adequacy – do districts provide the same for all teachers or do they individualize professional development based on need? To address this issue, this researcher investigated whether or not there is a significant difference in the professional development needs of novice versus veteran teachers (Research Question 2).

Novice Educators. New teachers have specific needs unlike their veteran counterparts. They "need a comprehensive set of supports that include thoughtfully matched and organized mentorships, and a community of practice" (Jones, 2012, p. 75). In addition, "new teachers also have to build relationships with colleagues, learn the ins and outs of administrative tasks like grading, know where to go for a fire drill, all the while knowing teaching evaluations are looming" (Jones, 2012, p. 75).

While novice teachers may readily embrace "new methods and approaches favored by their principals and their boards" (Fullan & Hargreaves, 1996, p. 28), their enthusiasm can get easily bogged down in the day-to-day operations of running their classrooms. They need to connect with veteran teachers to draw from their

experiences. “New teachers who participate in collaborative teams and have multiple opportunities every day to seek advice and tap the knowledge and expertise of more experienced teachers” (Odden & Picus, 2014, p. 147), demonstrate a greater understanding of their practice.

Novice teachers can bring renewed energy into the workforce of a building, but the failure to recognize the contributions of new teachers can “have a lasting impact on their motivation and confidence to become good teachers and good colleagues” (Fullan & Hargreaves, 1996, p. 28). Fullan describes them as “raw potential” that will develop over time and impact hundreds if not thousands of students (Fullan & Hargreaves, 1996, p. 78). As with any other profession, those that are in it need to support those new to it.

Novice teachers struggle because, while they may have some limited understanding and experience of what it means to be effective, “they need help using principles of effective instruction so that they can better recognize and solve classroom and learning problems and develop a more coherent, harmonious, and productive approach to teaching” (Jackson, 2013, p. 52). Those new to the profession need to “select one or two principles at a time to work on and apply to their teaching” (Jackson, 2013, p. 52). In addition, Jackson explains the need to support novice teachers with “identifying the strategies they need to address” (Jackson, 2013, p. 43). Finally, “the best way to increase a teacher’s skill to do so incrementally, always working within - but at the outer edge of - a teacher’s current abilities” (Jackson, 2013, p. 43). Using the evaluation process to identify areas of need and providing professional development opportunities to meet those needs, districts can manage this.

Jackson urges educational leaders to ensure they “provide differentiated, developmental, and deliberate support for teacher skill, to keep them moving” (Jackson, 2013, p. 118) toward improvement in practice. Leaders need to “provide feedback in a way that best meets the teachers will and skill needs” (Jackson, 2013, p. 126). In planning for differentiation of support throughout each stage of an educator’s career, Jackson suggests the use of “training programs to determine the general direction of development, while coaching and mentoring provide teachers with detailed advice on some skills that need attention on how to apply what they have learned to their own practice” (Jackson, 2013, p. 137).

Educational leaders need to realize the importance of the veteran teacher's experience and institutional knowledge by designing "systems for sharing expertise, as these are a key aspect of an effective system" (Darling-Hammond, 2013, p. 111) of professional development for novice educators. A final thought to consider is Jackson's description of "essential professional development approaches that benefit teachers at all levels" of their careers, as those that incorporate "evaluation, elaboration, observation, practice, feedback, coaching, collaboration, and reflection" (Jackson, 2013, p. 45).

Mentor Programs to Support Novice Teachers

Beginning in 2014, the district studied redesigned their professional development program, making decisions based on data. However, within the new program, they had not differentiated course offerings based on the needs of novice teachers. In 2015, after reviewing survey data, this district decided to initiate an induction program to support their novice educators in their first three years. Pelletier (2006) defines induction as the larger umbrella including all supports for new teachers: orientation, mentoring, and professional development. Since this district has the components of orientation and professional development in place, mentoring was the area they chose to focus on, with the intent of assisting novice teachers with evaluation and instructional practice. "Recent efforts to revise teacher evaluation systems nationwide have led many districts to conceptualize teacher induction as a program that carefully assesses a teacher's progress towards effectiveness via more frequent classroom observations by administrators and occasionally peer evaluators" (New Teacher Center, 2012, p. 1).

"A mentor is a master teacher who supports and guides you during your first years on the job" (Cunningham, 2009, p. 30). "Systematically inducting new teachers into the profession with mentoring support as part of induction works. Research has been done to prove it, and common sense tells us that it is the right thing to do with new teachers" (Pelletier, 2006, p. xii). After all,

"when you want to learn something new, pick up a new hobby, or become skilled in a trade, what kind of trainer do you seek out? Without a doubt, it's an expert in the field who is knowledgeable enough to teach you what you need to know. You want someone who has a lot of experience and can pass along a few tricks of the trade. You want a person who can acknowledge not having all the answers but does have the resources and skills to help you find the answers you seek. Expertise alone does not make a good coach. You also want someone who knows how to

educate others, someone with the ability to know when and how to release responsibility and to let you take charge of your learning.” (Hall & Simeral, 2008, p. 86) 1).

“Focused, comprehensive induction helps teachers get better faster, sometimes surpassing veteran colleagues. Successful teachers are more likely to stay in the profession; numerous programs point to dramatic increases in teacher retention, even in hard-to-staff schools” (New Teacher Center, retrieved 10-1-2015, p. Additionally, this district believed “the ultimate beneficiary of a comprehensive induction program is the student. A growing body of research shows that students taught by teachers who receive comprehensive induction support for at least two years demonstrate significantly higher learning gains” (New Teacher Center, retrieved 10-1-2015, p. 1).

The responsibilities of a mentor vary; however, the intent is to share expert advice so the novice can become more proficient (Cunningham, 2009, p. 30). Mentors can be one individual, however, other “colleagues can help you improve lessons, assessments, and learning, and learn the secrets of the job. It is essential to learn as much about teaching as quickly as possible” (Cunningham, 2009, p. 194). There is often “organized support available in your school or district. Two common forms of social support are mentor programs and teachers unions” (Cunningham, 2009, p. 29). As this district has a strong system of labor-management collaboration, they have long recognized that novice teachers “can learn about many policies and other district information from union representatives of the school or district” (Cunningham, 2009, p. 30).

Those educators chosen to be mentors need support and training as well. “Mentors need to meet regularly with other mentors to share ideas and new ways to discuss topics with new teachers. Professional development and renewal with mentors who work with district coordinators and principals can have a positive impact on school culture” (Pelletier, 2006, p. 5). Mentors can work individually or with small groups of novice teachers. When working with small groups the mentor teacher has the “role of facilitator and perhaps even the role of ‘teacher of new teachers’ rather than the idealized role of a mentor imparting information or questions to one person who solves them on his or her own” (Pelletier, 2006, p. 4). However, the mentor who “handles the lion's share of professional development actions through modeling, teaching, discussing, and mentoring” (Hall & Simeral, 2008, p. 26) needs continuous support as

well. Programs should be “designed to enhance the role of the mentor so that monthly conversations are planned, rich with discussion possibilities, and providing systematic support based on new teachers needs” (Pelletier, 2006, p. 5).

Finally, as with the institution of any new program, from the outset, programmatic evaluation procedures need to be considered and planned. “The evaluation will tell you how successful you have been and what needs to be modified or expanded for the next year” (Pelletier, 2006, p. 5). This district has planned for evaluative surveys to be distributed several times during the year with different questions for novice versus mentor teachers.

Summary

Societal, legislative, state, and local mandates have driven educator reform efforts including teacher evaluation. This district’s administrators and union leaders collaborated to design a new system, and they continue to work together to make decisions on issues related to the evaluation process and supportive professional development. The collaborative decisions the district has made regarding the alignment of evaluation and professional development are now taking into consideration the novice versus veteran educator needs. This district recognizes that the retention of new teachers is key, but the national trend is that novice teachers “are still finding their way out of teaching during the first three to five years.” A quality induction program may impact the retention rate for new teachers” (Pelletier, 2006, p. xiii).

METHODOLOGY

This research study reviewed the data of a previous study (Torregrossa, 2015), which utilized an explanatory, sequential, mixed method design (Creswell & Plano-Clark, 2011, p. 71), which began with a quantitative online questionnaire. The online needs assessment questionnaire was sent to all educators $N = 967$ in the district, with those that responded ($N = 603$) constituting the sample. Content validity of the questionnaire items was supported through literature review (Danielson, 2007; Gall, 2003; McCoach, Gable, & Madura, 2013) and an expert review to ensure “relevant content is assessed and reflected in the items written for the instrument” (McCoach, Gable, Madura, 2013, p. 105). Figure 1 depicts the flow of the initial study. The final step, resulting actions, was the impetus for this research study.

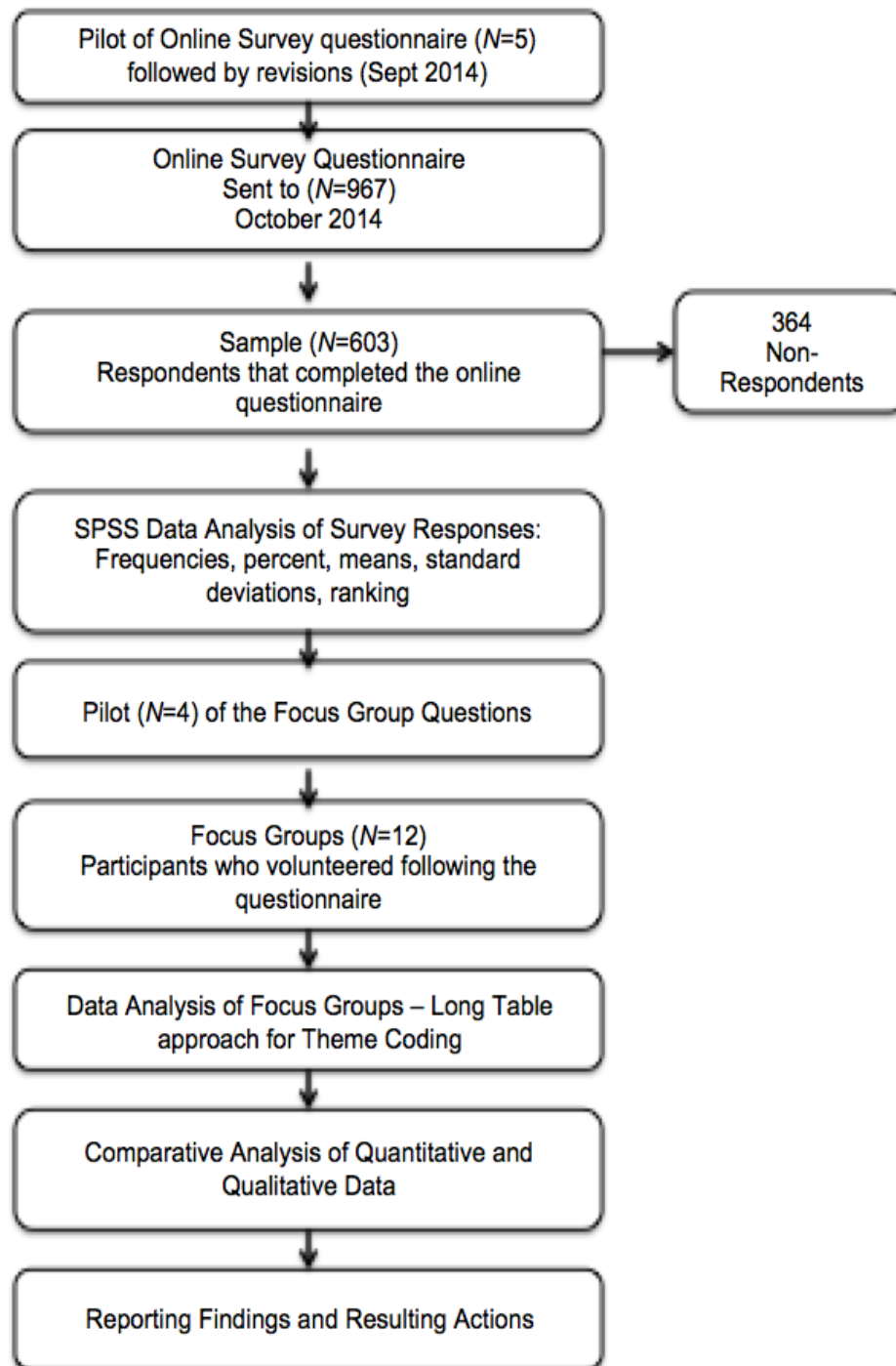


Figure 1. Outline of Study Components

The analysis of the previous data, for purposes of this research, specifically addressed the current research questions regarding supports needed for novice teachers. This generated information from the quantitative data, in the form of descriptive and inferential statistics from the questionnaire, which were analyzed using SPSS. Comparisons were made between the demographic of number of years teaching (1-3 years) and the educator's perceived self-efficacy with regard to the standards and elements contained in their evaluation tool. Additionally, this study included a review of current research on mentor/induction program considerations and the needs of novice educators.

DATA COLLECTION

Research questions 1 and 2 were assessed quantitatively through an online questionnaire, which was site specific for this district, their educator evaluation rubric, and their professional development program. The participants were a representative sampling of a grade level span (eg. K - 6, 7 - 8, 9 - 12). A variety of basic demographic data was collected, however, for this study, the data were reviewed based on number of years of service (1-3 years) to determine the professional development needs of novice teachers.

DATA ANALYSIS

The analysis generated information from the quantitative data from the online questionnaire. For both Research Questions, the quantitative data were analyzed using SPSS to generate descriptive and inferential statistics (i.e., frequencies, percents, means and standard deviations). Based on the means, the standards and the elements within the standards were ranked for optimal interpretation. These data were used to determine if there was a relationship of perceived confidence levels on the tasks within the evaluation rubric as compared to the number of years of service, to determine which evaluation elements teachers perceive they need more professional development. For the purposes of this paper, further analysis specifically focused on the perceptions of confidence on the evaluation elements for the group of new teachers (1-3 years of teaching) and their respective professional development needs.

MAJOR FINDINGS

The intent of this study was to determine novice teachers' perceived confidence levels on elements of their evaluation and their professional development needs. Table 1 indicates the grade span levels of the respondents to the online questionnaire. It demonstrates that this district has a predominately veteran staff with only 6% of the teachers being in the first to third years of teaching grade span.

Table 1

Respondents to the Online Questionnaire by Number of Years Teaching (N = 603)

Number of Years Teaching	Frequency	Percent
1 – 3	33	6
4 - 6	40	7
7 – 10	66	11
11 – 15	141	23
16 - 20	141	23
More than 20	182	30

One of the major findings was that novice teachers' perceived confidence level was lower than their veteran colleagues on 50% of the evaluation rubric elements (34 elements). Table 2 indicates the number of overall evaluation rubric elements and demonstrates the frequency in the number of elements within each standard whereby novice teachers perceive a lower confidence level in performing the tasks within that standard. This table shows that within Standard 1, new teachers indicated a 57% lower perceived confidence level than their veteran colleagues. Within Standard 2, they indicated a 78% lower perceived confidence level. For Standard 3, they indicated a 45% lower perceived confidence level. In Standard 4, there was no significant difference between the novice and veteran teachers (Appendix A).

Table 2

Evaluation Elements in which Novice Teachers have a lower perceived confidence level than their veteran colleagues

Standard - Number of Elements	Frequency	Percent
Standard 1 – 7 Elements	4	57
Standard 2 – 9 Elements	7	78
Standard 3 – 11 Elements	5	45
Standard 4 – 5 Elements	0	0

Research Question 1: What is the relationship between teachers' perceived professional development needs and the demographic variable of number of years teaching?

Number of Years Teaching

Table 1 described the number of years that respondents had been teaching at the time they completed the questionnaire. The majority of the teachers, 94%, that answered this questionnaire were veteran teachers who have been teaching 4 or more years ($n = 570$). The smallest numbers of respondents, 6%, were the novice educators who have been teaching between 1 and 3 years ($n = 33$).

- The analyses of variance (ANOVAs) determined that among this demographic, there was a significant relationship between level of perceived confidence in Standards 1, 2, and 3 and the demographic of the number of years teaching (Table 3, 4, and 5). The fourth standard showed no significant discrepancy between perceived confidence level and number of years teaching (Appendix A).
- In the demographic area regarding the number of years teaching compared to confidence level in Standard 1 – Instruction (Table 3), Standard 2 – Planning and Preparation (Table 4), and Standard Three – Instruction (Table 5), the data indicate that fewer years teaching equated to lower perceived confidence levels.
- The demographic data supported the research concept that veteran teachers are more adept at identifying their professional development needs, whereas novice teachers may not know what they need as they are struggling to just get through the day (Jones, 2012). For example, in 16 of the 32 elements (across all four standards), those with 20+ years teaching had a greater perceived confidence level than those in the 1 – 3 year span, in 14 of the elements those with 20+ years were more confident than those in the 4 – 6 year span, in 3 elements those with 20+ years were more confident than those in the 11 – 15 span, and in 2 elements those with 20+ years were more confident than those in the 7 – 10 year span.
- The data revealed that across many evaluation standards and elements (50%), novice educators that have lower perceived confidence in completing tasks are those that are newer to the profession. This is not a surprising finding, however, it

Table 3 ANOVA with mean/sd by row

ANOVA Results for Elements in Standard One – Planning and Preparation – Level of Confidence in Performing the Following Tasks by Number of Years Teaching (N = 602)

Elements/Years of Teaching	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	η^2	Summary of Significance of Differences
Demonstrating Knowledge of Content			8.35	<.001	.07	1-3, 4-6 < 11-15, 16-20, 20+
1 – 3 Years	4.30	.78				
4 – 6 Years	4.31	.74				
7 – 10 Years	4.60	.52				
11 – 15 Years	4.67	.62				
16 – 20 Years	4.75	.54				
More than 20 Years	4.80	.44				
Knowledge of Students			2.24	.049	.02	NSD
1 – 3 Years	4.42	.56				
4 – 6 Years	4.50	.65				
7 – 10 Years	4.63	.61				
11 – 15 Years	4.60	.67				
16 – 20 Years	4.69	.58				
More than 20 Years	4.72	.53				
Establishing Instructional Outcomes			5.79	<.001	.05	1-3, 11-15 < 20+
1 – 3 Years	4.16	.64				
4 – 6 Years	4.21	.82				
7 – 10 Years	4.40	.64				
11 – 15 Years	4.31	.71				
16 – 20 Years	4.53	.64				
More than 20 Years	4.60	.58				
Developing Learning activities and lesson structures			3.61	.003	.03	1-3 < 20+
1 – 3 Years	4.19	.87				
4 – 6 Years	4.49	.51				
7 – 10 Years	4.45	.65				
11 – 15 Years	4.44	.67				
16 – 20 Years	4.54	.66				
More than 20 Years	4.64	.55				

(continued)

Table 3 ANOVA with mean/sd by row

ANOVA Results for Elements in Standard One – Planning and Preparation – Level of Confidence in Performing the Following Tasks by Number of Years Teaching (N = 602) (continued)

Elements/Years of Teaching	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	η^2	Summary of Significance of Differences
Choosing Instructional Materials and Resources			7.62	<.001	.06	1-3 < 16-20, 20+
1 – 3 Years	4.00	.86				
4 – 6 Years	4.21	.81				
7 – 10 Years	4.44	.69				
11 – 15 Years	4.40	.76				
16 – 20 Years	4.59	.62				
More than 20 Years	4.64	.55				
Designing Instructional Groups			4.33	.001	.04	11-15 < 20+
1 – 3 Years	4.06	.68				
4 – 6 Years	4.18	.80				
7 – 10 Years	4.39	.71				
11 – 15 Years	4.16	.80				
16 – 20 Years	4.31	.82				
More than 20 Years	4.50	.69				
Designing Student Assessment			4.32	.001	.04	11-15 < 20+
1 – 3 Years	4.16	.78				
4 – 6 Years	4.08	.82				
7 – 10 Years	4.19	.68				
11 – 15 Years	4.16	.79				
16 – 20 Years	4.29	.73				
More than 20 Years	4.48	.68				

Note. Using the Bonferroni adjustment ($.05 \div 7 = .007$) a significance level of .007 was required for statistical significance. Effect size guidelines are as follows: .01 = Small, .06 = Medium, .14 = Large. NSD = No Significant difference. The response format was as follows: 1 = *not very confident*, 2 = *not titled*, 3 = *neutral*, 4 = *not titled*, 5 = *very confident*.

Table 4 **ANOVA with mean/sd by row**

ANOVA Results for Elements in Standard Two – Classroom Environment – Level of Confidence in Performing the Following Tasks by Number of Years Teaching (N = 602)

Element/Number of Years Teaching	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	η^2	Summary of Significance of Differences
Interacting with Students			3.18	.008	.00	NSD
1 – 3 Years	4.64	.61				
4 – 6 Years	4.76	.43				
7 – 10 Years	4.95	.22				
11 – 15 Years	4.87	.33				
16 – 20 Years	4.90	.31				
More than 20 Years	4.87	.49				
Encouraging Student to Student Interactions			1.15	.012	.02	NSD
1 – 3 Years	4.39	.76				
4 – 6 Years	4.35	.75				
7 – 10 Years	4.57	.62				
11 – 15 Years	4.61	.56				
16 – 20 Years	4.65	.60				
More than 20 Years	4.70	.63				
Understanding Importance of Content			8.14	<.001	.00	1-3, 4-6 < 20+
1 – 3 Years	4.29	.78				
4 – 6 Years	4.27	.77				
7 – 10 Years	4.55	.59				
11 – 15 Years	4.59	.59				
16 – 20 Years	4.67	.50				
More than 20 Years	4.78	.48				
Setting Expectations for Learning and Achievement			8.38	<.001	.07	1-3, 4-6 < 16-20, 20+ 11-15 < 20+
1 – 3 Years	4.27	.78				
4 – 6 Years	4.32	.63				
7 – 10 Years	4.57	.56				
11 – 15 Years	4.49	.62				
16 – 20 Years	4.70	.49				

(continued)

Table 4 **ANOVA with mean/sd by row**

ANOVA Results for Elements in Standard Two – Classroom Environment – Level of Confidence in Performing the Following Tasks by Number of Years Teaching (N = 602) (continued)

Element/Number of Years Teaching	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	η^2	Summary of Significance of Differences
More than 20 Years	4.76	.53				
Managing Instructional Groups			4.71	<.001	.04	1-3 < 20+
1 – 3 Years	4.00	.77				
4 – 6 Years	4.27	.73				
7 – 10 Years	4.32	.77				
11 – 15 Years	4.28	.70				
16 – 20 Years	4.45	.70				
More than 20 Years	4.54	.67				
Managing Student Transitions			3.38	.005	.03	1-3 < 20+
1 – 3 Years	4.03	.84				
4 – 6 Years	4.49	.61				
7 – 10 Years	4.40	.72				
11 – 15 Years	4.42	.66				
16 – 20 Years	4.41	.71				
More than 20 Years	4.56	.68				
Managing Materials and Supplies			3.74	.002	.03	1-3 < 20+
1 – 3 Years	4.16	.82				
4 – 6 Years	4.54	.73				
7 – 10 Years	4.47	.70				
11 – 15 Years	4.54	.67				
16 – 20 Years	4.52	.71				
More than 20 Years	4.69	.59				
Setting Behavioral Expectations			7.52	<.001	.06	1-3, 4-6 < 20+
1 – 3 Years	4.22	.67				
4 – 6 Years	4.30	.81				
7 – 10 Years	4.62	.58				
11 – 15 Years	4.56	.63				
16 – 20 Years	4.62	.61				
More than 20 Years	4.78	.49				

(continued)

Table 4 ANOVA with mean/sd by row

ANOVA Results for Elements in Standard Two –Classroom Environment – Level of Confidence in Performing the Following Tasks by Number of Years Teaching (N = 602) (continued)

Element/Number of Years Teaching	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	η^2	Summary of Significance of Differences
Responding to Student Misbehavior			9.39	<.001	.08	1-3 < 7-10, 11-15, 16-20, 20+ 4-6, 11-15 < 20+
1 – 3 Years	3.93	.77				
4 – 6 Years	4.16	.90				
7 – 10 Years	4.47	.65				
11 – 15 Years	4.44	.70				
16 – 20 Years	4.51	.71				
More than 20 Years	4.72	.63				

Note. Using the Bonferroni adjustment ($.05 \div 9 = .005$) a significance level of .005 was required for statistical significance. Effect size guidelines are as follows: .01 = Small, .06 = Medium, .14 = Large. NSD = No Significant difference. The response format was as follows: 1 = *not very confident*, 2 = *not titled*, 3 = *neutral*, 4 = *not titled*, 5 = *very confident*.

Table 5

ANOVA Results for Elements in Standard Three – Instruction – Level of Confidence in Performing the Following Tasks by Number of Years Teaching (N = 602)

Element/Number of Years Teaching	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	η^2	Summary of Significant Differences
Setting Expectations for Learning			9.78	<.001	.08	1-3, 4-6 < 16-20, 20+
1 – 3 Years	4.07	.78				
4 – 6 Years	4.11	.78				
7 – 10 Years	4.32	.65				
11 – 15 Years	4.44	.63				
16 – 20 Years	4.59	.56				
More than 20 Years	4.66	.57				
Providing Directions and Procedures			8.57	<.001	.07	1-3, 4-6 < 16-20, 20+
1 – 3 Years	4.33	.71				
4 – 6 Years	4.39	.73				
7 – 10 Years	4.52	.54				
11 – 15 Years	4.61	.59				
16 – 20 Years	4.78	.42				
More than 20 Years	4.80	.48				
Explaining the Content			10.83	<.001	.09	1-3, 4-6 < 11-15, 16-20, 20+
1 – 3 Years	4.30	.70				
4 – 6 Years	4.19	.71				
7 – 10 Years	4.56	.53				
11 – 15 Years	4.68	.57				
16 – 20 Years	4.77	.46				
More than 20 Years	4.77	.52				
Using Quality Questions			6.27	<.001	.05	4-6 < 20+
1 – 3 Years	3.90	.88				
4 – 6 Years	3.92	.91				
7 – 10 Years	4.29	.65				
11 – 15 Years	4.23	.77				
16 – 20 Years	4.37	.76				
More than 20 Years	4.48	.64				

(continued)

Table 5

ANOVA Results for Elements in Standard Three – Instruction – Level of Confidence in Performing the Following Tasks by Number of Years Teaching (N = 602) (continued)

Element/Number of Years Teaching	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	η^2	Summary of Significant Differences
Using a Variety of Delivery Techniques			7.28	<.001	.06	1-3 < 20+ 4-6 < 16-20, 20+
1 – 3 Years	3.97	.81				
4 – 6 Years	3.92	.91				
7 – 10 Years	4.30	.72				
11 – 15 Years	4.32	.74				
16 – 20 Years	4.41	.68				
More than 20 Years	4.55	.65				
Using a Variety of Discussion Techniques			9.83	<.001	.08	1-3, 4-6 < 16-20, 20+
1 – 3 Years	3.70	.88				
4 – 6 Years	3.75	.99				
7 – 10 Years	4.03	.85				
11 – 15 Years	4.15	.79				
16 – 20 Years	4.35	.77				
More than 20 Years	4.45	.66				
Developing Projects, Activities, and Assignments			4.82	<.001	.04	4-6 < 20+
1 – 3 Years	4.07	.87				
4 – 6 Years	4.00	.86				
7 – 10 Years	4.34	.76				
11 – 15 Years	4.32	.72				
16 – 20 Years	4.42	.71				
More than 20 Years	4.53	.68				
Using Instructional Materials and Technology			1.68	.138	.01	NSD
1 – 3 Years	4.03	.85				
4 – 6 Years	4.05	.83				
7 – 10 Years	4.08	1.00				
11 – 15 Years	4.13	.88				
16 – 20 Years	4.32	.74				
More than 20 Years	4.26	.75				

(continued)

Table 5

ANOVA Results for Elements in Standard Three – Instruction – Level of Confidence in Performing the Following Tasks by Number of Years Teaching (N = 602) (continued)

Element/Number of Years Teaching	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	η^2	Summary of Significant Differences
Establishing Assessment Criteria			6.97	<.001	.06	4-6, 7-10 < 20+
1 – 3 Years	3.96	.82				
4 – 6 Years	3.80	.95				
7 – 10 Years	3.93	.91				
11 – 15 Years	4.23	.73				
16 – 20 Years	4.25	.72				
More than 20 Years	4.42	.70				
Monitoring Student Learning			3.79	.002	.03	4-6 < 20+
1 – 3 Years	4.30	.84				
4 – 6 Years	4.00	.92				
7 – 10 Years	4.31	.65				
11 – 15 Years	4.22	.81				
16 – 20 Years	4.40	.69				
More than 20 Years	4.50	.74				
Providing Feedback to Students			5.99	<.001	.05	4-6, 7-10, 11-15 < 20+
1 – 3 Years	4.23	.82				
4 – 6 Years	4.17	.81				
7 – 10 Years	4.19	.74				
11 – 15 Years	4.33	.77				
16 – 20 Years	4.49	.58				
More than 20 Years	4.61	.65				

- Note.* Using the Bonferroni adjustment ($.05 \div 11 = .005$) a significance level of .005 was required for statistical significance. Effect size guidelines are as follows: .01 = Small, .06 = Medium, .14 = Large. NSD = No Significant difference. The response format was as follows: 1 = *not very confident*, 2 = *not titled*, 3 = *neutral*, 4 = *not titled*, 5 = *very confident*.

is significant because this district did not have a mentoring/induction program at the time of this study. The focus group participants (all veteran teachers) also mentioned a mentoring/induction support system, as a professional development need.

Research Question 2: What are the perceived professional development needs of novice teachers (1 to 3 years in the profession) in the following educator evaluation areas: Standard 1: Planning and Preparation, Standard 2: The Classroom Environment, Standard 3: Instruction, Standard 4: Professional Growth and Responsibilities?

- Generally, across all four evaluation standards, the online survey indicated that novice teachers (those with 1 – 3 years teaching) have a lower perceived confidence level on the elements within their evaluation rubric than those with 16 or more years of teaching experience.
- Specifically, Table 3 shows that within Standard 1 – Planning and Preparation, there are specific elements (43% of the elements), identified by teachers, in the span of one to three years of teaching in which professional development may support teachers: Demonstrating Knowledge of Content ($F=8.35$, $p<.001$, $\eta^2=.07$), Establishing Instructional Outcomes ($F=5.79$, $p<.001$, $\eta^2=.05$), and Choosing Instructional Materials and Resources ($F=7.62$, $p<.001$, $\eta^2=.06$).
- Additionally, the data in Table 4 indicates that professional development for novice educators in Standard 2 – Classroom Environment is needed in 56% of the elements.
- Even more specifically, Table 4 demonstrates that within Standard 2, there are specific elements, identified by the teachers, in the span of one to three years of teaching in which professional development may support teachers: Understanding Importance of Content ($F=8.14$, $p<.001$, $\eta^2=.00$), Setting Expectations for Learning and Achievement ($F=8.38$, $p<.001$, $\eta^2=.07$), Managing Instructional Groups ($F=4.71$, $p<.001$, $\eta^2=.04$), Setting Behavioral Expectations ($F=7.52$, $p<.001$, $\eta^2=.06$), and Responding to Student Misbehavior ($F=9.39$, $p<.001$, $\eta^2=.08$).
- Also, Table 5 indicates that the area of greatest need is within Standard 3 - Instruction, where there are 82% of the specific elements, identified by teachers,

in the span of one to three years of teaching, in which professional development may support teachers: Setting Expectations for Learning ($F=9.78$, $p<.001$, $\eta^2=.08$), Providing Directions and Procedures ($F=8.57$, $p<.001$, $\eta^2=.07$), Explaining the Content ($F=10.83$, $p<.001$, $\eta^2=.09$), Using Quality of Questions ($F=6.27$, $p<.001$, $\eta^2=.05$), Using a Variety of Delivery Techniques ($F=7.28$, $p<.001$, $\eta^2=.06$), Using a Variety of Discussion Techniques ($F=9.83$, $p<.001$, $\eta^2=.08$), Establishing Assessment Criteria ($F=6.97$, $p<.001$, $\eta^2=.06$), and Providing Feedback to Students ($F=5.99$, $p<.001$, $\eta^2=.05$).

Within Standard 4 – Professional Growth and Responsibilities, the data indicated no significant difference between novice and veteran educators.

RECOMMENDATIONS

Mentoring/Induction Program

- A mentoring program is a significant need based on the online questionnaire results, which compared perceived confidence with years of teaching. The data clearly showed that those teachers in the 0 – 3 years of teaching span had a lower perceived confidence level than their peers in successive spans. Therefore, this researcher strongly recommends the district formulate a plan for incorporating both induction mentors, who will work with new teachers, and career mentors, who can work with more veteran teachers that may be identified for assistance through the evaluation process.
- Additionally, the data reviewed for this study demonstrated that novice educators indicated a lower perceived confidence level on 50% of the evaluation elements. Therefore, it is recommended that a specific online questionnaire be given to only the novice teachers (1-3 years teaching), to determine their professional development needs. Along with this, a comparison of their specific needs with the results of their evaluation ratings, would indicate focus areas for professional development.
- The district should provide specific professional development support to new teachers, in the areas identified by the data, in which the novice teachers had a lower perceived level of confidence on the evaluation elements: Standard 1 - Demonstrating Knowledge of Content, Establishing Instructional Outcomes,

Developing Learning activities and lesson structures, Choosing Instructional Materials and Resources; Standard 2 - Understanding Importance of Content Setting, Expectations for Learning and Achievement, Managing Instructional Groups, Managing Student Transitions, Managing Materials and Supplies, Setting Behavioral Expectations, Responding to Student Misbehavior; and Standard 3 - Setting Expectations for Learning, Providing Directions and Procedures, Explaining the Content, Using a Variety of Delivery Techniques, and Using a Variety of Discussion Techniques.

Self- Efficacy

- This study demonstrated that novice teachers had a lower level of perceived self-efficacy (confidence) on evaluation rubric tasks than veteran teachers, across many demographic areas. Therefore, in order to ensure student achievement in a novice teacher's class, this district needs to consider supporting educators through a mentor program as, "teachers who believe strongly in their ability to promote learning, create mastery experiences for students" (Bandura, 1997, p. 241).

Educator Evaluation

- **Connect to PD** - Novice teachers are evaluated every year, in this district, until they reach tenure (a minimum of three years) and have an effective rating on their evaluation. Therefore, they need targeted support in areas identified through the evaluation process. "Teacher evaluation has the potential to fortify the workforce when the results of teacher ratings are consistently integrated with job-embedded professional development, learning communities and targeted growth opportunities" (American Federation of Teachers, 2012, p. 19).
- All educators, regardless of career stage, need to understand the clear connection between professional development and their evaluation.

Professional Development

- **Align Professional Development to Content Specific Disciplines** - The focus group comments regarding the need for content-based PD, along with the similar data from the qualitative survey, support the belief that "teachers' effectiveness

depends on what teachers understand about the material at hand and about the discipline more broadly" (Darling-Hammond & Ball, 1997, p. 16).

- **Align Professional Development to Evaluation Results** – Especially for new teachers, it is important to clearly identify skills within the evaluation rubric that need to be strengthened. The district must be prepared to provide feedback along with information regarding available professional development that is targeted to support these areas for novice teachers.

Maintain/Improve District/Union Collaboration

- The partnership with the state's teacher union, local union, and the district has successfully transformed the educator evaluation process in this district. The relationships forged to do the evaluation work should now continue, be capitalized upon, and applied to extend that work. As the district "strives to maximize the strengths and potential of every individual teacher on staff" (Hall & Simeral, 2008, p. 164), they need to work collaboratively to ensure all educators have the supports they need to improve their practice.

SUGGESTIONS FOR FURTHER STUDY

Mentoring/Induction

Is a novice educator's perceived level of confidence on evaluation tasks higher in districts with a formal, long established, high-quality mentoring/induction program? If this district institutes a supportive mentor program, will the perceived confidence levels of new teachers improve?

Focus Group

The focus group participants that were part of the original study were all veteran teachers. It may be beneficial for this district to host a focus group consisting of only novice teachers representing the 1 – 3 years teaching span.

SUMMARY

The major findings of this study included several overarching themes for professional development support for novice teachers. Educators who are in the first to third years of their teaching career had a lower perceived confidence level on 50% of the instructional tasks described in their evaluation rubric. The district should consider providing professional development support on the identified tasks to enhance these instructional

practices.

Notable quantitative findings indicated there were more significant relationships between perceived confidence levels and evaluation elements within Standard Two – Classroom Environment. However, a common thematic element across standards, showed a significant relationship between perceived confidence levels and elements related to content (knowledge of, understanding importance of, and explaining content to students).

The intent of the data review of novice teachers perceived confidence levels with evaluation tasks, is that "the rubric will help connect instructional strategies to classroom practice, and by doing this, teachers will be able to align their practice to professional development in order to improve" (Education Development Center, July 2014, p. 16). This research could also be important for assisting the district's educational leaders in making policy improvement and resource allocation decisions, which will impact programs, both immediately and in the near future, especially in regards to the formation of a mentoring program for novice teachers.

Additionally, the next steps for this district could be to: 1) use a more detailed survey to assess novice teachers as to their specific professional development needs by content area and/or grade level, 2) establish a mentor/induction program to assist with supporting new and veteran teachers, 3) offer professional development courses aligned to, and supportive of, the teacher evaluation system targeting the needs of novice teachers, and 4) realign funding for professional development to ensure a high quality teaching staff at all stages of their careers. This study supports the district's current work in evaluating what has been done in the past, thus improving the capacity of evaluators, professional development facilitators, the quality of sessions, and the use of data to plan for the future.

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Appendix A

ANOVA with mean/sd by row

ANOVA Results for Elements in Standard Four – Professional Growth and Responsibilities – Level of Confidence in Performing the Following Tasks by Number of Years Teaching (N = 602)

Element/Number of Years Teaching	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	η^2	Summary of Significance of Differences
Reflecting on Teaching Practice			3.59	.003	.03	16-20 < 20+
1 – 3 Years	4.36	.76				
4 – 6 Years	4.53	.65				
7 – 10 Years	4.46	.65				
11 – 15 Years	4.49	.62				
16 – 20 Years	4.47	.73				
More than 20 Years	4.71	.53				
Communicating with Families			1.77	.118	.01	NSD
1 – 3 Years	4.13	.90				
4 – 6 Years	4.58	.65				
7 – 10 Years	4.47	.75				
11 – 15 Years	4.36	.78				
16 – 20 Years	4.50	.69				
More than 20 Years	4.69	.80				
Maintaining Accurate Records⁴⁷			2.16	.057	.02	NSD
1 – 3 Years	4.40	.67				
4 – 6 Years	4.55	.61				
7 – 10 Years	4.66	.60				
11 – 15 Years	4.56	.67				
16 – 20 Years	4.61	.59				
More than 20 Years	4.72	.52				
Understanding Professional Standards			2.03	.073	.02	NSD
1 – 3 Years	4.23	.77				
4 – 6 Years	4.55	.69				
7 – 10 Years	4.46	.65				
11 – 15 Years	4.51	.67				

(continued)

Table 12 ANOVA with mean/sd by row

ANOVA Results for Elements in Standard Four –Classroom Environment – Level of Confidence in Performing the Following Tasks by Number of Years Teaching (N = 602) (continued)

Element/Number of Years Teaching	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	η^2	Summary of Significance of Differences
16 – 20 Years	4.56	.63	2.34	.040	.02	NSD
More than 20 Years	4.61	.61				
Participating in a Professional Learning Community						
1 – 3 Years	4.23	.82				
4 – 6 Years	4.55	.69				
7 – 10 Years	4.41	.77				
11 – 15 Years	4.39	.75				
16 – 20 Years	4.60	.58				
More than 20 Years	4.53	.67				

Note. Using the Bonferroni adjustment ($.05 \div 5 = .01$) a significance level of .01 was required for statistical significance. Effect size guidelines are as follows: .01 = Small, .06 = Medium, .14 = Large. NSD = No Significant difference. The response format was as follows: 1 = *not very confident*, 2 = *not titled*, 3 = *neutral*, 4 = *not titled*, 5 = *very confident*.

