

Spring 6-27-2017

Teacher Transformation Through Story and Experience: A Narrative Study of Peer Observation, Critical Inquiry, Collaboration, and Trust

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Concordia University–Portland

College of Education

Doctorate of Education Program

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Teacher Transformation Through Story and Experience: A Narrative Study of Peer Observation,
Critical Inquiry, Collaboration, and Trust

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Concordia University-Portland
College of Education

Dissertation submitted to the Faculty of the College of Education
in partial fulfillment of the requirements for the degree of
Doctor of Education in
Education Administration

Jerry McGuire, Ph.D., Faculty Chair Dissertation Committee

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Abstract

Professional development has long been out of the hands of those for whom it matters most—the teachers. The history of professional development from the founding of common schools to the bloom of accountability with the enactment of national policy, has long left the teacher out of the discussion. In addition, what teachers need to experience to undergo change for their classrooms has also been left out of the conversation. This dissertation was an exploration of the history of professional development as well as why it matters that teachers have meaningful and transformational professional development that enables them to change. From an exploration of Mezirow's transformational theory to Bandura's theory of social change, this dissertation examined change and applied that to teacher learning through professional development models. Narratives have long been used as a vehicle for teachers to tell their stories and by interviewing teachers about their experience with peer observation as the model for transformational professional development, this dissertation asserted that through trusting relationships, teachers can change and grow.

Keywords: Transformation, peer observation, trust, stories

Dedication

This dissertation is dedicated first and foremost to my family. For my Dad for leading me to a love of literature when I was young and always teaching me to be strong and independent. For my Mom whose smile I share and whose Pollyanna disposition has guided me through many a rainy day. For my brothers and sisters who are examples to me of courage and love in their lives. Most of all, this is dedicated to my two sons: Aidan and Austin. They have been on my journey with me these last few years and Austin still asks when he can go back to class with me. They are two amazing little people whose talent and charm light up my life every day. Thank you for always supporting your mother.

Thank you to Bob whose love and support during the writing process got me through many a long day. I am grateful you were my dissertation writing buddy. For Carissa whose friendship I made many years ago, but through this program we have created a bond that will always last.

And lastly, for Kevin who had no idea what he signed up for when he met me on this journey. Your support and cheerleading for me has gotten me through the last miles and your steadfast goodness and belief in me makes me believe in a better world for us all.

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I would also like to acknowledge my teachers and staff for without their willingness to try peer observation, I might never have seen first-hand how powerful it can be. I began my career as a public high school teacher in NYC, and without other teachers who willingly opened their doors and their hearts, I would not be who I am today. Trusting another teacher to walk into your classroom and watch you teach is a brave, inspirational, and transformative experience. Finally, to all those students whose privilege it has been to be your teacher and now your administrator, thank you for trusting me. It is because of you that I persevere.

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Chapter 1: Proposal and 1: Introduction

Introduction

In the 21st Century, amid a call to reform, emphasis has been placed in schools on professional learning communities and teacher communities (Kofman & Senge, 1993). The shift from teachers who are isolated by their content and grade level to an emphasis on peer collaboration and professional learning communities resulted in a new culture trust and collaboration being propagated in schools. Since the passage of the No Child Left Behind (No Child Left Behind [NCLB], 2003) act in 2001, however, the national spotlight has been more focused on school academic performance. With this attention came a call for reform from the public sector and from inside schools as well. One of the elements that was called onto center stage was the emphasis on professional development for teachers. Traditionally teachers were given professional development that was mainly called a “sit and get” model (Guskey, 2000). In this model, teachers either attended a workshop or class or found themselves spending the last few days of a hot summer sitting in a crowded auditorium learning a new curriculum or theory. Administrators may have hoped that the training would impact results in classrooms, but true educational change was secondary to whether the teacher could deliver the new product in his or her classroom. The emphasis was not on self-reflection or personal learning; it was primarily a way to deliver what the district considered important for teachers to know and do. The idea that teachers could use peer observation as an instrument for self-reflection and transformational change was not even on the educational radar in the traditional model. Teachers were also not asked to tell their stories about their classroom, their teaching, or their students. The training was top down and one-sided (Guskey, 2000). Any discussion of professional development must also examine how teachers learn best by moving through a history of professional development

to the more modern models with an emphasis that peer observation and narrative inquiry can give teachers what historically they were missing.

For years, theorists and educators have debated how children learn. Their arguments ran the gamut from requiring daily use of Madeline Hunter's anticipatory sets or knowing each level of Bloom's Taxonomy in lesson plans, to having Gardner's (1983) *Multiple Intelligences* distributed in college level education classes, but few questions have been asked and answered about how teachers themselves learn and change (Guskey, 2002). What students need to learn should be at the center of teachers' education, but without an emphasis on teachers' learning, students will not have the most knowledgeable teachers that they deserve. Teachers' learning through professional development and personal transformation should be at the heart of school reforms, along with an emphasis on students' learning and growth. Through experiences in watching and learning from peers, teachers have experiences that emphasize their own learning and change. Teachers need ongoing professional development after they enter professional service that is based on what adult learners need to change in their own thinking and practices. This was especially crucial for established teachers who earned their degree years ago and needed additional instruction about current best practices. Staff development should be a vehicle for personal transformation to make the necessary changes that reforms expect. Peer observation cycles could be one avenue for introducing professional learning in ways that are meaningful for individual teachers. Essentially, it can introduce their peers as a feedback source that can be looped back directly into their classrooms and students. Administrators can facilitate professional learning for their teachers by facilitating real opportunities for peer to peer professional learning.

Professional development should place teachers at the center of the model utilized with teachers' growth and change should be the priority for the professional development, such as peer observations. Additionally, teachers look critically at their own practices and that of others to be able to examine their own beliefs and then produce changes in themselves and apply them in their classrooms. Mezirow (1991) wrote about how personal transformation was only possible through such an examination of personal paradigms and then an application of the discovery into new thinking or actions. To change the system of educational system, change in teachers should be predicated on a foundation of personal transformation. Personal transformation comes from a critical examination of one's own beliefs within the context of the system. For teachers, they should examine the way they teach and the ways others teach with a critical eye towards gaining new knowledge and applying the new knowledge to their classrooms. To transform the system of education and ultimately improve student learning, new cognitive pathways should be created that focus on teachers' learning and growth. This should happen every year for all teachers, be ongoing and focused on their personal growth. The opportunity for peer observation can give teachers the possibility to create a learning cycle for themselves with their peers that then sparks new creativity and new ideas for their students. For teachers to experience transformational change with their practice, they should participate in professional development that facilitates and encourages this growth and change, such as in peer observations.

Peer observation was quite simply, teachers observing and being observed by each other (Easton, 2008). This process according to Easton, should take place within the school and should be part of the overall school commitment to professional learning. Sparks and Loucks-Horsley (1989) sum up five models of modern staff development and find peer observation to have reflection and self-reflection through low evaluative risk observation. Peer observation also

benefitted both parties as the person receiving the feedback was helped, and the teacher giving the feedback benefitted from watching a colleague (Sparks and Loucks-Horsley, 1989). Joyce and Showers (1986) asserted that the relationships between peers often promotes learning that transfers from the peer observation back into the classroom. Thus, peer observation was a peer to peer observation model that promoted self-reflection, increased collegiality, and transfer of learning back into the classroom.

The rest of this chapter will present a brief background of professional development within the context of the history of education in the United States and the birth and development of what was commonly thought of as professional development today. This chapter examines what was considered effective professional development and the theoretical principles on which personal change that can result in professional change rest. In addition, this chapter examines the problems inherent in the different approaches used for professional development and propose research questions and a study to address the problems still existing in the current models and approach of professional development. Finally, this chapter will propose the research question utilized to form the study which will aim to identify transformational experiences through teacher peer observation as professional development.

Background of Historical Staff Development

Since the establishment of formal education funded by colonists in the 1640s the role and development of teachers has shifted considerably. Schools began as the thirteen colonies developed, first as institutions for privileged Caucasian boys to be educated in preparation for college (Spring, 2008). The Puritans believed that literacy was important to inform Bible study, so formal education became important in the religious context early in the settlements that later became the United States. Schools were formed mainly in towns and the quality and content of

education varied widely from location to location. In rural areas, schools were spread out and many children did not have the opportunity to attend formal schools. It was also unheard of to educate black children and slaves, and most girls did not attend any formal schooling, either.

Common schools. After the United States became an independent country in 1776, along with the Second Great Awakening around the turn of the 19th Century, many citizens started to believe that mandatory schooling was an essential part of a democratic society (Spring, 2008). In 1837, Horace Mann became Secretary of Education in Massachusetts and started a movement toward common school, based on the belief that all schools should be teaching the same content because all children had the right to equality in education. Historian Ellwood Cubberley (1919) asserted regarding Mann, “No one did more than he to establish in the minds of the American people the conception that education should be universal, non-sectarian, free, and that its aims should be social efficiency, civic virtue, and character” (p. 167). This was important to note, because with the establishment of the common school, teachers were needed to establish and teach in these schools. Women, because of their role as the caregiver and nurturer of children were recruited as teachers and were also much cheaper to employ than men (Spring, 2009). Originally, the job of the teacher was a stepping stone to another career path for men due to the low wages, and their professional development was almost non-existent (Spring, 2009). The content of what children were going to be taught appears to have been important to early American people, but almost no consideration was given to developing those who were teaching it and how they were to be trained or involved with the curriculum.

John Dewey. During the early 1900s, the shifting political landscape in the United States created the circumstances where increased focus was given to what was happening inside schools and with teachers. This was a time when classroom teaching positions changed from

being stepping stone positions in one's career, to the positions being seen as bona fide professional careers. During this time lawmakers and theorists continued to debate the role of the teacher (Spring, 2009). With the rise of teacher unions and the political changes after the depression, the NEA (National Education Association) was formed and demanded more money and more control. During the 1930s schools were used as a venue to teach democracy propaganda in the face of World War II and textbooks were scourged if they did not seem to promote the American Way (Spring, 2009). During all the back and forth of the political landscape in the early 1900s, John Dewey and his belief in social change was formed (1963).

Dewey was on the forefront for schools to become a more important part of what defined democracy. Dewey believed that schools were places to gain knowledge and educate students in how to live (Borrowman, 1965). Dewey believed that schools could be the perfect environments for learning that could then enable social change. Building on Dewey's ideas that teachers are to fill the role of the social leader, Stratemeyer expanded these ideas in the early 1930s into the "units of instruction" that were given to the teachers (Borrowman, 1965, p. 35). Teachers were to learn units of instruction and then utilize them in their classrooms to instruct students. The units of instruction were what might be called "unit plans" today and were created with the social engineering of students in mind (Ediger 2004). Children were taught with the philosophy that they would grow up and become voting, responsible and socially conscious (Dewey, 1897). Dewey believed that through education children could then help change society. It was vital to Dewey that children learned to be socially responsible citizens. Children needed the skills to be citizens and they could learn these skills in school. The students were educated in the skills to build their competence as citizens in the republic. In addition, teachers were given predetermined lessons and unit plans that would assist in the building of these students as

citizens. The goal of teacher education was to develop teachers who understood the learning process of the children and the role of the children as citizens in our republic. At this point in time teachers were placed in classrooms with little training or college education, the responsibility for teacher training was placed largely on the teacher to follow the lesson or unit plans that would facilitate social education. Teacher professional development was not considered until later in the century.

Early 20th Century professional development. Parallel to the changes in schooling for children, professional development became more of a part of the educational landscape in the early 20th Century. Much of professional development at that time was built around the idea that teachers should be drivers more than deliverers of the curriculum (Kridel, 2010). For instance, Kridel explained that with the Denver Plan of the early 1920s, teachers were given time outside of their classrooms to write curriculum and then to deliver that curriculum. Kridel described how the movement was supported by Jesse Homer Newlon, who was a progressive educational principal who believed that teachers should be part of the development of curriculum. This practice started in the Denver School District, and those teachers were involved outside of the classroom in the development of curriculum. The theory behind this practice was that if teachers authored the curriculum and then delivered it, their teaching would improve. Also, in the 1930s, the Eight Year Study was implemented as an experimental project in which the staff at select schools developed their own core curricular programs and therefore were encouraged to “reconsider the basic goals and philosophy of their schools and to support the development of their own teaching materials” (Kridel, 2010, p. 859). These practices suggested that teachers should be involved in creating curriculum. Though conclusions are hard to draw from the study, students from the schools in the study did earn higher marks as they went on in

their schooling (Watras, 2006). The beliefs of those behind the Eight Year Study believed that teachers should author what was being taught in the classroom and consider what they themselves believed about educational aims when creating their curriculum. This study can be thought of a pre-cursor to peer observation as professional development.

University training of teachers 1940s to 1960s. In the postwar 1940s to 1960s, a return to academic reforms led teacher development back to the universities, where the focus was on developing college ready curriculum for teachers to deliver to prepare their own students for a future college education (Borrowman, 1965). This philosophy was largely based on the idea that the United States should have a competitive level of education to succeed in a global world (Kridel, 2010). In the 1960s, the rise of the Civil Rights Movement and a call for equality in the nation brought federal funding for schools into question (Borrowman, 1965). The funding structure and reasons for funding were under fire. Influenced by political movements of the 1960s, and to fulfill President Johnson's Great Society reforms, Congress passed the Elementary and Secondary Education Act (ESEA) in 1965. Accordingly, into the 1960s, universities were perceived as being largely responsible for the education and staff development of teachers (Borrowman, 1965). What this meant for staff development was that teachers were trained in the universities as teachers, earned degrees, and were given knowledge of the appropriate curriculum and a call to provide the students with a social education. Professional development was relegated to the university setting, and ongoing development was not a consideration. Teachers were trained to be teach and then once trained, they were viewed as ready to teach and were assigned classrooms. The theory was that if teachers went to university to become teachers, once their formal schooling was over, they were fully prepared and did not need ongoing education.

What this meant for staff development was that it was relegated to the pre-service university setting, and ongoing professional development after hiring was not a major consideration. Teachers were believed to have been trained sufficiently in the universities to become licensed teachers by earning their degrees, and thus, had been given appropriate knowledge of curriculum to go forth after receiving their calls to provide students with a social education. Teachers were trained in universities to be competent teachers and once trained, they were viewed as ready to teach and assigned classrooms. The theory was that if teachers went to university to become teachers, once their formal schooling was over, they were fully prepared did not need ongoing education.

Reforms and standards in 1970s and 1980s: A Nation at Risk. During the 1970s and 1980s, standards began to be implemented to reform teacher practices and most teacher development was developed around ways to “teacher-proof endeavor to achieve fidelity” (Kridel, 2010, p. 860). This meant that teachers were taught exactly what to teach and how, sometimes prescriptively, so that every student would receive the same content. Curricula were written for the classrooms and given to teachers based on standards. During this time, the professional development to ensure these standards were implemented was in the form of workshops and professional development days, where curriculum and instruction was given to the teachers from either their district or an outside provider. This period included the National Commission on Excellence in Education’s release of its critical and influential report of schools, *A Nation at Risk: The Imperative for Educational Reform* (A Nation at Risk, 1983). This report called for the U.S. to make education a top priority and create established standards and processes for teacher certification. As state legislatures subsequently looked at ways to implement the recommendations found in the report, a focus on standards for teachers and pedagogy was

policy-directed and implemented by the National Board for Professional Teaching Standards (Futrell, 2010). The report was a cause for national reforms that led the way to an update of ESEA in 2001, the No Child Left Behind Act.

No Child Left Behind. No Child Left Behind (NCLB, 2003) in 2001, was an update of the original ESEA, which focused more upon standards and accountability measures with extreme fiscal implications. Originally, the ESEA was enacted to assist with creation of more educational equity by providing federal funds to school districts to provide reading programs for low-income children. Since the establishment of the ESEA, many authorizations have attempted address the inequalities in the system and added complexity to the rules. The legislation demanded greater accountability from public schools in the form of fund use reporting and allocation of resources to the most poverty-stricken schools.

The latest iteration of NCLB is, Every Student Succeeds Act of 2015 (The White House, 2015). This act was an attempt to fix the overuse of standardized tests and the one size fits all curriculum. It places protections for the most underprivileged students and creates an emphasis on rigor for all students. Funding was allocated for the lowest performing schools to fund intervention programs for those students. The bill was an attempt to increase preschool programs for low to middle class families and to attempt to close the achievement gap by funding innovation in schools (The White House, 2015). As President Trump moves into his first year of presidency, America will soon see more shifts in education as new policy is adopted that may overturn what was established under the Obama Administration. In a letter from education secretary Betsy DeVos dated March 13, 2017 she aimed to give states more freedoms in deciding how they meet the provisions in the ESSA (U.S. Department of Education, 2017). More changes are sure to come.

The shift to more teacher-centered professional development started, and in the last 15 years, the landscape of teacher development has changed. The ongoing calls for national school reforms spurred new ways of thinking about professional development (Futrell, 2010). With the reauthorized federal accountability measures in NCLB (NCLB, 2003) and subsequent states' alignment came the need for school reforms across the nation as student achievement and test scores were published, analyzed, and criticized. In addition, teacher education and development were in the spotlight as NCLB added requirements for teachers to be Highly Qualified Teachers. In most cases, Highly Qualified meant that teachers had to complete a certain number of relevant university credits and be fully certified in each secondary core subject or elementary/middle grade level band that they taught. Futrell (2010) explained how NCLB was a catalyst for teaching quality and teacher education to become part of the national education reform agenda. Futrell also pointed out that the NCLB required a definition for Highly Qualified teachers to be created, along with the criteria for defining what it meant to be Highly Qualified. Futrell further argued that teachers should be the key players in determining what was taught and how it should be taught. NCLB left teachers out of the involvement, the key points of the law were that qualifications were to be met. In sum, Futrell believed that the teachers should be at the center of professional development and NCLB left them out.

Teachers as drivers of professional development. For the first time since the common schools were established in 1837, teachers were starting to take a role in their own professional development. Professional development, also known previously as *in-service education and staff development*, undertaken in various degrees and funded inconsistently, resulted in a disparate and inconsistent delivery and practice of professional development well into the 1990s. Guskey (2000) has argued that professional development has transformed into an ongoing

activity that takes into consideration job-embedded learning experiences. Prior to this recognition, the old “sit and get” model of professional development was employed that generally had teachers attending workshops and in-services outside of the building led by facilitators who may or may not have had experiences in education or schools (Walker, 2013, para 3). Guskey noted that these older models isolated professional development and have kept it out of the classrooms, where the learning of teachers should be taking place. The teachers in these older models merely received the learning, and they were not part of the choice of what they learned. Professional development operated from a deficiency mode to train those who were seen not to have the essential skills: “staff development has thus taken the form of workshops done to someone by someone else, as in the verb, to in-service teachers” (Barth, 1981, p. 146). Indeed, just handing the teachers a curriculum or delivering new practices outside of the classroom setting does almost nothing to improve or add value to teachers’ learning (Walker, 2010). Districts are still usually the drivers of professional development. Even when teachers are given more choice, many experience mandates that they have no choice over.

It was also important to note that training teachers about pedagogy or curriculum does nothing to guarantee that the method or curriculum will be delivered in classroom (Joyce & Showers, 1998). Taking teachers out of their classrooms and giving them resources does not necessarily result in any type of change in practice, either. To have an effective professional development system for teachers that results in personal, professional, and organizational transformation, the way that professional development was delivered needed to change.

Understanding the historical nature of professional development leads to the current question of how and what type of professional development principals can embrace for their

teachers that can provide transformational impact for both practice and pedagogy. It is vital that teachers not only be at the center of professional development, but also be the drivers of that professional development. Teachers who undergo transformational experiences through professional development can change the practice in their classroom and benefit school-wide and organizational change. Transformation is at the heart of what needs to happen for professional development to matter in a way that truly makes a difference for teachers and ultimately, students. Though using models such as peer observation, this transformation is possible.

Conceptual Framework

Much of the groundwork has been laid for considering teachers as the main drivers and executors of professional development. Guskey (2000), DuFour (2004), Fullan (2007), and Senge (2012) all supported the idea that teachers should be at the center of professional development and that it needs to be something that matters for teachers. By putting teachers at the center and suggesting that schools need collaborative models of professional development, teachers should then be the main drivers of this newer way of looking at professional development. The next step was to consider how to build a climate of collegiality and trust in the school, how to have teachers collaborate and learn from one another, and how to enable teachers to transform themselves throughout the process. Ultimately, the goal would be to understand how this transformation can proceed from internal to external—within the teacher, to encompassing the school and then district-wide system—as a tool for system change. Change was often viewed as scary and hard, yet, was a constant force in the world (Fullan, 2007). Change happens through an examination of self with a reflection of the paradigms of existence, followed by an application of that change to a new set of perspectives for self and world (Mezirow, 1991). Change of habit or action was when transformation was complete.

Change was a constant factor in daily life (Vaill, 1996). As an individual grows from childhood to adulthood, the change process happens many times within oneself and within one's world (Mezirow, 1991). How and why this change process happens depends on the person and the relationship between oneself and others (Mezirow, 1991). Dewey (1915), Bandura (1977), Mezirow (1991), and Vaill (1996), looked at how change occurs. Bandura concentrated his research on how an individual was changed by others. Bandura's theory of social learning explains that to change, people should observe others doing an action successfully or receive direct instruction from others. Children, and thus, adults learn through others around them; Mezirow (1991) investigated the circumstances that needed to be present for an individual to undergo personal transformational change. Mezirow argued that learning was only transformational through self-examination of paradigms and then adjustment of those paradigms to reflect new learning. Thus, change only emerges when one can be self-reflective and integrate the new learning into one's life. Vaill (1996) offered that learning should lean away from the institutional model of learning and become a way of being. Dewey (1915) proposed that the ultimate end goal to ethical inquiry was when the change within oneself ultimately influenced the whole system. For Dewey, the whole system means from education to society reform. These authors looked at how change happens within an individual and how that change can then have a lasting impact on living and ways of being.

Each of these perspectives from Dewey (1915), Bandura (1977), Mezirow (1991), Vaill (1996), and Fullan (2007), state how change occurs contextually within individuals. For these theorists, the goal of the self-reflection or change was a change in habits, behavior and self that can be put into practice. Mezirow (1991) wrote that this practice was the paramount goal for personal transformation: The individual was considered transformed once they can apply new

actions to life or situations. Similarly, professional development should be larger than a prescribed set of knowledge to be learned. The end goal of any type of professional development should be personal transformation and then ultimately, system transformation. Through personal reflective practice, this process of transformation can be obtained. Larrivee (2008) wrote that the process of reflective practice should be an examination of both personal and professional beliefs and acknowledgement that classrooms and school cannot be separated from the larger social structures. This was what Dewey (1915) believed was the function of schools: preparing students to change society. The shift should first start first within the teachers as they embrace their own professional development and ownership of their transformation. Teachers should be fully and socially conscious of their actions. To impact the larger social structure, teachers will need to be self-reflective and engage in professional development that leads to personal transformation. Personal transformation for teachers can only be through an examination of self and an experience that facilitates self-reflection. Through participating in experiences, potentially through peer observation cycles, that facilitate transformation and describing those experiences, teachers can gain greater understanding of the process of change. Transformation can be described through personal narratives or stories (Clandinin, 2007).

Stories. Stories are powerful forces. Stories can be used to make meaning of and explain the past, present, and future (Clandinin, 2007). A great oral tradition exists in many cultures where story telling explains creation and meaning of life. In teaching, stories can be used to instruct learners to make meaning out of their lives and from texts. Narratives can be used to explain both an event and make meaning of the event. For teachers, the use of personal narratives can enrich both their experiences as teachers and their understanding of who they are as teachers. Stories can be transformational: “As adults explore past learning experiences

through autobiographical narratives, they may experience a transformational moment that was indicative of spiritual awakening” (Foote, 2015, p. 123). Using narratives to study events can add additional layers of meaning for the events, or in the case of this study, the personal and professional transformation of self through professional development delivered through peer observations that was meaningful. Narratives can become an additional transformational tool to inform both teacher’s practice and hone their self-reflection skills and increase their self-awareness. Clandinin (2007) supported the use of narratives as a methodological approach, in that, “These researchers usually embrace the assumption that the story is one if not the fundamental unit that accounts for human experience” (p. 4). By giving teachers an avenue to tell their stories, a pathway to transformation was created and a greater understanding of lived experience was gained. In this study, narratives are the avenue for sharing the transformation that may occur in teachers’ lives through the professional development experienced in peer observation cycles. Stories offer context to teachers who are considering changes in their classroom. Additionally, it was important that principals hear these stories of transformation as they give an additional layer of understanding of why it was important to provide professional development that truly makes a difference in personal and professional transformation.

Figure 1, found at the end of the chapter, illustrates that the conceptual framework of this research created around professional development of teachers needs to be a balance of attributes and models both of practice and methodology. Trust, collaboration, and critical inquiry are vital to the process of transformation. Peer observation was the model by which teachers can experience these attributes and teacher stories are the portal through which the experience of transformation can be told.

Definition of Problem

Models have been developed to address this need for change within professional development system (Du Four, 2004; Guskey, 2000). New paradigms were created for professional development which centered around an inquiry-based, collaborative model with focus on teachers as teachers and change agents. The Coalition for Essential Schools (CES), founded in 1984, was one of the drivers for a break from the traditional model of teacher as passive receivers of professional development advocating for teachers to expand their learning opportunities and being the change in their schools and classrooms (Coalition for Essential Schools, n.d.). Cramer (1996) echoed the CES's call, stating, "Teachers are at the heart of the change and therefore should be actively involved in the change process by means of their own staff development programs" (p. 13). In these models, professional development became a part of teachers lived experiences instead of training that happened to teachers. The CES helped facilitate a new view of what was important for professional development to break from past practices.

Collaboration was at the heart of the new style professional development. Teachers working together in professional learning communities (PLCs) has become the norm for many schools and districts. Researchers like Senge (1994), DuFour (2004), and Fullan (2007) claimed that having teachers working together in PLCs, discussing data such as that from standardized test scores and common formative assessments, will change the ways that they develop professionally and benefit their students and classrooms. The *lesson study* from Japan has been utilized in the United States as another tool to allow teachers to be the creators and deciders of what and how they develop. Lesson study was a tool that allows a team of teachers to work together to prepare like lessons, watch those lessons taught by one another, and then evaluate

together after the lesson (Saito & Atencio, 2013). Peer coaching and mentoring have been utilized to create supports for new teachers and develop new teachers in their first few years in the classroom. Peer coaching or mentoring have been defined as a confidential peer relationship through which two or more teachers work together to reflect upon current practices, share ideas with one another, and problem solve (Rhodes & Beneicke, 2002). Peer coaching or mentoring has primarily been used as a practice to support new teachers in the first few years of teaching as a way of promoting growth and teacher retention (Huling, Resta, & Yeargain, 2012). Critical Friends Groups (CFGs) (National School Reform Faculty, 1994) aim to have teachers working together in collaborative trusting groups using a specific set of protocols to guide the discussion.

Peer observation uses collaborative trusting groups to watch each other teach and give feedback. Peer observation has been used to open the doors of teachers' classrooms and have them observe and give feedback to one another to grow professionally (Westheimer, 2008). Westheimer (2008) explained that peer observation was part of belonging to a professional learning community and that it was a way of reducing the traditional alienation of teachers and giving them opportunities to learn more from one another. However, growth was needed in the use and scope of peer observation to more widely apply it as an important professional development model.

Each of these professional development models assumes that inherent within the school culture was a climate of collaboration and trust. As teachers work together in teams, each model assumes that they then will take what was learned in that community and broaden it out to their classroom and, ultimately, their schools. But each model fails to answer two critical questions:

1. How do schools build a culture of collaboration and trust?

2. What process do teachers need to go through to change their practice, themselves, and ultimately, their schools?

In addition, the following three supplementary questions need examination:

3. What was that process of change for teachers that establishes the conditions to change practice, self, and school?
4. How do they report the process of transformation for themselves?
5. What models have been created to reflect that process?

Effective professional development should facilitate transformational learning for teachers. For transformational learning to occur, a foundation of collaboration and trust between teachers and principals should exist, facilitated by effective protocols for engagement, such as peer observation cycles. These pieces should all be designed to facilitate personal transformation and change. How teachers report and experience transformation was important to understanding what type of professional development can be the most effective for teacher and school change. It was hoped that this study may reveal the strengths and limitations of the peer observation model for personal transformation and professional development.

Research Questions

The specific purpose of this study was to discover how the peer observation model works to transform by listening to *teacher story*. Clandinin and Connelly (1990) defined teacher story as, “the construction and reconstruction of personal and social stories; teachers are storytellers and characters in their own and other’s stories” (p. 2) The conceptual framework presents the construct that for teachers to be transformed, they should participate in self-reflection that challenges their previous paradigms and that then results in new actions. The definition of *transformation* in this study was how a person was changed from self-reflection in a way that the

resultant change then was the basis for a new thought, idea, or action (Mezirow, 1991). The attributes identified in this study as belonging to this experience of transformation were *trust*, *collaboration*, and *inquiry*. Trust was defined as a relationship which involve risk, reliability, vulnerability, and expectation (Hoy & Tschannen-Moran, 2003; Young, 1998). Collaboration was defined as individuals working together in an organized endeavor to a satisfying or appropriate group end (Royal, 2014). Critical inquiry was defined as examining the very systems and institutions behind a personal belief and asking why that belief was there and challenging the paradigm (Mezirow, 1991). Seeking these stories was an attempt to identify which attributes need to be present in for a teacher to self-identify as being transformed by the experience. Through a detailed rating scale rubric designed for this study with the transformational elements in mind, the stories will be measured against the rubric to determine what attributes if not all are needed for a teacher to be ultimately transformed through the peer observation experience.

The attributes identified as belonging to a qualifying experience of transformation in this study are trust, collaboration, and critical inquiry. Figure 2 illustrates how the attributes of transformation all funnel together to result in an outcome of transformation.

For this study, the main question was:

1. What was the teacher's experience of peer observation?

In addition to this question, the study also addresses and explores components of collaboration, trust, critical inquiry of self and others, and what elements of this need to be present for personal transformation to be applied in a professional setting. These will be addressed as follows.

2. How was trust experienced by teachers participating in peer observation professional development at the research site?
3. How was collaboration experienced by teachers participating in peer observation professional development at the research site?
4. How was critical inquiry of self and others experienced in the peer observation process to improve communication, feedback, and to challenge paradigms?
5. How, and to what degree, were teachers changed as a result of participating in peer observation professional development at the research site?

It was hoped that this study would reveal how peer observation as a model of professional development influences personal transformation for teachers because of how it sets up conditions of trust, collaboration, and self-reflection. Bandura's (1977) social learning construct supported the idea that people make meaning of their lives by connecting and ordering ideas. In telling their stories about peer observation in this study, teachers had the opportunity to reflect on the elements of peer observation and create their own meaning from the experience.

Rationale, Relevance, and Significance of the Study

Teachers are asked to participate in various forms of professional development within their school's current models of professional development, including peer observation. Evaluating the conditions for transformation and the reported experience of transformation by teachers engaged in peer observation could lead to finding a model that can be used to spark effective transformational experiences for teachers. Once the conditions for transformation have been met, the model can be used as a change model in schools and collaborative teacher communities. Peer observation would be a viable mode of personal and professional

transformation if the reported experiences of the teachers define attributes that lead to transformation.

In addition, principals are the ones who are enlisted to support and execute the professional development in most schools. Even when a school district brings in outside resources, the principal was the one taxed with figuring out how to fit it in with all the other activities that are required from teachers. Indeed, the principal should be the role model for learning in the school and be a lead learner as that role model for learning (Fullan, 2011).

Leadership is vital to professional development and the principal should be someone who has a powerful influence on teacher's learning (Fullan, 2011). Unfortunately, due to the history of isolation of teachers in classrooms and the sometimes-strained relationships between principals and teachers, often due to non-instructional issues, the position of principal as the lead learner and potential facilitator of professional growth has been underutilized in schools. As the different professional development models are examined in chapter 2 of this treatise, the various ways adults learn and can be transformed will also be critiqued and explained, viewing the principal as playing a central role in this process, which was vital to the further application of the professional development construct guiding this study. Principals should understand how their teachers learn and how they play a central role in supporting their growth and transformation.

Nature of Study

To examine both the attributes of transformation and the reported experiences of transformed teachers through peer observation, this study utilized a qualitative approach by using the narrative inquiry method (Patton, 2002). Teachers who have participated in peer observation answered a short survey about their experience and opinions regarding the peer observation. From that survey, teachers were interviewed to obtain more background and explanation of their

survey answers. At the end of these interviews, teachers were asked to score themselves on the assessment of transformation scoring template (Figure 2). These interviews were also coded for the attributes of transformation. Out of the six interviewed, four teachers were selected who reported that they experienced transformation through peer observation and who consented to a narrative interview. Through this narrative interview, they were led through an interview process that asked them to tell their stories about the transformational experience. Through further deep and extensive interviews that probe for depth and follow-up on previous statement, the teachers were asked to identify the emotional, psychological, or emotional experience that coincided with personal transformation. This used a similar process as the restorying narrative analysis adapted from Ollerenshaw and Crewswell (2002). A narrative inquiry study was the most relevant method to give these four teachers an extended opportunity to tell their personal stories of transformation through peer observation. This mode of research should have empowered teachers to describe their personal experiences and defined those attributes of peer observation which may have led to their personal transformation. Through the narrative story told, each teacher reflected on the peer observation process and identified the conditions that were met that described the experience as transformational. Once collected, the narratives were coded, analyzed, and sorted for connecting attributes that defined specific stories of transformation using an adapted three-dimensional space narrative structure approach adapted from Ollerenshaw and Creswell (2002) and Clandinin and Connelly (2000). The requisite conditions for transformation were developed from the data to learn if through connecting these experiences to self and practice, the attributes of transformation can be universally identified and applied in other circumstances. How teachers report and experience transformation was

important for understanding how peer observation could be used as an effective pathway for teacher and school change.

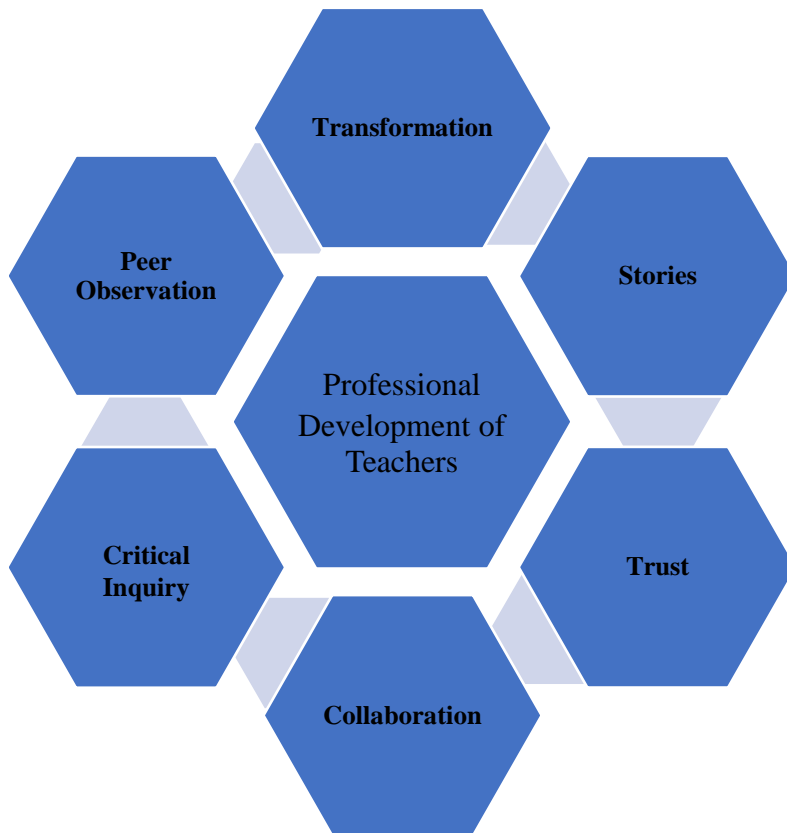


Figure 1. Illustrated Connections of the Attributes with the Conceptual Framework.

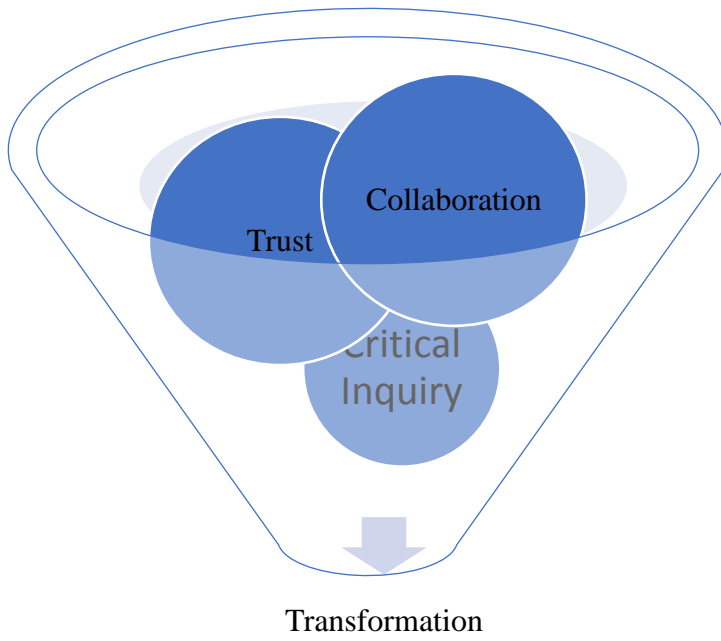


Figure 2

Attributes of Transformation: Trust, Collaboration, and Critical Inquiry Interact to Cause Transformation.

Chapter 2: Literature Review

Introduction

Since the specific purpose of this doctoral study was to discover how a peer observation model works to transform individuals by listening to *teacher story*, a thorough review of the research and methodological literature will be approached first by giving a brief history of staff development and reviewing the theories of teacher professional development, transformational learning theory, collaboration among teachers, and collegial trust. Clandinin and Connelly (1990) define teacher story as, “the construction and reconstruction of personal and social stories; teachers are storytellers and characters in their own and other’s stories” (p. 2) An introduction to using personal narratives as research tools also will be given, in addition to providing a section about leadership as an important element of professional development. Second, this review will examine the methodologies that have been utilized in the creation of professional development activities, including an analysis of different models that have been used in the building of learning communities for and collaboration among teachers.

The four professional development models that will be described in this literature review are the major ones that are used for professional development in education today. Key literature about professional learning communities, including research by Guskey (2000), DuFour (2004), Senge (2004), and Fullan (2007), who endorsed PLC models of professional development (viz. also Marzano, 2003) will be evaluated. After PLCs, the Japanese model of “lesson study” will be examined using the research of Lewis, Perry, Friedkin, and Roth (2002) in addition to Pang and Ling (2012) and Saito (2012). Japan has originated the model of “lesson study” to enhance professional development (Lewis, Perry, Friedkin, & Roth, 2012). Critical Friends Groups are developed protocols used across the country as models to follow around meeting and working

together as teachers (Cox, 2010). A section examining the theory behind and practice of CFGs will look at their protocols and effectiveness (Nay, 2002). As a model of professional development, mentoring teachers by teachers has been offered as an effective, collaborative, and trusting way to increase the professional development of teachers (Huling, Resta, & Yeargain, 2001) and will be examined for effectiveness of practice. Finally, peer observation has been used as a way of supporting, encouraging, and changing professional practice (Beck, 2015) and will be examined as the model believed to be the most effective model of improving practice (Hamilton, 2013; & Pressick-Kilborn & Riegler, 2008). These professional development models are built from the theories that will be explained in this literature review. Each of the professional development models has important elements with broad application across schools and districts. The peer observation model that was a main part of the conceptual framework for this study will be explored for broader application in the field. As each of the four models was evaluated for efficacy, broader application, and viability, notes will be made of ways their elements align with what theorists believe are essential for aspects of modern professional development. Each model will be discussed separately in its own section, with benefits and limitations outlined. In addition, each model will be evaluated as to what benefits, if any, are available for school principals from each given model. Finally, the literature review will conclude with a summary of the models and an introduction to the research question and project centered on the peer observation model.

Coverage

Traditional staff/professional development. As previously explored in Chapter 1, the professional development of teachers was inconsistently applied in schools until well into the late 1900s. Schools were founded upon the premise that students need to learn basic literacy and

citizenship and the learning was prescribed by a common curriculum and theory around what students should be learning (Spring, 2008). Traditional professional development used a model of teachers receiving instruction from an outside entity or learned curriculum or units of study to be applied in the classroom without much consideration of what the teachers themselves thought or felt about the professional development. Much of what was considered professional development before 2000 was the old traditional model of “sit and get” (Vaill, 1996). “Sit and get” models were similar to the institutional model of learning described by Vaill (1996). Teachers were often taught models or given curriculum and then expected to apply it in their classrooms. The knowledge was to be given to teachers and then transferred to students. This model had teachers as the receptors of the professional development, not as initiators or even teachers.

As previously explained in Chapter 1, traditional models of professional development were utilized from the 1930s to the late 1990s in the U.S., when recently, however, more collaborative designs emerged. As the standards movement grew and many schools were failing America’s students, the movement towards a different type of professional development grew. When NCLB arrived on the political and educational landscape in 2001, research-based professional development became more of a focus because of the national school reform effort (Borko, 2004). Teachers were given all sorts of new curricula and formulaic ways of teaching and in 2010, common standards were adopted across the United States to address the disparity of what was taught (Common Core State Adoptions Map, n.d.). Teachers were sent to various conferences and taught different models of teaching that focused on improving student success, closing achievement gaps, and raising scores for Adequate Yearly Progress (AYP) to be met, with the original goal that all children would be proficient in reading and math by 2014 (The No

Child Left Behind Act of 2001). As previously explained in Chapter 1, traditional models of professional development were utilized from the 1930s to the late 1990s in the U.S., when newer, more collaborative designs emerged.

Much of what was considered traditional professional development was what was happening prior to the implementation of NCLB. While *A Nation at Risk* (1983) criticized schools and NCLB ushered in new reforms, it was not until the last 20 years that professional development shifted from student focused to more focus on what teachers were learning and doing. This was what led to a new shift in professional development and theories of professional development fostered new models of learning for teachers.

21st Century professional development. Although the allocation of teachers' annual pre-service and in-service days can be appropriate for certain skill development and curriculum additions, what matters for professional development has been expanded in practice for collaborative learning for teachers by Guskey (2000), Fullan (2007), and Senge, (2012). The traditional professional development activities were not enough to truly facilitate teachers in their learning and in the 21st Century, a new type of professional development was defined and continues to be developed.

Professional development should be a collaborative way of developing teachers into being better teachers through a process of activities that they engage and participate in. Guskey (2000) defined professional development as "those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of the students" (p. 16). This idea, combined with the ideas of Fullan about what constitutes professional learning (2007), Guskey, and the PLC model developed by DuFour (2004) led to an overall shift in professional development activities in the last 20 years that takes

into consideration the improvement of teachers to increase student achievement. Guskey (2000) asserted that to change schools, the high-quality professional development that teachers undertake should be a process that was intentional, ongoing, and systemic. Thus, teachers should engage in professional development that was sustainable and that aims to change practice through changing or refreshing professional skills.

The emphasis in professional development of teachers shifted from outside agencies bringing professional development into schools or sending teachers out to conferences or classes, to teachers becoming responsible for job-embedded professional development and their own learning. Although many districts still depended on outside agencies to provide professional development, theorists such as Fullan (2007) called for a change in what was traditional professional development: “Professional development as a term and as a strategy has run its course. The future of improvement, indeed of the profession itself, depends on a radical shift in how we conceive learning and the conditions under which teachers and students work” (para. 1). Fullan argued that the idea that teachers can be developed from the outside was flawed as a theory of action. All teachers need to be learning within their classroom and within their learning communities, every day. He called for an abandonment of traditional professional development and to embrace genuine professional learning: a recognition that what was needed in the field of professional development was a dedication to investment in teachers (Fullan, 2007). If teachers are professional capital and invested in as those who can contribute the most to the field of teaching, then students and schools will benefit (Fullan & Hargreaves, 2013). If teachers see that investment in them by the district as professional learners, then there will be a return on that investment by their output of work and level of collegiality.

To support student success, schools should have the conditions that motivate, encourage and support teachers' success. Fullan and Hargreaves (2013) argued that there was not one tried-and-true method of professional development, but for principals, "proactive action is necessary. A combination of push, pull, and nudge will move systems forward" (p. 39). What was needed, then, was an understanding that teachers are all at different stages in their personal professional development: Some teachers need daily support of a one-on-one mentor; other, more experienced teachers, may need the opportunity to contribute to professional development or open their classrooms for peer observation. Fullan (2013) believed that there was not one method of professional development that works across the board but that a dedication to respecting teachers as professionals with much to contribute to the teaching profession was important. If teachers are given support and autonomy to create professional development that works for them within their overall district mission and vision, then teachers will start to contribute to the quality professional development in their schools and will contribute to the overall system. Teachers should be the agents of change within school systems, in partnership with principals, and by believing that they are capable of leading and enacting this change (cf. Bandura, 1997; Mezirow, 1991), increased successes should follow these beliefs.

Teachers working together systematically can create learning communities to lead school reform. Senge (2012) also wrote about school reform and what it takes to have an effective learning community. Senge believed that to reform schools they should have, "Systems thinking, education for sustainability, learner-centered pedagogy, authentic youth engagement . . . youth leadership, and building schools as learning communities" (p. 46). Senge's emphasis on systems thinking has ramifications for teachers: Systems thinking described the process of looking at the design of the system and making choices about which way to navigate through it

using deep and critical thinking. Such an examination of the system can be done by any member of the system, including the teachers, who can step outside of their classrooms to look at classroom and school structures with the aim of changing those structures and navigating through them. This work can then connect back with students: If teachers are enabled to solve problems with their own pedagogy, they can facilitate their students' learning of crucial problem-solving skills and acquiring deep levels of cognitive thinking. Senge believed that by starting with these teachers who created a community of learners together that, then, these teachers could apply this to their teaching and their students. Senge proposed that by building professional learning communities (PLCs) together teachers could positively change school culture. Thus, Senge's philosophy was that schools can change by teachers working and thinking together systematically.

Effective teachers' learning communities can adapt professional development into a process that can shift teachers into the leading learners in a school and change the system of learning for all stakeholders. If the learning was embedded into practice for a teacher, the culture of learning shifts. Teachers should understand their organization and see their role in it as a vehicle for change (Senge & Kaufman, 1993). Just as it was hoped in this doctoral study, peer observation cycles can be used as vehicles for system change. What Senge (1990, 2006) envisioned was that for schools to change, they should adopt five disciplines of learning. These five disciplines centered around teachers having personal discipline, critiquing mental modes or deeply ingrained assumptions of paradigms, having a shared vision, team learning that was supported by communication, and a concentration on systems thinking. If a community of teachers embraces these disciplines, their schools can be changed from within by those who are part of the organization. Senge cautioned that teachers should be focused on team learning rather

than fixating on what happened in the past and that teachers should be committed to personal reflection and community building through an examination of themselves and their structures. By creating these types of places for learning, the teachers in a school can create safe places because teachers build trust with one another. Kofman and Senge (1993) asserted that “nothing happens without personal transformation. And the only safe space to allow for this transformation was a learning community” (p. 2). To have these learning communities, teachers should be able to look at what paradigms they previously held (cf. Mezirow, 1991) about their own teaching and student learning to press forward into a new way of thinking. Schools can be changed authentically, but only if teachers can transform themselves by challenging the traditional systems of professional development and their ideas about their teaching and learning.

Philosophical Shift in Staff Learning

Much of the philosophical shift from top down delivery to a teacher-directed professional development model centers on the view of adult learning and the process adults go through as they experience alterations and growth in their learning. Two theories to be examined next are Bandura’s (1977) social learning theory and Mezirow’s (1991) theory of transformational adult learning. These theorists studied how and why people learn and what processes they believed people went through to learn. Mezirow believed people learn through challenges to their set paradigms and a shift of thinking due to that challenge, resulting in new actions. Bandura believed that people learn through interaction and reaction to others and a dependence on others to help change thinking. These learning theories are rooted in the construct that adults as learners can shift and grow in their learning under certain conditions and through that process can be transformed from their own learning.

Bandura's (1977) theory explained how children learn through the models that they observe around them. Children learn through either reinforcement or punishment; they then "code" this behavior into their patterns of behavior and it becomes a fixed behavior for them (Bandura, 1977). A fixed behavior was one that will repeat for that child as they grow into an adult. Bandura believed that a behavior becomes a memory and then that memory repeats and therefore, the behavior repeats. Children view the adults in their lives as the models for their fixed behavior. Children will identify with several different models in their childhood and their learning becomes both observational and from direct instruction in these models. Because children usually spend time with teachers as well as their parents, their teachers also become models for behavior. Children are either taught by what they observe or instructed how to behave through the instruction from their parents or other model adults.

Bandura (1977) developed *social learning theory* based on the idea that people learn and change by observing or having direct instruction from others. Bandura studied how children learned and then applied that to a theory of how people can learn and change through observations and modeling of others. As adults, Bandura's (1977) social learning theory can be applied through the modeling that adults observe and interact with daily, such as teachers who work together on a grade level team. A team interacts and observes each other on a day-to-day basis and can start to model for each other because of their time together. Adults, too, will respond to what Bandura called symbolic conditioning and have emotional responses to words, phrases, and pictures. The reason why fashion models and athletes are often used to sell products was a direct result of what Bandura (1971) termed "modeling influences" (p. 19). Although Bandura pointed out that some people might be more aptly influenced by modeling and stimulus responses, he explained that much of social behavior was regulated as a response to

others. Bandura explained, “Social Behavior is extensively regulated by verbal cues. We influence people’s actions in innumerable situations by suggestions, requests, demands, and written directives” (p. 20). Bandura’s social learning theory explained the continuous interaction people have between cognitive, behavioral and environmental influences. Bandura argued that changes can be made in adults’ behavior through a strong self-monitoring reinforcement system. Bandura wrote that, “After a self-monitoring reinforcement system has been developed, a given action typically produces two sets of consequences—a self-evaluative reaction and an external outcome” (p. 28). Thus, to have learned to change as an adult, adults should have a self-evaluative, critical level, and an ability to model based on the actions and thoughts of others. Essentially, adults can learn new behaviors better if the conditions for social learning are in place.

Mezirow (1991) looked first-at children’s learning-to understand how adults learn. He studied adult learning within women’s re-entry college programs and interviewed these women to find out how they changed and why throughout the program (1978). He asserted that children learn how to understand the world through their own social meaning perspectives. This means that the world children live in imprints personal meaning that they ascribe to the world around them. Their parents, environment, culture, and other environmental factors give them ways of understanding the world that Mezirow called meaning schemes. These meaning schemes go with them as they grow and as they enter adulthood; this was how their world was ordered. Because of the ever-changing nature of the world, children will most likely need to understand their meaning schemes as they encounter others. Mezirow explained that, “meaning perspectives are rule systems of habitual expectation, and meaning schemes are specific habits of expectation “(p. 4). For Mezirow, this meant that children make rules according to their expectations and

then apply those rules to future thoughts and actions. In Mezirow's theory, the meaning derived from childhood experiences form the basis for adults' actions and how adults make sense of the world. Concrete adult thoughts, actions, and behaviors are developed from childhood. This means that these are the experiences that children use to make sense of their world and imprint patterns of behavior and expectations. Therefore, adults will have a set of paradigms that they developed as young children to use to order and act in their adult world.

To understand how these paradigms impact adult learning and how they can be challenged and changed, Mezirow (1991) created his theory of transformational learning.

Mezirow wrote that transformative learning:

Refers to the process by which we transform our taken-for-granted frames of reference to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action. (p. 8)

Mezirow outlined ten steps to transformation that should be followed for a new perspective to be integrated into action: The first of the ten steps was the disorienting dilemma, which means that something should happen that caused a person to feel a sense of misunderstanding. Second, usually feelings of guilt and shame exist, which should be examined by the person with those feelings. Third, a person needs to look critically at previously held assumptions of the world. Fourth, the person should recognize that she was not alone in her feelings and that others have undergone similar changes. Fifth, a person needs to explore what a shift of thinking and action might look like. Sixth, a person needs to plan a new course of action. Seventh, the new knowledge should now be in place and a plan formed for new action with the action started. Eighth, a new self-image will be experimented with as the person embraces a new role. Ninth, as

the person tries out their new self, she should start to build confidence in her roles and relationships. Tenth, the new perspective and action was integrated into one's life. These steps, according to Mezirow, were necessary for ultimate personal transformation to take place. Without the steps ending in a change of action, transformation could be on the way, but not complete.

Transformation. This section will explain the stages of transformation in greater detail. The first step of transformation was when an event or problem upsets a person's beliefs. This upset was what Mezirow (1991) called "a disorientating dilemma" (p. 168). Such a dilemma can be a traumatic occurrence or it can merely be an unconscious rub up against one's set meaning perspectives. This dilemma should be significant enough to cause a self-examination which results in a review and analysis of the assumptions. As people undergo the 10-step transformational process, they might ask why they believe what they do and really look at their assumptions and where they originated.

Mezirow (1991) also highlighted an important process of reflective thinking during the transformational process that can help people to question their assumptions. He wrote that, "reflection is the central dynamic in intentional learning, problem solving and validity testing through rational discourse" (p. 99). Through this process of reflection, learners can question their former assumptions, weigh and measure them, and look to the world around them to test the validity of the personal assumptions. Because adults have created these assumptions from their childhood belief in how the world was ordered, these assumptions should be examined if a person ever can undertake new learning and have personal change. After they have experienced this disorientation in their system and started to reflect on their assumptions, then Mezirow shared that they will start the process of "exploration of options for new roles, relationships, and

actions [and] planning of a course of action” (p. 168). This was when in the ten stages of transformation a person will go through the process of gaining new knowledge and skills.

During these middle stages of transformation, a person will be going in and out of the stages and continually reflecting on assumptions and practices. This means that a person may move in and out reflection and have times of moving forward and backwards during the process. For example, a teacher may be examining a previously held belief about a student but have a hard time moving past the previous belief to a new belief. This stage can be difficult for people as they are examining their assumptions in a way that shakes the previously held paradigm. During the stages of transformation, especially when a learner was acquiring new knowledge and skills and trying on new roles, Mezirow emphasizes how important supportive relationships and an environment are to this process. Peer observation could organically support this process as teachers can be examining their assumptions in a supportive and trusting environment and trying out new skills with a community of support.

As these stages of transformation apply to teachers and the type of experiences needed to facilitate their learning, the idea of teachers having supportive learning communities was even of more importance. It can be hard for someone to shift a belief that they have had since they were a child. Even confronting a previously held belief can be difficult for people. If teachers have the intent of confronting assumptions, a supportive and trusted community can really steer that confrontation in a way that supported the transformation of those teachers. As teachers attempt to build effective learning communities and challenge their previously held notions of professional development, they will need support from each other and from their principals as they undergo the transformational process. If teachers willingly enter in to the peer observation process they may be able to confront ideas about their practice and their students. For example,

a teacher who believed that they build a strong community may need to confront that their seating arrangement leaves certain students on the fringes. This process may be difficult for the teacher, but with other teachers in a supportive role, they may be able to change their practice and then change their classroom community to make it even stronger.

To proceed to the final two stages of transformation—self-confidence in the new role and the introduction of the new perspective into one’s life—one should have an environment that was conducive to transformation (Mezirow, 1991). Mezirow wrote that learning theory “should recognize the crucial role of supportive relationships and a supportive environment in . . . having a self—or selves—more capable of becoming critically reflective (p. 25). This aligns with what Senge (1990, 2006) believed about learning communities. Senge argued that through supportive relationships and environments that teachers can gain not only personal mastery, but also focus on group problem solving and system change. In this research, the teachers will have already experienced the peer observation process and hopefully be in a state where they have already transformed in thought or process and be able to identify that change.

As a person enters the final two stages of transformation she will have fully integrated her new way of thinking and action into her life. Mezirow (1991) related that “once our understanding is clarified and we have committed ourselves fully to taking the action it suggests, we do not regress to levels of less understanding” (p. 152). This was when the person will have a new or different action in their frame of reference that they may not have had previously. This might happen for a teacher as easily as changing the way they call on students. This was important because the learning that happened should cause a new action or for Mezirow, they cannot be considered transformed. The ultimate goal for transformation will have resulted in a change of action or a forming of new action. The transformative action should result in personal

change that was then evident in the ways people interact with the world: they should learn to be different. For transformation to take place, a person should change in idea and action. For Mezirow, transformational learning, including perspective transformation through reflective analysis and ways of being, was the only way someone can change.

Principals. When principals plan their teacher teams, a consideration of social learning theory can guide the careful placement of teachers within grade levels and content areas. Principals would be wise to create a heterogeneous group of teachers who can grow and learn from each other's strengths. If social behavior can change due to a response from one another, then having a strong teacher on a team who is critically reflective and engenders trust from colleagues, can lead to the type of learning and growth that principals should foster within their schools. Teachers should know that they can influence the learning of others and they should be unafraid to venture outside of their classrooms and into learning communities. Principals can set up the conditions for success in learning when they utilize strong teacher teams to lead the learning. Principals can facilitate teachers in working together by giving them time to observe each other and time to debrief that observation. In addition, principals can assist in creating a school culture where trust and collaboration are fostered and positive critical feedback is encouraged.

Additional transformation theorists. Other theorists, such as Kasl and Elias (2000), Gilly (2011), and Lysaker and Furuness (2011) have developed the ideas of Mezirow's (1991) personal transformation theory and Bandura's (1977) social learning theory practically for learning in groups of teachers. Lysaker and Furuness explored how the role of teachers can move from a directive role to a relational and dialogical role in the classroom. As instructors of graduate education students, Lysaker and Furuness created a summer cohort for their students to

introduce them to educational theory and research, but also to create teacher leaders through an introduction to learning communities. They viewed transformation as a process by which people become reconnected to their true selves and to empower others. They extended Mezirow's ideas as they believed that personal transformation was not enough. They believed that transformation should be used as a way of changing and then empowering others for change. Lysaker and Furuness wrote; "Indeed transformation might be defined as a process of re-envisioning and reordering and reconstruction of various aspects of self and the conscious acknowledgement and valuing of that process" (p. 185). Through personal transformation, they believed that a teacher can then become the one who empowers others. They believed that the transformational process does not begin and end with a single person, but was the conduit by which true teaching can be both powerful and empowering. Lysaker and Furuness stated groups use relationships to challenge and share transformation with one another.

Self-reflection and group reflection. The self-reflection of the teacher was a component of group reflection; they are not mutually exclusive (Lysaker & Furuness, 2011). The self needs the group to transform. Lysaker and Furuness explained that reflection provides "a fluid space in which thoughts change and hence a fertile ground for transformation" (p. 191). They believed that this experience of changing thoughts becomes part of the experience with others and can provide more context for teachers to notice, question, and make sense of differences. Through their work in creating a teacher educator cohort as a space for personal sharing and deep reflection, Lysaker and Furuness saw that transformational theory could be extended to include relational transformation.

What Lysaker and Furuness (2011) observed in their teacher educator cohort study could be an application theory for what Senge (1990, 2006) envisioned as learning communities. What

they discovered was that people reflected off each other's learning and that learning became deeper and more sustained because of the relationships. As teachers learned together, learning can become deeper due to their relationships with one another and what they got from those relationships. Learning in groups was also an important expansion of Mezirow's (1991) theory of transformation.

Group dynamics and personal transformation. Group dynamics that can expand and direct one's learning can be impactful for one's own transformation. Gilly (2004) had attempted to write a joint dissertation with two others and throughout the process learned the importance of peer group learning has on personal transformation. Gilly described that process as having an impact on her personally and professionally. Gilly learned that having the relationship transformed her over time, though she failed to complete the program together. Gilly (2004) wrote, "We connected with each other over time, with our whole selves, with our heads, hearts, bodies, and souls" (p. 39). Gilly stated the experience did not focused so much on the work they were trying to do together, but it was the experience that she had by being part of a group that challenged her to transform. Her conclusion at the end of the process was that she needed others to facilitate her own learning and thinking. She believed in the power of group learning.

This belief in group learning as a transformational tool can also be seen in the research of Kasl and Elias (2000). They studied adult group learning and found that in groups, adults not only learn, but can learn more and transform more fully if circumstances are ideal. Kasl and Elias expanded Mezirow's idea of challenge to paradigms to include the group: they wrote, "Transformational learning is the expansion of consciousness in any human system, thus the collective as well as individual" (p. 233). Kasl and Elias (2000) labeled the experience "the center," noting how group transformation can occur "through changes in the structure of the

group's consciousness" (p. 234). As a group changed and filtered in and out of a structured system, the authors noted how transformational learning can happen in almost any context, as it does not need to be relegated to a university or academic setting. As groups gained more identity and autonomy, their learning became longer-lasting and even more transformational. Kasl and Elias pointed out that transformative group learning can occur which can elevate a group to another dimension of engagement with each other and with their own learning. This construct expands both Mezirow's (1991) and Bandura's (1977) ideas of transformation and social learning theory because Kasl and Elias found that the individual *and* the group exist both together as a symbiotic relationship that encourages personal transformation.

Learning as a way of being. Vaill (1996) also examined adult learning and how the current educational system has not facilitated much deep personal learning and transformational change. Vaill is a professor of human systems and director of the Ph.D. program at the School of Business at George Washington University. Vaill studied organizational systems and proposed that change was a constant in the world, and change needs to be navigated in a way that leads to learning by the navigator. The navigator according to Vaill was the learner. Vaill criticized traditional learning as traditionally being a simple transfer of information from an institution to a person. He believed that this mode of learning has not facilitated personal change because it does not ask individuals to think critically about their own learning. In Vaill's (1996) argument, he proposed that institutional learning was externally directed and has created learners who learn only because they are told to and not because they are driven by self-inquiry or love of learning. In his perspective, institutional learning was a lonely process and was about an individual finding the right answer for the instructor and then gaining the next step to find knowledge. The conventional model was very linear with learners progressing through

progressive steps of instruction or licensure: they move through degree-by-degree and at each step, are told whether they are smart enough to either pass or continue onto the next level. Vaill wrote, “Institutional learning is as much a system for indoctrination and control as it is a system for learning” (p. 40). Vaill believed that traditional learning has ruined teachers and leaders and made them fearful of reaching out of their classrooms. What he believed was that learning was a way of being and learners learn all the time and in all aspects of their life, including emotionally. Institutional learning does not embrace learners who are emotional learners or who embrace learning holistically. The traditional, institutionalized model of learning has fundamentally destroyed the joy of learning and has made it a mode of instruction that was cold and external.

In addition, Vaill (1996) proposed that different ways of learning can be embraced instead of traditional institutional learning. Vaill believed that to be a learner, one should always be learning. Vaill’s concept of a regenerative cycle of inquiry also embraces the learner as a continual learner. This concept explained that the learning will continue to take place if one was in the cycle of inquiry and was self-reflective, constantly revisiting data and approaches. This then led to the state of being a lifelong learner. The cycle of inquiry can be applied to both institutional learning and real-world setting. Vaill (1996) decried the lack of real world experience that institutional learning brings. He supported the cycle of inquiry as one way of being and that applying a successful mixed methods approach can and be utilized as professional development.

Vaill’s (1996) construct created seven principles of learning that should be established for learning to be a way of being. Vaill’s principles were *self-directed*, *creative*, *expressive*, *feeling*, *on-line*, *continual*, and *reflexive learning*. Vaill defined *self-directed* as when people have control over their own learning. *Creative learning* was what Vaill called exploration, which was

how a person feels free to explore what was happening within the learning situation, and then the experience becomes the learning itself. Vaill called *expressive learning*, doing things and learning while in the process. *Feeling learning*, as described by Vaill, was when a person accepts the feelings that he has while learning and that those feelings are part of the learning. *On-line learning*, according to Vaill, was learning that happens on the job or in the field, with a person learning by doing what they are supposed to be doing and learning from practical experience instead of in an artificial environment of a university setting (Vaill, 1996). *Continual learning* is, as Vaill explained, a way of embracing life as a continual learning process. Finally, for Vaill, *reflexive learning* was when a person reflects on personal learning before, during, and after the learning experience. Reflexive action was what makes a person someone who can embrace what Vaill called, “learning as a way of being” (p. 85). Each of these different principles challenges learners to oversee their own learning and thus, their own changes within this learning. Vaill aims at the core of personal change as he requires that a person engage in all seven principles to then be a learner who engages with one’s whole spirit within the learning.

People also should be spiritually engaged with themselves according to Vaill. For Vaill (1996), this was an essential element to being someone who embraces learning as a way of being. Vaill described spiritual engagement as the “willingness to enter into a process of dialogue about meaning, [both] within oneself and with others” (p. 180). The importance of being spiritually engaged was in a person’s willingness to engage in dialogue. If a teacher can openly talk to other teachers about what was happening in their classroom, they have engaged in dialogue. The spirituality component of Vaill’s work was the link that people find with one another and how that link can connect and facilitate learning and growth. What this means for teacher transformational learning was that when teachers can engage in the learning process

using highly personal learning modes like reflective learning, they can engage more fully with others in a deeper and more meaningful way. These engaging discussions between teachers can lead to stronger relationships and more meaningful pedagogical changes.

Vaill (1996) argued that institutional learning historically does not prepare people well to navigate change. By immersing themselves within a process of learning, and using, Vaill's principles, teachers can be better prepared for unpredictability of the modern world. Vaill (1996) defined learning as, "Learning as a way of being . . . to something that goes on all the time and that extends into all aspects of a person's life; it means all our levels of awareness and, indeed, should include our unconscious minds" (p. 43). Through awareness of Vaill's (1996) seven principles of learning as a way of being, the process of change was more evident. Ultimately, change becomes something that to face with skill and determination to learn and grow through, not something to fear. Schools change constantly and so do the students, the curriculum, the administration, and the teachers. Embracing change and using it as a catalyst for personal and systemic reflection can lead teachers to a more transformative mode of thinking. Being open to learning as a way of being can prepare teachers for learning through the peer observation process.

Self-reflection and critical reflection. Self-reflection is the key to personal change. To enact change in ways of thinking or believing, deep personal examination should be undertaken. Larrivee (2008) believed that for teachers to change a system in and out of their classrooms, they should examine themselves deeply. Larrivee developed a working tool to gauge teacher reflexive practice through researching what others had done in the field of reflexive practice and defined specifics to define reflexive practice. As Larrivee developed an assessment survey on reflexive practice to gauge how teachers are growing as reflective teachers, she found that four

levels of reflection were needed to arrive at the final stage of critical reflection. The four levels were “pre-reflection, surface reflection, pedagogical reflection, and critical reflection” (Larrivee, 2008, p. 342). Larrivee’s idea behind pre-reflection was when teachers react automatically to what was happening in their classroom and with their students, without considering any deeper meaning, are, according to Larrivee, in the pre-reflection stage. The next stage, surface reflection, was when teachers investigate technical concerns, but are not engage with the beliefs and assumptions that may be underneath those concerns (cf. spiritual engagement, Vaill, 1996). The next two levels for Larrivee, pedagogical reflection and critical reflection, are deeper levels of reflection. In pedagogical reflection, teachers should reflect on theories the theory behind what they did and then compare with what they did in their classrooms. the classroom. The final stage of reflection was critical reflection. This was where teachers reflect on personal and professional values or belief systems that are the basis

Larrivee’s final stage of reflection was critical reflection, when teachers reflect on personal and professional values or belief systems that are the basis for how they live and teach through the survey questions. The critical reflection stage was where, for Larrivee (2008), the idea was proposed that teachers should investigate their practice in the context of how it connects to society and to the idea of social justice. Larrivee asserted that to understand the impact of teaching in the classroom and on the students, teachers should explore their own beliefs and assumptions leading from childhood up into the moment that they are in the classroom. To have effect on their classrooms, teachers should know where they have come from in their own learning-and where they have formed their expectations. In Larrivee’s construct, teachers should move from surface reflection and pedagogical reflection to critical reflection. In this stage, teachers should “reflect on the moral and ethical implication and consequences of their

classroom practices on students” (Larrivee, 2008, p. 343), examining long-held beliefs. To understand fully the experience of learning in their classrooms, teachers should understand their own learning experiences and challenge them. In Larrivee’s study this was done through asking the teachers a set of reflective questions. With peer observation, this can be done by having the peers asked questions, give teachers time to reflect, and then return to the dialogue again.

This challenge for teachers comes in the form of reflective practice; Mezirow (1991) and Vaill (1996) also asserted that to change, one should attack the evident personal paradigms based on childhood values and beliefs. Much like in Mezirow’s theory of transformation, Larrivee wrote that teachers should question why they believe what they do and how their beliefs impact their teaching. To understand and teach students well, teachers should understand themselves and challenge those assumptions they might have of both their students and themselves. Such a personal examination can then lead to change in the classroom that could ultimately lead to change in the system. This personal examination can happen through the peer observation cycle.

Dewey’s influence: Moralistic view, social interactions, critical inquiry. Personal change can lead to institutional change (Dewey, 1915). Dewey (1897) addressed institutional change through a self-change perspective. Dewey (1897) described the change process for individuals as happening in ways that can provide empirical application from the experience of change for self which can then apply directly to society. As an example, if a teacher can change their practice through peer observation in their classroom it can impact their students, other teachers, and the school as whole. This school change can filter up through a school district and the practices of self-reflection and critical inquiry can go in all directions from the students to the superintendent. If students are also given teachers who model critical inquiry, they themselves

become critical thinkers and go out in the world with more skills to critically examine their society.

Dewey (1915) also argued for a moralistic view of personal change. He argued that people achieve moral progress if indeed the application of personal change directly results in the people in society living out the change. Dewey (1915) believed that children will develop paradigms directly related to their experience with impulses and others; what children experience will critically shape their responses, while parental responses to their children will directly shape the future adults that the children will become. Like Mezirow (1991), Dewey explained that the habits developed in childhood will translate into the set of habits applied in adulthood. He believed that even after the stimulus for a habit was gone, people will continue to rely on the paradigms developed in their childhood. Dewey (1897) wrote about the path to change as discovering the means required to change habits. This path requires a way of psychological and sociological inquiry into the habit before they can be changed. Dewey also explained the resistance to change as being a way that people hold onto their habits. People form attachments to their habits (cf. ways of being, Vaill, 1996) and when challenged, become alarmed (cf. social learning theory, Bandura, 1977). Dewey believed that only through critical inquiry an adult can challenge those habits of mind and become intelligent habits based on self and responsiveness (cf. critical reflection, Larrivee, 2008). Dewey believed that the social interaction with others can be a precursor to change (cf. Bandura, 1977). Sometimes the interaction with others that have different ways of thinking and doing can force the mind to confront the previous habit and try and solve the problem forced by the interaction. Dewey posited that action based on judgements from self-awareness then can become habits” (p. 4). Thus, critical. Critical inquiry

was the driving force behind personal change and the examination of self becomes the mode for self-transformation.

If people are to change, they should believe that the change was worth achieving through use of an inquiry process. For Dewey (1897), the means to the end are the object itself. He believed that people cannot decide about a result without considering the costs of achieving that result. He also believed that the value of the result relies entirely upon the cost of getting there. Dewey also believed, like Bandura (1977), that people's actions reflect from the reactions of others: "Moral insights come from the demands of others, not from any individual's insulated reflections . . . Intelligent revision of norms therefore requires practices of moral inquiry that stress mutual responsiveness to others' claims" (Dewey, 1897, p. 15). Similarly, Mezirow (1991) believed that change comes from internal transformation.

Change is a constant force in life (e.g., Fullan, 2007). The dynamics of personal change have been discussed by Dewey (1897), Bandura (1977), Mezirow (1991), Vaill (1996), and Larrivee (2008). Change comes from within and was impacted by others (Bandura, Dewey) and through critical self-reflection (Mezirow, Vaill, Larrivee). Mezirow believed that change can be transformational and helps to transform someone into different actions. For example, teachers learning that when they move their seating around, they can impact more students. When these new actions become an integral part of people's everyday lives, they are considered transformed. The impacts of these actions for teachers who are transformed can lead to change in classrooms and hopefully schools. Dewey believed that through personal change that organizations could be transformed. Dewey believed that through education, change could be achieved. Dewey ascribed to the notion that change was possible and can lead to transformation, and Mezirow believed the change necessary for transformation can only come from the individual through

self-inquiry and critical reflection. Through the peer observation cycle of trust, collegiality, and critical inquiry transformation can take place.

Change in teacher collaboration and trust. To understand the role played by theories in the application of professional development models, an understanding of teacher collaboration and trust is required. In the 21st Century, amid a call to reform, more emphasis has been placed on professional learning communities and teacher communities (Kofman & Senge, 1993). The shift from teachers who are isolated by their content and grade level to an emphasis on peer collaboration and professional learning communities has resulted in a new culture of trust and collaboration being propagated in schools. The next section will contain a brief history of the culture of isolation for teachers and explain the shift into the new definitions and examples of collaboration and learning communities.

Impact of isolation on collaboration and community on learning. Lortie (1975) spoke to the historical role of the teacher in the classroom. He explored their historical role as being isolated primarily within their classrooms and with their own pupils who they were completely in charge of educating and keeping in order. The history of teachers being mandated what to do and when to do it within a school system has resulted in what Lortie described as “the experience of teachers tends to be private rather than shared. The ‘sink or swim’ pattern is individual not collective; there is little to suggest that it induces a sense of solidarity with colleagues” (p. 160). Forty years on from Lortie’s assessment, this type of isolation has persisted in alienating teachers from one another. As Lortie wrote, “It seems likely that the functions performed by shared ordeal in academia—assisting occupational identity, encouraging collegial patterns of behavior, fostering generational trust, and enhancing self-esteem—are slighted in classroom teaching” (p. 161). This pattern has pattern had contributed to a lack of collaboration and trust among

teachers. Schools were set up in factory models with teachers relegated to closed-door classrooms and thus, architecturally, as well as emotionally, teachers were distant from each other. While this isolation was just seen as part of what it meant to be a teacher and have their own classroom, what it created was a sense of individuality that did not foster a collaborative culture. Without collaboration, teachers were left in a vacuum of unaligned pedagogy. If they wanted to collaborate with other teachers, it would only be on their own time, usually away from the school, and disconnected with what was happening at the local school level.

Historically, school community was not emphasized and teachers were isolated within their classrooms. Westheimer (1990) addressed the shift from isolation to shared community with the need for teachers to come out of their classrooms into what he called “the notion of community” (p. 757). The idea behind the community metaphor was that schools bring teachers together to reflect on their pedagogy and approach problems of practice together (Westheimer, 1990, p. 757). As part of the reforms in the 1990s and with NCLB in 2001, the aftermath moved to an emphasis on PLCs shifted the philosophy into more teacher collaboration with one another. The theory behind this shift was that teachers learn better by socially interacting and learning from one another. This transformation of teacher learning would then drastically impact the student learning in the classroom.

Collaborative and teacher-led models that promote learning. Senge (1994), DuFour (2004), and Fullan (2007) believed that students’ success and teacher development can be influenced by embracing the philosophy behind teacher-led professional development in the form of PLCs and use them as catalysts for change and improvement in instruction. If teachers can work together and challenge one another within these communities that students and schools will improve. Other models, such as lesson study (Lewis, Perry, Friedkin, & Roth, 2012), also

embrace the idea that teachers can lead professional development. The Critical Friends movement through the Coalition for Essential Schools (Nay, 2002) used teacher-led groups to promote change by having groups of teachers work together to critically challenge one another. Other models, such as peer mentoring (Showers & Joyce, 1996) also support giving teachers a chance to work with one another to support growth. These models will be reviewed because they can be utilized as improvement models for teachers.

Importance of trust in learning. Teachers should trust one another, too, as a foundation before implementing reforms. Traditionally, since teachers have been isolated in their classrooms and the educational system has been structured around adherence to local bureaucratic strictures, with little autonomy, trust has not always been a large part of teachers' experiences. Teachers felt isolated and this isolation could also result in a feeling of vulnerability to another's input (Westheimer 1990). Teachers cannot trust and learn adequately from one another if they do not have the ability to spend time with one another during their work day. Another reason that Westheimer asserted added to the lack of trust among teachers was "teacher's own fear of exposure. In many schools, the expert teacher was the one who was confidently independent and self-sufficient" (p. 770). Since performance evaluations traditionally have been top-down and done by only the principal, teachers generally have had neither the opportunity or the encouragement to observe each other or evaluate themselves. At times, teacher unions have also discouraged peer review due to the perception that teachers are evaluating one another or pitting one teacher against another (Johnson & Fiarman, 2012). Historically, teachers were not encouraged nor supported in working together (Lortie, 1975). These conditions have contributed to an erosion of trust and make a collaborative model of teaching and learning difficult to create within a school.

Teacher leadership. David Frost (2012) argued for teacher leadership as the way to change a system. Harkening back to Dewey's (1915) idea that reform in the classroom can lead to school reform, Frost believed that teacher leadership was a reform strategy: "The working assumption seems to be that professional development is a key strategy for the implementation of this or that policy or programe [*sic*] . . . it would be better to see professional development as being the engine of innovation" (p. 207). By putting teachers in charge of professional knowledge transfer, the process of change can happen more organically. This supported Mezirow's (1991) construct, who asserted change happens when there was a new set of ideas, actions, or beliefs. Giving teachers' responsibility for collaboration and the time to do so was more beneficial than assigning lead teacher positions or leadership roles. Frost outlined four conditions that need to be present to have effective support for teacher leaders: partnerships, tools to scaffold reflection, support through tools and access to literature, and guidance on evidence and data gathering. For Frost, teacher leaders are those who engage in their own professional learning and in a shared learning experience with other teachers. They lead the learning. If teachers are empowered to be leaders and supported by all facets of the organization, they will step up and be the drivers of their own and school change. Teachers' projects and discussions will be based on their own evaluations of where change needs to take place.

Though it may seem too idealistic to put teachers at the center of the changes needed in schools, the system was not typically set up to give teachers such opportunities to lead reforms. Frost (2012) saw the fundamental roadblocks from the existing bureaucracy as being the reason why this type of professional leadership will not work. Frost described, "a number of serious challenges that arise from the nature of the systems we are attempting to work with, shaped as they are by current policies and by more deeply rooted cultural factors" (p. 223). Frost argued

that teacher leadership could be the key to long-term system change, but an overhaul of the current system would have to take place, first.

Principal as facilitator of teachers' professional growth. Without strong leadership from principals, it will be difficult to support a viable teacher leadership model. Many teachers call for strong, supportive and visionary leadership that works to facilitate teacher leadership and collaboration (Lambersky, 2016). Teachers reported in Lambersky's study that they needed time to collaborate and support from administration in a non-judgmental and non-evaluative way. If teachers experience difficulties in taking on leadership positions with colleagues, it was the lack of a professional culture that adds to these difficulties (Westheimer, 2008). Principals and district personnel can create the conditions necessary for collaborative change, but they should commit processes, time, and budgets necessary to support these changes (Marzano, Waters, & McNulty, 2005). Adjusting time limitations, like teacher schedules, can be one way in which principals can support collaboration (Westheimer, 2008). Principals can help when physical space, time, and budgets are in the way.

Dennis Sparks (2013) also investigated the idea that strong leadership was essential for strong teacher collaboration. He wrote "The principal is like the hub of the wheel with teachers at the end of each spoke" (p. 28). The principal should be the instructional leader in the school; the one who was the example for collaboration and learning. The principal should also help to eliminate from the obstacles to teacher collaboration and facilitate an environment of trust. Sparks (2009) addressed the need for leadership development that allows new ideas and practices to flourish. Sparks took the idea of transformation and applied it to the entire system. Teamwork and leadership beginning at the principal level and driving teachers' learning was what Sparks believed should be applied for the system to change. It was vital that in facilitating

transformational work in teachers, school leaders should be committed to the change both in themselves and their staff members.

Michael Fullan has been one of the definitive voices in the field of change for leaders and organizations. He addressed the need for visionary leadership and supported the idea that having a strong leader was a vital component for change (Fullan, 2011). Fullan specifically addressed what he believed was important for a leader to embrace as a change agent: Like Mezirow (1991), Fullan believed that through personal examination, change was possible. His steps to change are based on the same premise of self-reflection as Mezirow's. First, leaders should examine their own practice and identify what was lacking. Second, leaders should turn to other practitioners and look at their practice to identify what might be lacking. These steps for the leader were similar to the steps that were supported in collaborative teacher leadership (Fullan, 2011). Third, leaders should also be learners within their systems and be the leaders of self-reflective practices. Fourth, they should play the role of the lead learner and be an example and facilitator of the growth they want to see in the organization. Fullan wrote: "The most successful leaders seem to be able to combine authority and democracy seamlessly" (p. 39). It was not enough to expect teachers to form together and implement professional development models; teachers should have the support of administration to even try a collaborative model of professional development.

Relationships between many teachers and principals have been fraught with conflict; such relationships should facilitate professional growth, not hinder it. Evaluations have been used as a measurement of teacher growth, but has often failed as a system for helping teachers to become more effective (Barth, 1981). Barth noted that giving teachers the opportunity to foster, grow, and listen to their own ideas has been the most powerful mode of supporting actual teacher

development. When teachers and principals collaborate about ideas to support the growth of teachers, the institutional norms of isolation and privacy start to peel away and potential for personal transformation is highest. Principals control many aspects of a teacher's life that can roadblock the professional development work that they could be doing, it is important that principals understand the costs and benefits of each model so that as leaders they can facilitate the model that works best for their school and teachers. In addition, principals should have a working knowledge of how adults learn and value the learning of their teachers as much as they value the learning of their students. It is a worthy goal for principals to become known as leaders in staff development and growth.

Models for Professional Development

As professional development moved in scope from the traditional models of developing teachers to having teachers and schools create their own development, several viable models have established to deliver what was termed as effective professional development. Effective professional development was when teachers' knowledge was increased and that increased knowledge leads to a change in their classroom (Guskey, 2003). This next section will review several models. Key literature about professional learning communities, including research by Guskey (2000), DuFour (2004), Senge (2004), and Fullan (2007), who endorsed PLC models of professional development (viz. Marzano, 2003) will be evaluated. After PLCs, the Japanese model of "lesson study" will be examined using the research of Lewis, Perry, Friedkin, and Roth (2002) in addition to Pang and Ling (2012) and Saito (2012). Japan has originated the model of "lesson study" to enhance professional development (Lewis, Perry, Friedkin, & Roth, 2012). Critical Friends Groups are developed protocols used across the country as models to follow around meeting and working together as teachers (Cox, 2010). A section examining the theory

behind and practice of CFGs will look at their protocols and effectiveness (Nay, 2002). As a model of professional development, mentoring teachers by teachers has been offered as an effective, collaborative, and trusting way to increase the professional development of teachers (Huling, Resta, & Yeargain, 2001) and will be examined for effectiveness of practice. Finally, peer observation has been used as a way of supporting, encouraging, and changing professional practice (Beck, 2015) and will be examined as the model believed to be the most effective model of improving practice (Hamilton, 2013; & Pressick-Kilborn & Riele, 2008). Each of these models aims to build collaboration, trust, and aims to transform teacher learning and growth and will be discussed further in this section.

Thomas Guskey (2003) analyzed effective professional development and concluded, “To gain authentic evidence and make serious improvements, we need to push beyond this starting point and move toward professional development’s ultimate goal: Improvements in student learning outcomes” (p. 3). Guskey (2012), pointed out several rules to follow when creating effective professional development. He explains that teachers should always begin with outcomes in mind, remember to trust different and multiple sources of evidence, how that evidence was gathered was important, and that they should plan for comparisons while always staying focused on outcomes. Guskey (2003) argued that there was not a specific model of professional development that was shown to be more effective than others. In many cases it was a, “yes, but . . . approach” (Guskey, 2003, p. 3). Which means for him that many of the models may work, but then need to match up specifically with the school, teachers, and the district. He did not believe a single model could be universally applied. Yet, Guskey (2012) noted that focusing on key points when developing the professional development model for a specific school. Guskey asserted, “Just as we urge teachers to become more purposeful in planning

instructional activities, we need to become more purposeful in planning professional learning” (p. 43). His conceptualization aligns with the notion of providing the best structure possible for professional development was one that is: conceived, developed, implemented, and evaluated by the teachers and principals with their school in mind. Guskey’s (2012) model called for teacher-centered professional development hastens in the idea of teacher-led communities that focus on what was needed at the school level.

PLC model of professional development. Professional learning communities (PLCs) are an answer to Guskey’s call. The DuFour model of PLC (2004) created a model for professional development that speaks to the 21st century collaboration needs. The DuFour model gives teachers ownership over the process of teaching and looking at student learning and their own practice. DuFour described the purpose of his PLC model, “To create a professional learning community, focus on learning rather than teaching, work collaboratively, and hold yourself accountable for results” (p. 6). His model focused on three “Big Ideas” to ensure that this model does not just become another reform initiative that goes away. The “Big Ideas” of the DuFour model are making sure that students learn, having a culture of collaboration for teachers, and having teachers focus on the results through hard work and commitment.

The first idea was that schools should become focused on making sure that students learn. Teachers should move from an emphasis on their teaching to an emphasis on what students are learning. As the teachers engage in their learning communities, they practice asking real questions about student learning. They should emphasize what they want students to learn, how they are going to measure that learning, and what they should do when they discover that students have not learned what they have taught. Du Four believed that through examining teacher practice when students have not shown growth, that this was where learning communities

differ from traditional schools. This results in teachers being able to identify quickly which students are struggling and being able to create a strategy that was a timely response to the struggle and be an intervention rather than a remediation (DuFour, 2004).

Du Four's (2004) second big idea of PLCs concerns a culture of collaboration necessary for an effective PLC. DuFour was quick to point out that collaboration was more than just planning and building school spirit. Defining true collaboration, he wrote, "The powerful collaboration that characterizes professional learning communities was a systematic process in which teachers work together to analyze and improve their classroom practice" (p. 9). The important aspect of this type of collaboration was that teachers create common formative assessments together, determine how they are going to teach the skill and assess the skill, and then come back together to look at how students performed and analyze their practice. This happens as a team and their conversations focus on student improvement. As DuFour described, "Collaborative conversations call on team members to make public what has traditionally been private--goals, strategies, materials, pacing, questions, concerns, and results" (p. 10). To have this collaborative culture, schools should create time during the school day and throughout the year for teams to meet. In addition, schools should have a culture that values collaboration and where teachers working together was a school-wide norm.

Third, there should be a school-wide focus on results. Every teacher in the school was part of the collaborative community. Teachers use student data, but in the DuFour PLC model, the data was from the teacher, by the teacher, and for that teacher's group of students. This means that the assessments are student specific and from teacher's assessments and collection of student work. The data can come from a wide variety of sources, but this model has an emphasis on common formative assessment. DuFour described an effective working model as one where

teachers work collaborative for 90 minutes daily to clarify outcomes by grade, align those with state standards, and develop instructional calendars to administer assessments to students.

The teachers should be able to look at the data through a lens of instructional improvement and focus their discoveries on what and how the students have been taught in the classroom by that teacher. Once the teachers examine the data, they then determine their next action step and go through the process again.

Finally, implementing the model of school-wide PLCs was hard work (DuFour, 2004). It takes effort on the part of the teachers and the principals to schedule the time for the PLCs and create the spaces for teachers to collaborate. It requires that teachers continually meet to examine the data, even when busy, stressed, or tired. The teachers should be committed to the idea that they are the determiners of student success. Whether a PLC model will work was completely teacher dependent. DuFour wrote, “The rise or fall of the professional learning community depends not on the merits of the concept itself but on the most important element in the improvement of any school--the commitment and persistence of the educators within it” (p. 11). The DuFour model was intended for teachers to gather in learning communities and be engaged in the single practice of looking at student learning.

If PLCs are utilized in such a way that gives teachers time to collaborate and encourages them to work together, it can be possible to impact school change (Wood, 2007). Wood suggested that by embracing the PLC model of professional development, schools can approach change the way Dewey would suggest it happens. Wood compared PLCs back to the Deweyan model of a laboratory school where teachers collaborate and examine their practice in a critical way. The process then would result in teacher change which as Dewey suggested would then impact the larger social order.

Wood (2007) studied a group of teachers in Atlanta who utilized a model of PLC, despite system change and reorganization. Wood's idea was teachers would utilize each other for knowledge and critical inquiry and therefor undergo positive self-transformation. Using a series of protocols developed for the PLCs under contract with the National School Reform Faculty, the groups were organized with monthly meetings together in their Lucent Learning Communities (LLCs).

The reflections of the teachers involved in the LLCs were noted by Wood (2007) who described the process of the different groups. In one community, the LLCs were organized with the principal as coach and the teachers were seldom called upon to utilize their professional judgment--thus little opportunity was given for critical reflection. In another LLC, teachers were given much more freedom to talk to one another with the directive given that they had to uphold tightly to the protocols. Wood found that, "Teachers in the second vignette built knowledge as they questioned their practices" (p. 289). Because they could investigate and question, teachers had the opportunity to reflect on their own learning through adhering to the protocols. In this situation that Wood explored, the positives of PLCs were evident when the teachers were leading the inquiry and working with one another. Indeed, in the other situation that was directly led by a coach, the teachers were not identified as being able to collaborate and utilize professional inquiry above that of answering protocol questions. Thus, the strength of the PLCs lies in giving the teachers the authority and autonomy to develop them into their own learning communities; communities that meet their needs as teachers within given parameters.

One of the criticisms of the PLC model for professional development was that it tends to focus on a protocol for teacher engagement. It does not look at what conditions determine if teachers' learning took place. In Van Lare and Brazer's (2013) analysis of a PLC effectiveness

for professional learning they agreed that teacher engagement was higher within teams that had administrative support. Van Lare and Brazer questioned whether team effectiveness and teacher-reported satisfaction equated teacher learning and growth. They countered with the idea that unless the conditions for learning were taking place, then learning may be temporary and lack sustainability to transform a classroom or a school. They wanted to know what counted as learning and how did they know when it happened? Van Lare and Brazer challenged the current structures for PLC learning. They wrote,

Thus, a danger becomes reducing teacher collaborative learning to a specific design with rules regarding the use of time, language, and protocols (DuFour, DuFour, Eaker, & Many, 2010). Understanding what teachers do to facilitate their own learning and exercise teacher leadership in an effort to improve student performance is thus constricted because of a limited examination of how teachers learn, how their learning might be connected to change, and the influence of organizational context. (Van Lare & Brazer, 2013, p. 378)

Thus, without examination at how teachers learn, PLCs can become just another tool that schools and teachers use without evaluation of its effectiveness for adult learning.

Another criticism of the PLC model that Van Lare and Brazer described was that within the structure of the PLC, the inquiry comes from the model's requirements and not from the teachers themselves. While the institution of the PLC format can provide teachers with a structure in which to meet and collaborate, when they should follow a specific protocol or format, their own teacher inquiry may be left out of the equation. Some local adaptations of PLC models have utilized same subject/grade levels for the PLC meetings and while the teachers may have the chance to reflect with their colleagues, the

reflections are limited to those that are directly within their peer circle. It can also be easy to detour from the PLC time when grade level groups are together and utilize the time for lesson planning or activity planning rather than inquiry and reflection. This team planning time was beneficial, but it does not give teachers the opportunity to question their own practices with their teammates. As a result, such an interpretation of the PLC model has limitations in the way it has been applied.

For principals to facilitate the PLCs, a change in their perspective was necessary. Principals should shift their focus from themselves as evaluators and become facilitators of the teachers as learners and then lead their schools in such a way that functions to empower the PLCs as a model of professional development. This model can be effective for principals when principals can share their authority and facilitate PLCs so that teachers take the lead in school improvement. The benefits for principals include stronger relationships between teachers and principals, having a shared leadership model, and a professional community of learners. Trust and respect should be the foundation in this model and teachers assured that the principal was building an atmosphere of inquiry and learning (Newmann & Wehlage, 1995). For a principal, facilitating PLCs was all about changing modes of leadership that have been in place for long time in schools. According to Newmann and Wehlage, a principal should be willing to share leadership with teachers, which also means sharing control and building trusting relationships. Ideally, PLCs can help the principal and school achieve results and change the mode of teacher professional development.

Various challenges exist for a principal leading a building committed to the PLC model. Principals should devote their time and limited resources to the model. Teachers

will need time to meet weekly to look at data with their colleagues and may need additional time to build relationships if the building culture has not been conducive in the past. Boyd (1992) compiled a list of physical factors in a school that should be considered if the building converts to the PLC model of professional development. To facilitate PLCs, principals should make changes such as tweaking building schedules and structures, foster greater autonomy, provide structures and systems for more professional communication and provide training opportunities for effective use of the PLC structure (Boyd, as cited in Hord, Roussin, & Sommers, 2010). To ensure that the PLCs are successful, principals will also need to attend the PLCs and monitor progress to ensure results and to support teacher work. This was problematic for principals as they have many duties to attend to both during the school day and after school that include lunch and recess duty, meetings with parents, management of school structures and facilitates and general student support and management. In addition, principals are often called out of the building to attend district meetings and attend to their own professional demands from the district. These factors, in addition to teacher turnover and the ever-changing demands on a principal's time and resources make scheduling, supporting and attending PLCs often time consuming and problematic (Halverson, 2007). Principals also have the additional charge to make sure that their schools were a learning community, and should develop staff relationships and school culture that supported the community.

Hargreaves (2002) studied the ways in which betrayed teachers stood in the way of developing learning communities. Teachers who feel betrayed by other staff or their principal will not likely be able to participate in the culture of inquiry and collegiality that

was expected in the PLC model. Principals may have to overcome years of mistrust or betrayal as they attempt to engage in a new model for shared leadership.

The PLC model, thus, has many benefits for principals and teachers and can positively impact a school's culture. Implementation of effective PLC model with fidelity, though, can also be practically challenging for a principal as they attempt to provide the resources of time and structures for teachers. In addition, the PLC model requires a culture of shared leadership, collegiality, and trust that may not have been previously established in a building will require principals to expend a great amount of time to heal past injuries and build trust among teachers. The relationship between principals and teachers should also be strong, built on mutual trust. Many school cultures have a history of viewing principals as simply evaluators and not as mutual supporters of learning. A strong foundation will have to be built by a principal to ensure that the PLC model will have a chance for success in a school. A principal will need to consider all these pieces carefully before implementing this model in their school.

Japanese lesson study model of professional development. Another model that has been used for collaborative peer development was the Japanese lesson study. Lesson study has its roots in Japanese teacher learning and school reform. It involves teachers working together as a group to plan a lesson after they have identified similar goals within a specific content area (Saito & Atencio, 2013). Lesson study was similar to the DuFour (2004) model of a PLC in that it was a cycle of inquiry by a team of teachers, however, the lesson study model was based around looking at a lesson in the classroom (Lewis, Perry, Friedkin, & Roth, 2012). In this model, team members observe a lesson and gather data about student thinking and learning by watching specific students during the lesson and evaluating the lesson for challenges or

successes in their learning. Lesson study uses the typical action research process, but was distinctive in its approach, “the main research problem is always ‘How can the object of learning ‘X’ be taught so that students can see ‘X’ in the way intended? ‘X’ is chosen by all teachers through negotiation” (Pang & Ling, 2012, p. 593). Lesson study was designed to open the proverbial classroom doors and give teachers permission to not only enter each other’s classrooms, but also observe and give input about each other’s practice. Lesson study was based on the premise that three main supports are needed to improve teaching, “High-quality instructional resources, practice-based professional learning, and structures for collaboration with colleagues” (Lewis et al., 2012, pp. 369–372). The model was designed to create a systemic approach to improving teaching by having teachers improve one another. Lewis et al., found that by giving teachers this opportunity, teachers gain the intrinsic motivation and tools to change Lesson study aims to create the culture of collaboration that can improve teachers by giving them time to plan together, watch a lesson together, debrief after, and grow with one another through the process.

In examining the limitations of lesson study, Saito (2012) proposed that while lesson study can create collaboration and influence professional development, it was problematic in that it was still isolated to groups of teachers and the effect of school-wide professional development and reform are questioned. In addition, while teachers reported that they enjoyed having the opportunity to discuss lessons, the time to build the relationship so that discussion could have depth was noted as was important in having trust to be able to discuss reflectively and critically. Saito acknowledged that lesson study will need to be school-wide and embraced and led by principals to have effectiveness as a professional development model. Saito wrote, “Particularly because of its systemic nature, there are many suggestions for school leaders to continue lesson

study, such as restructuring principles and increasing the frequency of observations and case conferences” (p. 787). The time that lesson study would take would be difficult principals and teachers to coordinate within the typical school structure.

With lesson study, the professional development was left up to the group participating in the lesson study and can be out of step with the daily workings of a school. In fact, other teachers and even the teachers involved may not embrace the concept of the lesson study which would impact the effect on a school-wide shift in culture (Saito, 2012). The lesson study process supported only a small group of teachers and students. Saito pointed out that for lesson study to be sustainable, it should be school-wide and reinforce a climate of trust and collaboration that was already established. It should also be supported by the administration through time and resources. Teachers should also be given time to allocate to the process which may mean either finding substitutes or removing certain administrative tasks. The lesson study may be effective for the small group participating, but without the school-wide emphasis and participation, it will be limited.

Lesson study can form a strong bond between teacher teams, but for principals considering lesson study, many shifts in school culture would have to happen. Teachers would need extensive time to work together. The time needed for teachers to meet, create a lesson together, observe one another and then meet again, would be extensive and require a school-wide dedication to the process. A principal should be able to step out of the process and not use the lessons created as evaluations to ensure that power relationships are not in play during the lesson study process (Saito & Atencio, 2013). This might mean for principals that they could not be involved in the process at all which may leave them feeling out of touch with what was happening within the lesson study cohorts. It also difficult for principals to shift a closed school

culture that has allowed for teachers to be isolated in their classrooms. Principals should both shift school culture and provide opportunities for this time-consuming practice. Another limitation for principals was that teachers would need to be grouped at either grade level or subject matter for them to be able to create joint lessons and deliver to like audiences. This limitation can mean that lesson study exists in isolated clusters of teachers and the application was not school-wide and open to all. It was an intensive focus by specific teachers and can be hard to apply across grade and subject levels. As a principal considering professional development, it could be daunting as an undertaking because of these limitations.

Critical Friends model of professional development. Another model used as a collaboration tool for professional development was the Critical Friends Group (CFG) model (Cox, 2010). The CFG model was established to support the idea that time for collegial support and problem solving had to be structured into a school (Nay, 2002). The CFG has a few common characteristics, “uninterrupted time for collegiality . . . reflective practice and time for critical thinking, both of which were also inherent in a new paradigm for staff development” (Nay, 2002, p. 28). A CFG was usually composed of about six teachers who dedicate themselves to meeting over the course of several years to look at their own classroom practice, evaluate the practice, and make changes. The Coalition for Essential Schools (CES) provides teachers a toolbox of, “expectation, goals, outcomes and protocols to establish and sustain these reflective teacher groups” (Cox, 2010, p. 3). The protocols are established to bring about change through a non-threatening discussion. The protocols are scripted but the teachers are free to bring whatever inquiry question that they create to the discussion. The CFGs are designed to bring teachers together over a long period of time to reflect on their classroom and teaching and, ultimately, generate improvement. The CFG model has been used widely since 1994 with over

200 protocols established by NSRF and are primarily used in school systems that have trained a CFG coach or mentor (Nay, 2002). The effectiveness of CFGs rest primarily with the teachers, yet the school administration needs to create time and space for these groups to meet if they are to be used with fidelity.

A research study conducted by Dunne and Honts (1998) studied different CFGs over a three-year period. All the CFGs studies were based in different CES member schools. Dunne and Honts found that CFGs were more beneficial for teachers when the CFGs contained the common characteristics of uninterrupted time, reflective practice, and time for critical thinking. They also found that the longer the CFGs were in action, the more beneficial they became for the teachers who reported more trust and collaboration felt within the CFGs (Dunne & Honts, 1998). They also found that because the conditions in the schools were prone to isolation and that collaboration was not the form of working together, it was a skill that teachers had to learn within the formation of the CFGs. The administration was also found to be an important component for successful CFGs. The administration needed support with time, attention, and resources in the forming of CFGs and the continual work of collaboration and trust.

Although the CFGs took time to form trust and collaboration, Dunne and Honts (1998) found that teachers reported finding personal and professional growth within the formation and subsequent work of the CFG. Dunne and Honts (1998) quoted one teacher who stated,

I would say for me as a teacher, the most significant thing has been my work through the CFG and the impact that that's had on my classroom. And if you just look solely at a very narrow view of what is a teacher . . . then I would say, in terms of my own personal growth, that's been a major catalyst. (p. 8)

The teacher reported personal growth within the CFG. This was similar to what some other teachers reported (Donne & Honts, 1998). The CFG led to them feeling like they had the foundation to make change within their practice and within their classroom.

NSRF also conducted a study of the CFG program (Nave, 1998). Over a two-year period, the NSRF studied sixty-one schools including elementary, middle, and high schools, with populations ranging from 200 to 2100 students (Nave, 1998). What was observed during the first year was similar to what Dunne and Honts (1998) noted, that CFGs thrived when there was already a culture of trust and collaboration and when the CFGs were supported by the teachers and the administration. The emphasis on student work promoted teachers' realization that it promoted a change in thinking about classroom practices and resulted in professional growth (Nave, 1998). The study also showed the same emphasis on leadership as Dunne and Honts, specifically that without administration support and participation, the CFG would falter.

Using teacher interviews, Nave (2000) reported that teachers believed the CFG experiences to be an effective professional development program. The teachers reported that the reasons why they believed it was effective were because, "The CFG work is ongoing, not a one-shot experience; it's focused on teaching and learning, and more specifically on their own teaching and their own students' learning" (Nave, p. 11). Additionally, teachers reported that the CFGs felt like they met their needs as adult learners (Nave, 2000). In another study by the Michigan Coalition of Essential Schools (MCES) in 1999, the MCES studied 23 CFG programs in the State of Michigan. What they found was similar to what was reported by teachers in the other two studies: the study reported all the same benefits as cited previously: in addition, teachers reported that

the CFGs contributed to change within their classroom (MCES, 1999). While each of these studies report positive feelings on the part of the teachers, the limitations of these groups are noted by Curry (2008) in the study of the effectiveness of the CFG groups and protocols. Curry noted that the individualized nature of the CFG groups can contribute to teachers still being isolated but by teacher groups rather than classrooms. Without any communication between the different groups, the CFGs did not seem to contribute to school-wide reform and school-wide professional development. Furthermore, Curry interviewed teachers who felt like the contrived nature of the CFGs pushed a specific rhetoric and language that felt superficial for enabling lasting change. When describing the constraints of the protocols Curry (2008) wrote,

Although adhering to protocol scripts in this manner meant that the groups' talk moved forward and did not get bogged down, I contend that this feature of their practice weakened their capacity to deeply and collectively push on critical and commonly shared matters of practice. (p. 767)

While the CFGs offered teachers time to talk and be guided in the process, what Curry found was that without attention to the nature of the school environment and culture, the protocols can become isolated to the group participating in the CFG, consequently, school-wide reform does not seem to take place.

Principals considering implementing CFGs in their buildings, should consider the practicalities and long-term implications this professional development model offers. Once again, the time for teachers to meet to form these relationships and continue them should be the top most consideration of the principal. For teachers to form these trusting

relationships that should be established before attempting CFGs, teachers need to be given time to meet and build relationships. To make time for CFGs, principals would probably have to devote their staff meeting time at least once a month for these groups. Limiting the CFGs to once per month would make it difficult for the full purpose of the CFGs to be accomplished (Nay, 2002). In addition, the principal would have to carve out additional time for the training and facilitation of the CFGs. CFG training would have to come from the outside unless there were a teacher already trained. This would mean that a principal would have to allocate school funds to provide training for his/her teachers in addition to the extra time needed to form and maintain the groups.

Another consideration for the principal when deciding to embrace the CFG model of professional development was whether CFGs can be applied practically to the classroom or the school setting. The protocols for CFGs aim to have teachers talking to each other by sharing and listening. No set protocols exist for application of what teachers can apply outside of the CFG group. In fact, one teacher involved in a CFG at her school revealed that, “the complaint I have about CFGs is that it’s all talk and no action” (Curry, 2008, p. 754). As principal, this perception of CFGs should be considered when deciding whether to support the implementation in the school setting. As much as a principal may want to support teachers talking to one another and forming trusting groups with colleagues, as a principal, practical application to school reform and classroom reform should be of utmost importance.

Mentoring model of professional development. Another approach that has been used to support teacher’s professional development was the mentoring or coaching approach that started in the mid-1960s and has gained traction since then, resulting in

many mentoring and coaching programs across the country (Little, 1990; Joyce & Showers, 1996). Since the onset of NCLB and with it the many mandates that schools and teachers faced from that legislation, many districts turned to teacher mentoring as one of the answers to the issues that were facing schools. As Joyce and Showers explained, one aim of teacher mentoring was to reduce the number of new teachers who leave the workforce within the first three years. Teacher mentoring model was primarily based on the model of a veteran teacher mentoring a new teacher for a year or two of their first few years. The idea was that new teachers could secure their guidance and support from someone who was in the ranks, therefore increasing the odds that they would trust and lean on this person for support. In many cases peer coaching and peer mentoring were used interchangeably to describe this practice, though in the case of peer mentors, they were usually brought in from outside of the school to mentor new teachers. The veteran teacher would benefit as well, as they would be drawing from their own expertise as well as from others to support the new teacher. Mentoring, in theory, draws from the idea that teachers will have more trust in fellow teachers and true classroom change can take place because of the relationship and trust between teacher and mentor. Joyce and Showers (1996) wrote, "Successful peer coaching teams developed skills in collaboration and enjoyed the experience so much that they wanted to continue their collegial partnerships after they accomplished their initial goals" (p. 13). The relationship between the mentor and teacher encouraged professional change and resulted in collegial relationships. Jewett and MacPhee (2012) also studied the collaborative relationship of peer coaching and surmised that, "The peer coaches began to break down some of the barriers that upheld a view of teaching as an isolated practice. Doing so allowed them to be more

collaborative and to find enjoyment in working together to improve teaching and learning” (p. 108). Mentoring seems to be a model of professional development that encourages the relationships of trust and collegial work that was missing in much of the early professional development models.

Since the mid-1980s nearly every state has adopted some type of mentor/teacher leadership program or policy (Mullen, 2011). The New Teacher Center (NTC), founded in 1998 specifically supported teacher mentoring and effectiveness and trains mentors across the country. The model that has shown to be most effective has been the one in which the mentor helps to support curriculum and classroom development while also collaboratively planning and facilitating teachers in their own critical thinking (Joyce & Showers, 1996). While the mentor teacher relationship has been evaluated by NTC and others, the critical piece that detracts most from the growth was if the relationship slips into an evaluative one. According to Joyce and Showers (1996), as soon as the mentor begins to provide feedback, the teacher being mentored immediately started expecting evaluative responses and collaborative activity tended to fall apart. Also, it has been noted that while peer mentoring has been widely established, the conditions for trust and collaboration should be inherent in the environment already. In search of the challenges of mentoring for teachers, Rhodes and Beneicke (2002) noted from a survey of teachers that, “One-third of the respondents did not identify their team leader as being good at coaching and developing them” (p. 303). In these cases, where the school utilized team leaders as coaches, principals should be careful to select those teachers who engender trust and can lead a team as well as who are effective teachers. In the model developed by NTC, districts hired a force of mentor teachers who travelled around the district and were assigned a caseload of new teachers to support over a period of two to three years (Hunter, 2014). In these cases, the mentor

works specifically with their new teacher developing curriculum and co-planning, in addition to supporting their work in critical reflection. Hunter (2014) looked at the level of new teacher support provided by the NTC and new teacher induction programs. He found that the NTC programs provided strong mentoring and that, “New teachers are three to four times as likely to remain at their schools compared with teachers who did not have any induction programming” (p. 43). What he also found was that induction programs like NTC gave teachers more positive feelings of satisfaction resulting in teachers wanting to stay at their jobs. He found that if mentors were provided with specific training on mentoring skills, they then were more likely to be able to provide the level of support that new teachers need. In addition, the principal’s support of the program was important for teacher satisfaction and retention. The focus on new teachers and providing them skills, collaboration opportunity, mentoring and support does indeed lead to job satisfaction and retention.

The studies showed that the initial coaching from the mentor had a positive effect: however, the model only has support for new teachers within the first few years of teaching (Daloz, 2000, Ingersoll & Strong, 2011, & Mullen, 2011). Because a long term effective peer mentoring model has not been implemented, only new teachers receive the benefits of this support. The dynamics between mentor and new teacher can also be problematic as Mullen (2011) described. Mullen investigated what mentoring in action would look like and looked at what would be important to consider when moving forward with a mentoring model. Daloz (2000) identified potential differences of ethics or emotional dependence by either partner that may contribute to a poor mentor/new teacher relationship. Because the relationship was bound up in human connection, if there was not a strong connection between mentor and teacher, the support can be lacking. Daloz looked how mentor relationships can be transformative if done in

a way that facilitates critical thinking as part of the relationship. Daloz supported the idea that the relationship needs to be between similar with regards to their skills with critical thinking and engagement, but that it was acceptable to have mentors and teachers that are different from one another but who can and do critically think.

One of the criticisms of the model was that it sometimes takes effective teachers from the classroom to support new teachers thus resulting in additional budgetary needs for the district or school to support. In Ingersoll and Strong's (2011) review of the research surrounding new teacher induction programs, they found that intensive and widely supported mentoring programs were the most successful. They examined 15 empirical studies, conducted since the mid-1980s on the effects of induction support for new teachers. Among their findings, they discovered that all aspects of the organization from district level resources to administrative support in the individual schools are important to the success of any new teacher program. Mentor support cannot be just school relegated, there should be a district-wide initiative to support the program. Teachers reported that having a mentor from the same subject field or grade level, common planning time together, and regularly scheduled meetings increased their satisfaction with the mentoring support (Ingersoll & Strong, 2011). They did not show a strong correlation between student achievement and their teachers participating in the induction program. They did show that the student showed some academic gains while their teachers were in the induction program, but without a tightly controlled data sample, the factors that could increase student success were numerous. Ingersoll and Strong also pointed out that with the multitude of ways in which teachers are considered effective, it was hard to measure accurately whether the peer mentoring program was effective in supporting teacher's professional development long-term. A short-term support relationship has been beneficial to teacher's retention and new teacher's reported

satisfaction. The data supported a peer mentoring model, but without long-term sustainability and multi-leveled support that can benefit all teachers, the current peer mentor models in place only partially serve the population of teachers with professional development needs.

For principals, having peer mentors for beginning teachers was imperative for supporting that new teacher. Providing mentors assists in the retention and commitment of new teachers (Ingersoll & Strong, 2011). As a model of support for new teachers, it helps keep new teachers in the field and supported them as they make their way through their first few years of being a new teacher. Administrative support of the peer mentor model was also important as it helps new teachers feel like their learning and growth was supported and encouraged (Hunter, 2014). Principals benefit when the new teachers in the school are supported and developed by professional mentors.

An issue for principals with the peer mentoring model for teachers was that it was usually just a model specifically designed now for new teachers and the model cannot be embraced unless it was supported and facilitated by the district in form of mentors and a mentoring program. If principals do not work in a school district that has already established a mentoring program, he or she would need to find the funding to pay a veteran teacher to work with a new teacher and then also find the time for them to meet. A new teacher may also have to be paid to stay outside of their normal contract times to receive this additional support. Also, unless it were part of a larger professional development model of the district, the new teacher might resist the extra time and effort that meeting with a mentor would require. As mentioned by Ingersoll and Strong (2011), peer mentoring programs have also been relegated to support just the new teachers, so as professional development in a school, it was a very limited model. A principal probably would want to embrace the support for the new teachers if it was offered by the district,

but school professional development model, it falls flat as it only serves a few new teachers. A principal could consider a peer coaching model in their school if they could build the time and relationships to facilitate such a model (Jewett & MacPhee, 2012). This model could have teachers find a partner teacher to collaborate with and work with this person to engage in work that they might both find beneficial for their professional development. A peer coaching or mentoring model would require additional time from the principal for teachers to meet and talk and form these relationships. Once again, this model also relegates teachers to small group settings and would be difficult for the principal to see how it applies to a whole school or even a classroom setting. In sum, this appears to be a model that has been created to meet the needs of new teachers, but would be difficult to embrace school professional development model.

Peer observation model of professional development. Peer observation was another model for increased effectiveness of professional development. Although traditional school culture has been isolating, the last 10 years has seen a movement to open those doors to fellow teachers and for collaboration. This model was like the PLC model in that it brings teacher teams together to collaborate around student achievement, but in addition to looking at academic data, the teachers observe each other and provide feedback. Joyce and Showers (1980) first proposed the idea of peer coaching as an on-site professional development tool. Over the last 35 years, as different forms of professional development have been mandated and tried in schools, peer coaching has been used but on a small scale compared to the other models. Joyce and Showers have created a model for effective peer coaching with the premise that all teachers should participate in a team, no verbal feedback can be given, when teachers do observe one another they need to have defined roles as coach and coached, and the work needs to be broader than observations and conversations (Joyce & Showers, p. 15). According to the authors, the

peer observations should not be evaluative in any way and should be used to only support the teachers, so that the model can focus on bringing teacher teams together. The model was limited, however, in that while it supported collaborative work, the teaching process in the classroom was largely still untouched. Teachers may change curricula or lesson plans, but they are not encouraged to look at or change their individual teaching practice.

Other models have been developed that add an observation protocol to the process. Lam, Yim, and Lam (2002) described how this can be done in their research. Their peer coaching project was implemented in two different schools and evaluated by a questionnaire survey of teachers at the end. Teachers were given the opportunity to develop a lesson jointly and then an observation would be done with questions about the lesson being handled by the team, rather than just the teacher observed. In this study, the teachers noted that, “the climate of collegiality most helped them tackle psychological pressures. Mutual trust and assistance among colleagues could even alleviate the pressures brought by time constraints and a heavy workload” (Yim & Lam, 2002, p. 189). Originally, though, in their research Lam, Yim and Lam used a rating scale in the classroom observations. They found that the use of the rating scale gave teachers a sense of evaluation. The teachers came to the consensus that a rating scale was not helpful in peer observations. Most teachers reported feeling positive about the experience otherwise, and the work was done without administrative oversight so that the teacher teams had an environment that could feel more collaborative and trusting (Lam, 2002). Although the project was successful, critiques of the model cited forced collaboration and faulty assumptions that the culture was ready for this type of collaboration. If no effort has been made to nurture a sustainable culture with common beliefs, values and norms, the collaboration will be artificial (Little, 1990).

Protocols have been developed that facilitate observation, self-reflection, and feedback cycles of inquiry for the peer observation model (PEBC, 2006). The Coalition of Essential Schools, developed a protocol for classroom observation that utilizes pre-observation, notices and wonderings and post-observation discussions (CES). The pre-observation was where teachers introduce themselves and explain what they are looking for in that days' lesson. The noticings and wonderings protocol was when teachers share their findings around what they saw and heard during the observation. Responses are to be free of opinion or suggestion. Once the teachers are ready to sit down for the post-observation, they share their observations, look at student work, and respond to what was shared during the post-observation. This tool enables those who are observing to focus on questions and observations about what they see to avoid the evaluative language around teacher behavior. The tool includes a focus on student work and a reflection on both the data, the teaching practices, and the observation process. The Coalition's tool was adapted from the Peer Learning Lab Project (PEBC), which enables the observation process to be largely scripted and based on a purpose, norms, students, and teacher growth. The PEBC protocol was created to enable deep conversations and it offers instruction on about how to create environments of trust and collaboration (PEBC, 2015). The protocol was lengthy, and while it could be followed without specific PEBC training, the same issues with the existing system may still exist. Without a deliberate formation of a collaborative school culture of trust to preface the peer observation model, it could feel forced and artificial, likely to fall to the wayside of school reform.

The philosophy behind peer observation was that teachers can learn best from one another (Hamilton, 2013; Palmer 1998; & Pressick-Kilborn & Riele 2008). Pressick-Kilborn and Riele (2008) looked at how learning from reciprocal peer observation could take place to

facilitate learning of teachers. The authors studied reciprocal classroom observation in a teacher education context. The authors observed, “Peer observation is perhaps the most challenging mode of collegial involvement in one another’s teaching” (p. 62). The peer observation model involves teachers watching teachers and therefore teachers become deeply intertwined in each other’s classrooms and teaching. Teachers seem to be hungry for this type of feedback and report that having another teacher in their classroom giving them feedback does impact their practice. As a teacher in a school district that has implemented peer observation reported, “Some of the strongest professional development I’ve witnessed has occurred within a building around peer observations. Noticing a successful strategy in the classroom of a colleague, followed by implementation, has a strong impact on student learning and teacher growth” (M. Endicott, personal communication, May 23, 2017). While teachers want other teachers to give them feedback, the end goal for the teachers was that it does impact their students. When peer observation was done, it can impact the success of the students and empower the teacher with their implementation.

As an advocate for educators to critically think and examine their own practice, Palmer (1998) recognized that peer observation could be a vehicle for his theory to know oneself, one should know others as well. He argued that to be with others, one should first know oneself. It was as Palmer (2004) wrote, “We can survive, and even thrive, amid the complexities of adulthood by deepening our awareness of the endless inner-outer exchanges that shape us and our world and of the power we have to make choices about them” (p. 49). The mind and the body work together to form who someone is and then constantly seeks for understanding of that process, what Parker called that “mobius strip” of life. Parker was concerned about community and the idea of bringing teachers together to seek understanding with one another aligns with his

vision of community if it was done with a view towards strengthening the individual. Parker believed that through understanding each other and relating with others that the mind and the heart come together in the learning process. This also builds trust as when teachers come together to seek connection with one another, trust was usually built through this process. Peer observation can support teachers in learning about themselves and their learning while also learning about others and trusting others. This can be transformational learning for the teachers. Peer observation could be a vehicle to this type of learning.

Hamilton (2013) echoed this process of knowing oneself from Parker (1998), that peer observation could be a way to inform professional development practice through knowledge of self and others. Hamilton (2013) studied peer-to-peer observations as an embedded professional practice for secondary teachers. Hamilton wrote, “Learning from colleagues also means that . . . teachers and principals will collaborate with peers, researchers, and their own students to make sense of the teaching/learning process in their own contexts” (p. 45). Teachers’ knowledge development cannot occur in a vacuum without intent to apply the knowledge to their classroom. Hamilton’s findings from analysis of interviews, surveys, and observations of the peer observation process, described teachers as excited to be part of the learning process. Teachers also noted that they appreciated the chance to learn from the other experts, the other teachers in the school. As Pressick-Kilborn and Riele (2008), described, “Active and reciprocal involvement in each other’s teaching can provide prompts for articulation of reasoning and ongoing reflection” (p. 73). In the case of peer observation, these authors found that it encouraged teachers to be involved personally as learners in the process. While this type of collaboration can support professional development and teacher’s transformational learning, establishing a system for peer observation that was fundamentally supportive of teachers’ trust

for one another and facilitates self-inquiry within an already formal establishment of professional development was difficult. The current state of education in the U.S., while supportive generally of the idea of using professional development models, is still very sporadic in how to measure these models with student achievement data and school improvement. Few opportunities are given to allow teachers to reflect on the professional development process as an indicator of achievement. Having teachers look at how they teach and what their teaching looks like to a peer is itself a way of transforming what happens within the classroom. This can then be measured as to the effect on student achievement by measuring student achievement in the classes impacted by peer observation.

For the purpose of this study, teachers were interviewed who participated in peer observation due to the fact that peer observation gives teachers the avenue for all the attributes to be present. If a teacher trusts another teacher, they will open their doors and allow another person into their world thus creating the opportunity for an exchange of learning. This collaboration creates an exchange that can then facilitate critical thinking. Once the teachers trust and collaborate, they can then go deeper to a level of reflection that can change mind and practice. This gives the teachers the foundation for transformational learning to take place. None of the other models has the tri-fold of conditions evident that can make transformation possible and none of the other models contains the relationship, the teaching, the observation, and the self and other learning that this model contains. In addition, the stories that teachers tell of their experience with peer observation can give the extra level of self-examination and critical inquiry and also facilitate a transformational experience. Thus, peer observation was the model that this research utilizes as being most likely to cause transformational learning.

Principal's role in peer observation. As a principal, the most challenging aspects of a peer observation model are changing the school's culture, shifting to a model of teacher leadership, and finding the time and resources for peer observation. Logistically, teachers would need substitute teachers so that they could observe one another, and then also release time to be able to discuss with one another immediately following the observation. A discussion immediately after the observation gives teacher that real time feedback that teachers could turn around and use in their instruction. Waiting too long after the observation causes the observation to fade from mind even with notes. School schedules for teacher meetings would need to be changed, too, so that teachers had time on the day of the peer observation, and additional time to form teams for peer observation and then learn and practice the protocols. A principal has all the practical challenges of finding the time within a busy school schedule to allow teachers to meet, along with finding the resources to financially support the model. The challenges for the principal also lie in overcoming the obstacles that have been historically present to this type of learning from one another. Changing the school culture of isolation and privacy was the first obstacle to this model. Westheimer (2008) wrote, "teachers cannot learn from each other if they rarely see or talk to one another" (p. 769). Many schools no longer have common teacher lunch rooms or common lunch times and teachers eat lunch in their rooms or in small groups because there was not a common space. The way in which teachers move through their days, often isolated in their classrooms, would have to be changed. A principal would have to look at the entire system within their school and find many ways for teachers to interact with each other to be able to facilitate this type of professional community of learners and leaders. Principals would also have to develop protocols around the observations so that teachers would feel like they were able to trust in their colleagues and benefit from the feedback. In addition, to facilitate

professional growth that was applicable in classrooms, principals would need to make sure that applications to teaching was the focus of the work. Although there would be a huge growth curve for any teachers to implement the professional development model, principals and teacher leaders who want to establish and promote professional learning would need to consider how to practically apply this model to in their schools to help facilitate genuine teacher growth and school change.

Though there may be drawbacks for the principal in changing the school structure to set up peer observation, the learning that could take place with this model has the potential to be transformational. Because it engages the components that Bandura (1977) thought essential for social learning and the components for transformational learning that Mezirow (1991) thought essential for transformation, it has the conceivable elements needed for adults to truly learn and change.

Review of Methodological Literature

This review discussed several different models for teacher professional development. As each model was developed, applied, and studied, the question of how effectiveness was measured was raised. Some researchers who studied the effectiveness of professional development, went directly to the source, the teachers. Many of the studies were mixed method in nature as they relied on teachers to tell their stories or tell the stories from the teachers largely through interview, survey, self-reflection, questionnaires and observation. In addition to these methods, researchers used design methods such as action research and case study.

Surveys and questionnaires. Survey or questionnaires have been a widely-used method to gather information regarding effectiveness of professional development (Groves et al., 2009). Surveys have been used for a general reading on what teachers are thinking without taking much

time out of their professional days. Surveys gave a snapshot and a gauge of where teachers would locate themselves on a topic. In addition, survey gave researchers the ability to collect a number of responses (Groves et al., 2009). Another advantage to surveys was that they can be done quickly through web-based services such as Survey Monkey and Qualtrics.

The MetLife Survey of the American Teacher (2012) asked both teachers and principals to answer a set of questions regarding their feelings about teaching and learning in the current system and mainly was created to take a snapshot of teacher morale across the country. It was an online survey that was sent out to teachers through their school districts. This survey found that many teachers expressed a dissatisfaction with traditional models of professional development, but they also reported that they found satisfaction from professional development that gave them time with fellow teachers. This MetLife survey provided an overview of how teachers and principals rated their views but did not provide much detail on why they felt that way or what other alternatives might they want in place of what they have. In addition, other surveys have been utilized like the New Teacher Induction Survey, which tends to measure the same types of information. The rating scale surveys give researchers an idea of how teachers summarize their opinions but do not give researchers an idea of what those opinions consist of and what lies behind the rating. The New Teacher Induction Survey, for example, notes that it takes about 10 minutes to answer, and then results are compiled immediately through Survey Monkey. The analytical tools are limited though, and further analysis needs to be done once results come back. These surveys give researchers a wide number of respondents to draw from as researchers do not actually have to be present in the schools or have access to teacher's time to gain teachers; all they need was email addresses or have the principal or district principals give out the link.

A disadvantage to surveys are that many times people will not even bother to answer an email survey or disregard the survey (Groves, et al. 2009). Another disadvantage to survey was that it does not have teachers follow up their rating with a personal explanation of why they might have rated the way they did. It does not give the teachers the opportunity to expound on their reasons or feelings. Surveys also forces a numerical attribution to what might be a fuller range of feelings and attitudes from the teachers (Groves, et al., 2009). In the MetLife Survey, for example, they had teachers rate the job that their principals were doing on a scale of excellent, pretty good, only fair, and poor. This scale had no explanation of the ratings and no caveats to explain unique variables such as if the principal was new and the teacher did not know them yet, or if the teacher had just moved to a new school and not had the chance to fit in with a new team. Such narrow answers give survey readers a limited idea of where the actual feelings of teacher satisfaction are. Surveys also fall short in that they cannot measure the human element to the relationships involved within a school (Groves, et al., 2009). It might have a teacher rating their principal as excellent because they have a social relationship with them and would rate them high regardless of performance. Surveys are a good way to gauge teacher's attitudes and feelings, but fall short in measuring the complexities of relationships within an organization.

Surveys can be utilized in a way that they can ask more open-ended questions and follow up questions from the teachers for a more accurate recording of experiences. In many cases, researchers used questionnaires to follow the teachers after they had completed the activity. This can be a case where there was follow up with more open-ended questions. The Needs Assessment Questionnaire for Beginning Teachers (n.d.) uses a rating scale for the first 25 questions and then asks several follow-up questions such as, "List any professional needs you

have that are not addressed by the preceding items.” This follow up gives teachers the opportunity to explain their previous ratings, which benefits researchers with more substance than just the numbers: yet, the answers are constrained to what was being asked without opportunity for additional follow-up or clarification.

The major disadvantage for this dissertation study was that surveys or questionnaires alone cannot uncover the stories behind the data. Surveys may give a snapshot of feelings or experiences, but are an incomplete window with which to view the individuals and their individual experience. Many surveys are completed quickly to gain many respondents, but do not give either the interviewer or the interviewee the time to contemplate their answers or responses, follow up with any caveats, or seek deeper understandings about the experience.

Teacher interviews. The researchers explored in this literature review mainly used teacher interviews. Because the models that were explored are models of teacher collaboration and teacher self-reflection, interviews were used because they aimed the heart of what teacher development should be; an opportunity for the teacher to learn from the process. Having teachers report their own learning and their own experiences was a way to gauge these experiences. Many of the researchers mentioned previously Mezirow (1991), Hargreaves (2002), Lewis et al. (2012), and Hamilton (2012), interviewed their teachers to gauge how the teachers felt about the model used for professional development. Hamilton’s (2012) interviewed teachers asking both some open-ended questions and giving them the opportunity to share additional information. Interviews can give the respondents the opportunities for thought and reflection and gives interviewees time to ask follow-up questions to elucidate respondents’ meaning. In being able to share their experiences, teachers were often able to define with specificity the aspect of the professional development model that they found effective. Teachers

described their relationships with other teachers as respectful and encouraging (Jewett & MacPhee, 2012). In addition, interviews afforded teachers opportunities to describe their struggles in a way that could denote the whole experience rather than just a fixed point (Jewett & MacPhee, 2012). One respondent noted that although she enjoys being aware of who her colleagues are because of her assignment to a Critical Friend's group, she also observes that, "I don't know how connected to each other we are" (Curry, 2008, p. 754). This type of statement cannot be measured numerically, but was important to note as part of the teacher's overall experience in the groups. Interviews can capture the personal feelings and therefore can be used to measure how they feel rather than just how they would rate their experience.

Although interviews can go more in depth, disadvantages exist when using interview as a measurement. A disadvantage to interviews was that they are very time consuming and can also be difficult to measure for reports (Sewell, 2010). Typical interviews in the research stage would take 20–30 minutes plus time for transcription. Teachers and researchers do not always have adequate time to spend together to do interviews. In addition, the relationship between the interviewer and the teacher could impact the reporting from the interview (Sewell, 2010). If teachers know their interviewers personally, they may have the tendency to be more outgoing with feelings and thoughts than if they are interviewed by someone they do not know. Also, whether a teacher trusts the interview process could impact the authenticity of their self-reporting. If they are hesitant to report their thoughts and true feelings, perhaps due to an environment of distrust in the school, accurate recounting of the experience will not happen.

Self-reflection or journaling was another method used to collect data from professional development models. Teachers were asked to journal after an experience or report their self-reflection through an open-ended query. Some studies asked teachers to keep a notebook during

the process and to utilize it to record thoughts and reflections. Like interviews, this method helps dig into more of what teachers are thinking and feeling. Often the very act of journaling gives the teacher time to self-reflect sufficiently enough to provide more depth to their answers. Journals may be emotional and even vague in nature, but sometimes having an emotional account to enhance the data can be just as stirring as numerical data (Guskey, 2012). Having teachers report their experiences helps researchers know more of teachers' emotions, and when dealing with our teachers and our schools, emotionality cannot be left out of the equation. Guskey (2012) wrote, "But in the end, an impassioned story about one particular child carried more weight than did impersonal charts and graphs" (p. 41). The self-reflection or journal can carry weight when it comes to making decisions about further professional development opportunities and it can also help tell the story of what impact the model or professional development had on that person.

The emotional content of these self-reflections or journals can also be off-putting when considering the efficacy of a model (Sewell, 2010). One teacher recounts in her journal, "I don't know when I would ever use a collection of poems about cats again, but its absence reminds me of the childhood charm bracelet that I lost in college" (Wood, 2007, p. 284). While this journal entry was sentimental in its recollection, it was not easily connectable to the professional development model that was used and could be easily dismissed. However, with self-reflection and journals, teachers have absolute freedom to write open ended responses to their experiences. These also can be difficult to categorize, measure, and report and can leave the researcher with various themes and experiences.

Action research. Another design method that has been utilized to collect data on teacher satisfaction and reactions to professional development was action research and subsequent

collection of data from action research. In Lam, Yim' and Lam's, (2002) research project on lesson study, they utilized action research to study the effectiveness of lesson study. They also collected research data in the form of meetings with teachers, interviews, questionnaire surveys and observation throughout the study. They compiled this data to look at their attempts at initiating this type of collaboration. Their research was done in two schools in Hong Kong. The researchers chose these two schools because they had indicated a readiness for peer coaching activities. The two schools and the researchers ran each part of the project through direct supervision and teaching of the protocols, with the action research methods duplicated at each school and any similar findings recorded. A teacher interview portion of the study could document that the teachers who were involved had a positive view of their collegial opportunities; the questionnaire survey at the end of the study provided positive perceptions. In this case, the researchers used mostly qualitative methodologies to measure teacher responses. The teachers provided their answers in the form of questionnaire surveys and interviews. Although researchers gathered numerous sources of teacher attitudes from their data, it was important to note that this project had nearly a two-year scope and that the researchers constantly monitored the project through their training of staff and their continual monitoring and evaluating of the project during the implementation. Both schools reported positive feelings about collegial airing and peer collaboration prior to the research project.

Personal narrative. Using personal narrative was another form of research methodology that can be utilized to understand teacher's experiences and tell their stories. Pritzker's (2012) wrote about the process of having teachers explore their own identities as teachers and learners to better understand their roles in their classrooms. Because personal narratives are often emotionally charged, reading and writing narrative can also help teachers understand and

connect with their own emotional experience before they became teachers (Pritzker, 2012).

Teaching was a huge emotional undertaking; the emotional toll that it can take on educators can be exhausting. Connecting teachers with their own emotional experiences better prepares them to go forth into classrooms. Narrative can also critically engage students and teachers in the process of examining themselves and the entire cultural context (Clandinin & Connelly, 2000). Pritzker (2012) wrote, “A teacher’s identity is constructed in relation to the emotional rules of the context in which that teacher works, and is continually formed and reformed within this context, embedded in power relations, ideology and culture” (p. 202). Pritzker explained that since teachers experience the narrative mode themselves, they are better equipped emotionally, intellectually, and morally to lead classrooms. The power of discovering their own narratives empowers the educators with a voice extends into their classroom. Pritzker (2012) wrote, “Beyond the therapeutic effect inherent in such work, intimate narrative research may enable teachers to understand the complexity both of their own individual reactions and of the reactions of others” (p. 213). Not only was the narrative mode useful for understanding past historical events, but clearly it was a powerful mode to have students and teachers understand their own selves and think critically about their role in the world.

Narrative inquiry method. By using narrative methodology to understand teachers’ stories, teachers can be strengthened both in and out of the classroom. Makinen (2013) and Kissling’s (2014) argued that teachers become more engaged when utilizing narrative to instruct and to reflect on their practice. Mezirow (1991) and Larrivee (2008) would have argued that using narrative to prompt self-reflection and personal examination can hasten in the transformational process. Makinen (2013) wrote that through using narrative, teachers become more engaged in their work and become more successful in creating a meaningful and rigorous

classroom. The teachers in Makinen's study used narrative to write about their classroom experiences while also trying to incorporate inclusive texts for their students. Makinen (2013) wrote of the teachers engaged in the study, "Empowering work engagement can thus be described as a combination of intellectual and reflective capacities, commitment to teaching and learning, mindful action, and open-minded thinking dispositions" (p. 58). Thus, when the teachers were engaged in the process of narrative thinking and reflection, they became better teachers to their students. Kissling (2014) illustrated that narrative inquiry within the teacher community created better teachers and better classrooms. As teacher's self-reflected on their practice, they could improve upon their practice and take those improvements into the classroom. Kissling (2014) explained, "While the coursework and field experience of formal teacher education are important to teacher learning, so, too, are the many lived experiences outside of classrooms. Teacher education . . . should place teachers' lives at the center of the learning-to-teach process" (p. 90). Through this process of self-reflection, teachers can become more critical learners themselves and, therefore, more effective in the classroom. Thus, narrative as a methodology can not only tell the stories of experience but also facilitate the transformational process as it has teachers examining and reflecting through their own story.

Empowering teachers to tell stories and encouraging their own students to tell stories brings more emotional depth and complexity to the classroom and gifts teachers with critical thinking skills to examine their own role within the classroom community (Richards, 2011). Richards (2011) described what happened after using narrative inquiry in her own research, "I learned how we are all emotional beings and to a large extent how our experiences impact our feelings about ourselves and affect our sense of identity. . . I know our stories captured our lives and illuminated who we were" (p. 815). Clandinin and Connelly (2000) echoed this sentiment as

well when supporting the use of narrative inquiry in qualitative research. They believed that and individual's educational experience should be studied narratively and that it was a way of understanding experience which transcends traditional methods of data collection. Using a narrative inquiry framework provides teachers an opportunity to tell their experiences in a rich and complex manner that includes their perspectives and sense of who they are in the world. It was a way of revealing thoughts, emotions and feelings that other methodology does not capture in the same manner.

Using narratives to study professional development can enrich the quality of the experience for the study's teachers and researcher. By asking teachers to tell their stories, personal experience and teacher's voices can be an element of the measurement, rather than just using numbers or scales. Having teachers tell their stories can lead to an understanding of their experiences in the process (Clandinin, 2007). Telling their stories then empowers them to reflect on their own professional experience and can be another component of personal transformation. Narratives can be powerful because they will help to lead teachers to enrich their own self-reflections and then lead to powerful change in the classroom. In addition, using narratives as a measurement gives teachers' stories an avenue for documented expression and becomes a component of the change that was desirable from effective professional development (Clandinin, 2007). For example, when teachers tell the story of a peer observation process, telling that story helps them to see what they experienced as they went through the process. They then can take that experience and apply it to their teaching.

Narrative was a powerful approach to meaning making, however, it was not without challenges when attempting as an approach. One of the challenges of using narrative as a methodology was the subsequent task of ordering the stories and making meaning out of the

narrative. This can be a challenge as the subjective nature of the narrative and the emotional experiences that can be captured within can cause conflict between letting the stories speak for themselves and trying to find meaning within the stories. Richards (2011) utilized a modified version of the narrative analytic approach offered by Horowitz (2001). Richards (2011) analyzed using three different areas: “central theme, subject positioning, and evidence of secondary themes” (p. 787). This meant that Richards found the themes at the center of the narrative and then used those themes to guide the analysis. Thus, by defining the specific areas that are to be utilized with the narrative, the narrative researcher can both let the stories speak for themselves and discover what was shared experience within the stories. Being specific in the approach of ordering can offset the difficulty of ordering the stories.

Having people share their personal narratives can also be misleading. Narratives can be deceptive in that they are completely subjective. Fenstermacher (1994) questioned narrative research in that the stories can be deceptive and self-serving. The person telling the narrative may not have the self-reflective skills to see the hidden meaning behind the words or actions and thus the narrative can lead to a further justification of previous behaviors and attitudes. Riessman (2008) also questions this use of narrative in that it can support one’s cemented point of view and can misinform if such is used. Some have also criticized use of narrative as just being art and not a valued tool for research measurement (Lieblich et al., 1998). To utilize a narrative in a way that can make sense from the experience, personal and qualitative understanding of the narrative should be made (Richards, 2011). Narrative can be an effective methodology when used as a tool for reflection and honesty. Researchers should be careful when handling stories, “Therefore researchers should connect to their experiences, know their character. They should reflect on their needs, motives, and their own limitation” (Richards, 2011, p. 812). Narratives

can be utilized for effective for data collection when used in a way that was mindful of lived experiences and done so with self-reflection of both researcher and subject in mind.

Transformation methodology. Mezirow (1991) defined personal transformation as the process that individuals go through to examine their personal beliefs and undergo a critical self-reflection process that will result in new beliefs and opinions that will then ultimately guide action. Mezirow designed a study in 1978 to research the viability of re-entry programs for women in community colleges across the nation. He studied the factors that facilitated or impeded the progress of these re-entry programs. Mezirow found identified perspective transformation as a “central process occurring in the personal development of women participating in college re-entry programs” (Mezirow, 1978, p. 7). What Mezirow meant by perspective transformation was the change in how people view themselves, their experiences, and their relationships. Based on what these women recounted as their experiences, Mezirow created the cycle that he viewed as his transformation cycle.

Mezirow (1978) created the transformation cycle to measure the women’s responses. And to gauge their perspective transformation and attempt to explain why they transformed. The data was collected from a diversified sample of 12 programs. Observers took field notes, which included interviews with students and staff. To explore the transformational process specifically, a collateral interview study was conducted with a sample of 20 women. In addition, 24 additional programs were identified as well-developed and along with compiled case histories. In depth interviews were conducted at the 24 programs. When Mezirow established his case studies, additional data was done by mail inquiry. Finally, structured interviews were conducted with teachers after their experience. The inventories were not found to be useful for comparing change in the groups he studied. Mezirow developed a questionnaire based on the interviews to

use to study individual responses to the programs. The questionnaire reported expectations, goals and degree of sophistication of awareness which were areas with measurable differences. The questionnaire gave Mezirow access to the students' feeling regarding their experience with transformation.

Based on this study's finding, Mezirow (1978) developed an assessment model for re-entry programs. Mezirow found was that to study the process of transformation, creating a tool that can measure the teachers' viewpoint was the most effective way to measure how those "involved perceive and understand the process and themselves in relation to it" (Mezirow, 1978, p. 52). The effectiveness of re-entry programs was measured by analyzing the responses of the women in the re-entry programs and compare the perspectives. This type of study was called a "perspective discrepancy" approach (Mezirow, 1978, p. 52). This was when a researcher studies how those involved perceive and understand the process and themselves in relationship with the process. The process enabled Mezirow to not only look at efficacy of models of programming, but also look at the description of personal change and transformation as well.

Summary

The literature review presented in this chapter supported the premise that teacher collaboration and trust can change teacher practices in the classroom and lead to student success. The review of the research identified five different models presented as all being potentially effective for meeting the needs of professional development and support the teachers who are making professional changes. Each model addressed teacher's need for support as they expressed that they want to be out of their classroom collaborating with others to support what happens inside the classroom. Each of these models has been implemented in different settings. The research reviewed in this chapter supported the need for more teacher development than the

traditional workshop style. Teachers are being held accountable for their student achievement data now, more than ever before, and they want practices that can increase their effectiveness.

The PLC model and the peer mentoring model have both shown success in helping teachers form groups for collaboration and support (DuFour, 2004). The PLC model can be used in school settings and teachers and principals can implement this model without much additional training. The mentor model, while it can be effective with new teachers, was costly to sustain and only supported the new teachers in the system. It has not been developed into a universally sustainable professional support model that can continue once teachers are no longer new teachers. Lesson study was effective in bringing teachers together to collaborate with curriculum and lesson planning, yet the isolation of lesson study makes it difficult to measure the extent to how it can influence teacher change and school-wide reform.

Peer observation has been used to engage teachers in the practice of looking at each other's classrooms and can be used to have teachers focus on students and practice. The downside was that for it to be an effective tool, the evaluative component should be absent from the equation. In addition, the environment should be one of trust and collaboration and again, there should be school-wide participation and emphasis on this type of environment.

What the research has demonstrated was that there was a need for a culture of trust in schools to implement collaborative professional development. Peer observation can foster collaboration and teachers' critical thinking, but groundwork for trusting environments needs to be laid first. In addition, examining the elements that can lead to learning and how learning takes place are vital to the picture of professional development. To determine the effectiveness of the professional development, new research much study how it transforms the teacher and define and measure the work in the classroom. First, finding out from teachers if they have

reported experiencing the transformational process was essential to discovering the model most conducive to personal transformation. Second, it was necessary for teachers who have reported that they have undergone transformation through peer observation to provide the narrative for their experience. It was possible that peer observation within a context of a tight protocol that established conditions for trust and self-reflection, can lead to personal change and transformation. Contextualized peer observation could establish the conditions that Dewey (1897), Bandura (1977), Mezirow (1991), and Vaill (1996) required for change to be transformative. Within a social learning context, teachers can observe one another and have their actions reflected to them within a social framework. Through personal self-reflection, critical inquiry and an examination of traditionally established paradigms, peer observation can be used for personal learning transformation. If used effectively for personal and social transformation, peer observation can be utilized for systemic and organizational change. The next chapter will show how to establish these conditions and create a working model for professional development, covering the study created to answer the questions raised in this literature review. The chapter will also share information regarding the narrative methodology used to gather stories from teachers about transformation through peer observation.

Chapter 3: Methodology

Professional development is a vital part of a teacher's world. Understanding more about curriculum, students, and themselves is what brings teachers to new levels of excellence in their craft. Professional development has shifted over the years from a more top down model to a model of teacher collaboration and a student and teacher centered ideal. Though these collaborative models have been utilized widely, the effectiveness of each has been questioned in the literature. It appears the most effective change model was peer observation due to the central components of self-reflection and collegial trust (Hamilton, 2013). To truly impact their classroom practice and ultimately student achievement, teachers should be able to participate in a self-reflective and transformational experience that facilitates personal growth and change (Hamilton, 2013). How teachers report and experience transformation was important to understanding what type of professional development can be the most effective for teacher and school change. In the opinion of the author, peer observation has potential to be a model for teacher reflection and personal and professional growth. Understanding and hearing of the transformational experience of teachers through the process of peer observation can lead to a better understanding of why it was effective (Clandinin, 2007). The process of telling stories and hearing stories clarifies and elucidates the human experience.

This study utilized a narrative research design to help understand the experience teachers encountered while using peer observation as a professional development model. Before collecting the narratives from teachers, a short survey and interviews were used to both glean a holistic measurement of how teachers in general were thinking and feeling regarding the peer observation and to narrow down respondents reported transformative experiences through the peer observation. The survey and interviews were done before the narrative interview process

with the teachers. Narrative was a way of constructing experiences through story and making meaning of those experiences. The stories of the teachers became data to be analyzed for meaning. As Brene Brown stated, “maybe stories are just data with a soul” (TED, 2010). The stories of the teachers gave insight into the change process for them and, possibly elucidated whether the experience did lend itself to change within the school, classroom or organization. The story was a way to not only collect data about the model, but also to be involved in the storytelling by eliciting and engaging with the teachers throughout the process. Clandinin (2007) supported the idea that the narrative inquirer becomes part of the narrative experience because they are the one that was listening to the story and encouraging the story to life. The story matters, but the inquiry into the story also matters because it enables the story to be told. As this research project unfolded, having teachers tell their personal stories of transformation was yet another step in the transformational process. Stories are meant to be heard and this methodology was the listening board wherein the stories of personal transformation were told.

Research Questions

The specific purpose of this study was to discover how the peer observation model worked to transform by listening to teacher story. The conceptual framework laid out the idea that for teachers to be transformed they should participate in self-reflection that challenges their previous paradigm and that then results in a new action. The working definition for transformation was for a person to be changed in a way that the change then was the basis for new thought, idea, or action (Mezirow, 1991). According to this researcher, the attributes identified as belonging to this experience of transformation are trust, collaboration, and critical inquiry. In seeking these stories, the researcher attempted to identify which attributes, if not all, were present for a teacher to self-identify as being transformed by the experience. Through a rubric designed with those

elements in mind, the stories were measured against the rubric to determine what attributes if not all were needed for a teacher to be ultimately transformed.

The attributes identified as belonging to this experience of transformation were trust, collaboration, and critical inquiry. For this study, the main question was:

1. What was the teacher's experience of peer observation?

In addition to this question, the study also addressed and explored components of collaboration, trust, critical inquiry of self and others, and what elements of this were present for personal transformation to be applied in a professional setting. These were addressed as follows:

2. How was trust experienced by teachers participating in peer observation professional development at the research site?
3. How was collaboration experienced by teachers participating in peer observation professional development at the research site?
4. How was critical inquiry of self and others experienced in the peer observation process to improve communication, feedback, and to challenge paradigms?
5. How, and to what degree, were teachers changed as a result of participating in peer observation professional development at the research site?

This researcher believed that peer observation was the model of professional development that can lead to personal transformation for teachers because it sets up conditions of trust, collaboration, and self-reflection for teachers. Bandura supported the idea that people make meaning of their lives by connecting and ordering ideas (1977). In telling their stories about peer observation, teachers had the opportunity to reflect on these elements of peer observation and

had the opportunity to provide their own meaning making of the experience through telling their story.

Purpose of the Study

The purpose of the study was to give teachers the opportunity to tell their stories regarding peer observation and engage in meaning making around these lived experiences through questions about their stories (Chase, 2011). In addition, the study aimed to determine if peer observation and the reported experience with that peer observation caused change for the teacher either in their classroom or in their organization. Guskey (2003), DuFour (2004), Fullan (2007) and Senge (2012) laid a theoretical basis for considering teachers as the main drivers and executors of professional development. They believed that the teacher was the author of what happens within the classroom and the school was at the center of student learning. They considered teacher-led professional learning communities as the way toward 21st century professional development that matters. If it is true that teacher learning communities are at the heart of what should happen for professional development, the next logical steps are to consider how to build a climate of collegiality and trust in the school, how to have teachers collaborate and learn from one another, how to enable teachers to transform throughout the process, and how this transformation can go from within the teacher to the classroom, and ultimately, encompass the school-wide and even district-wide system as a tool for system change.

Between the teacher-led professional learning communities and personal change lies a gap between the proposition of collaboration and trust and the ability to create and utilize the learning within these communities to enact the type of transformation and system change that can exist. While Dewey (1897), Bandura (1977), Mezirow (1991) and Vaill (1996) wrote about the processes of change, and new research should consider how these processes can work with

teachers and professional development. According to the previous authors opinions on change, teachers would have to undergo a process during or shortly after their professional development activity to have transformation change. The transformative process for teachers and professional development has not been specifically defined. What both Mezirow and Vaill (1996) asserted was to change, one should attack the paradigm that was evident in each person based on their childhood values and beliefs. Bandura believed that people change in response to and because of others and that the process of change was facilitated by involvement with others. Bandura believed that personal change will happen and that it was a process that one undergoes as a response to social dynamics and pressures. Dewey believed that one should undergo a process to have personal change. For Dewey, the means to the end are the object itself. He believed that people cannot make a determination about an end result without considering the costs of achieving that result. He believed that the value of the result relies entirely upon the cost of getting there. For people to change, they should believe that the change was worth achieving through a process of inquiring. He also believed, like Bandura, that our actions are reflected against the reactions of others, "Moral insights come from the demands of others, not from any individual's insolated reflections . . . Intelligent revision of norms therefore requires practices of moral inquiry that stress mutual responsiveness to others' claims" (Dewey, 1897, p. 15). Like Bandura, change was reflected from others, and like Mezirow, change comes from transformation from within.

Guskey (2000) defined professional development as, "those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of the students" (p. 16). This leads to a new development of professional development activities in the last 20 years that takes into consideration the

improvement of teachers to improve student achievement. As Guskey pointed out, “High-quality professional development is at the center of every modern proposal to enhance education. Regardless of how schools are formed or reformed . . . the renewal of staff member’s professional skill is considered fundamental to improvement” (p. 16). Guskey asserted that to change schools, the professional development that teachers undertake should be a process that was intentional, ongoing, and systemic.

Thus, the emphasis shifts from the outside agencies bringing professional development into schools and to teachers becoming responsible not only for their own professional development, but also for their own learning. Fullan (2007) echoed Guskey’s approach to change in what we think of as professional development. Fullan wrote, “Professional development as a term and as a strategy has run its course. The future of improvement, indeed of the profession itself, depends on a radical shift in how we conceive learning and the conditions under which teachers and students work” (para 1). Fullan argued that the idea that teachers can be developed from the outside was flawed as a theory of action. Every teacher needs to be learning within their classroom and within their learning community every day. Fullan called for an abandonment of professional development and an embrace of what he termed “professional learning.” Though we know that Guskey (2000) and Fullan (2007) argued that having teachers work together was important, how those teacher groups function within a change model has not been defined.

Valuing teacher learning and personal transformation should be a component of professional development. Guskey (2000) and Fullan (2007) defined that having groups of teachers together to challenge and support one another as important to the change process. The exact protocols for these teacher groups have yet to be articulated. The PLC model and the CFG

model both are very protocol-based and the literature has shown even these specific models cannot be broadly applied without considering the specific environment of the school. Teacher communities need to work together and trust each other, but the conditions for this trust and collaboration are harder to define as Guskey claimed. Guskey (2002) best described this gap:

Even if we agree on the student learning outcomes that we want to achieve, what works best in one context with a particular community of educators and a particular group of students might not work as well in another context with different educators and different students. This is what makes developing examples of truly universal “best practices” in professional development so difficult. What works always depends on where, when, and with whom.” (p. 51)

Guskey noted universal application was difficult because of the distinctly human element of the teachers involved. Varying protocols have been used before to try and set up conditions for universal application, becoming widely used across schools and systems. While a system of protocols could be set up that could lead to transformation, in the opinion of this researcher it was more a set of conditions that need to be established. The conditions for teacher collaboration, teacher trust, and self-reflection need to be met to facilitate the type of transformational change that Mezirow suggested was possible. The conditions needed for teachers to change are not context specific and can be generalizable if one can identify the elements that create the conditions.

Narrative design. Narrative design was valid as a research design in terms of the literature. Empowering teachers to tell stories brings more emotional depth and complexity to the classroom and gifts teachers with critical thinking skills to examine their own role within the society. Clandinin and Connelly (2000) supported the use of narrative inquiry in qualitative

research. They believe that educational experience should be studied narratively and that it was a way of understanding experience that transcends traditional methods of data collection. As Richards (2011) explained after using narrative inquiry in her own research, “I learned how we are all emotional beings and to a large extent how our experiences impact our feelings about ourselves and affect our sense of identity . . . I know our stories captured our lives and illuminated who we were” (p. 815). Using the narrative framework provides teachers the opportunity to tell their experiences in a rich and complex manner that includes their perspectives and sense of who they are in the world. It was a way of revealing thoughts, emotions, and feelings that traditional methodology does not capture.

The power of using narrative as a way of studying professional development enriched the quality of the experience for the study. By asking teachers to tell their stories, the personal experience of the teachers and their stories was data. Stories acted as a window to better understand teacher experience. Telling stories empowered people to reflect on their own professional experience and was also another component of personal transformation. Narrative was powerful in that it leads teachers to enrich their own self-reflection and can lead to powerful change in the classroom (Clandinin, 2007). In addition, using narrative as a measurement gave teachers’ stories an avenue for expression and thus became a component of the change that was so desired through professional development.

This narrative study called on teachers to report the instances of personal transformation within their professional development experiences, had them describe the conditions that were met to have those experiences, and what emotional, physical, or psychological conditions were ascribed to those experiences. In addition, teachers who self-identified peer observation as a mode of personal transformation described that experience. Finally, teachers were asked to

report whether they took that transformation and applied any change back into their classroom. By examining the attributes ascribed to transformation and the personal experiences recounted by teachers claiming to have undergone transformation through peer observation, a foundation for further transformational models of professional development can be created. Teacher collaboration and trust are at the heart of the models and by creating and building on this collaboration and trust within the school, this study illustrated that through studying personal transformation and specifically, personal transformation through peer observation, attributes were found that can influence professional development and personal change.

Research Population, Timeline, Budget and Sampling Method

The population used for this research was teachers in a large, PK–12, urban school district in the Pacific Northwest. The student body was made up of 10% African American, 7.3% Asian, 16.2% Hispanic/Latino, .8% Pacific-Islander, .9% Native American, and 55.9% Caucasian. The schools are diverse in their social economic make-up with 46.3% of students qualify for free or reduced lunch.

This study utilized a narrative research design to help understand the experience teachers report going through when utilizing peer observation as a professional development model. Before collecting the narratives from teachers, a short survey and interviews were used to both obtain a holistic measurement of how staff in general were thinking and feeling regarding the peer observation and to narrow down respondents who may reported transformative experiences through the peer observation. This was done previously to starting a narrative interview process with teachers.

The population was the faculty of an K–8 school that participated in peer observation as professional development over the last two school years. All the teachers in the school were sent

a short survey first which was optional to complete. This survey asked some very simple questions about teacher feelings about school culture and their experiences and feelings about the peer observation professional development. Teachers who expressed that they benefitted from the experience were asked to consent to participate in a follow up interview. For those who agreed, interviews were conducted to hear the experience of peer observation and teachers self-reported on a rubric provided as to whether they feel that the peer observation process was transformational for them. To determine the final sample for narrative story, teachers were narrowed down to those who self-reported a high rating for personal transformation. Those teachers who reported high ratings for transformation were selected for the final phase of the interview process which was the deep, prolonged narrative interview. According to Patton (2015), selecting the number should be determined by selecting information-rich cases. The specific number for narrative was subjective as it should be determined by the quality of the stories being told and not the quantity. Researchers need not worry about the number of teachers but have enough teachers to sufficiently give evidence for those outside of the sample (Seidmen, 2013). For narrative study, there was no set determination for sample size but as Creswell (2013) suggests, even as few as one to two cases can suffice. Once teachers who could tell the story of transformation were found, all those teachers were interviewed.

The research study took place over several months. The survey was first given out to teachers and took teachers about 10 minutes to complete. The follow up interviews took approximately 60 minutes of teacher and researcher time per interview. For the deep, prolonged narrative interviews, several hours over several days and weeks were needed to really flesh the full story out. These interviews happened outside of the teacher's contract time. There was no compensation to the teachers, they voluntarily gave up the time to be interviewed.

Many schools in this school district participated in peer observation as part of equity professional development. Because these teachers have already participated in peer observation, a sample of those teachers were chosen to participate in the narrative portion of the study. By selecting teachers who have participated in the peer observation protocol and asking them to tell their stories, the sample was chosen by convenience. Peer observation was part of the teachers' professional development work already, therefore, it was convenient to use the teachers already available. Any peer observation experience qualified teachers though, so teachers could have chosen to answer based on any peer observation experience. Richards' (2011), study *Every Word Is True* utilized narrative to uncover the perception of 11 doctoral students in an introductory qualitative research methods course. She utilized her own students and then asked them to tell the stories of their experience in her class. When the course was over she also asked them to reflect on their last class and used those responses to gather data around their experience in her class. Utilizing teachers that have already participated in peer observation was similar to the methods used by Richard's in that it collected narrative from those who are already enmeshed in the process. In addition, Clandinin (2007) supported the idea of using narrative interview with teachers to understand their knowledge and their life stories. Using narrative structure to have teachers tell what they already know can influence system wide change. Clandinin (2007) wrote, "Working closely with practitioners to understand their experience of reform highlights the importance of the professional knowledge landscape on which teachers work and interact" (p. 371). Telling the stories evolves into another level of transformation. Teachers given the opportunity to tell their stories were given another level of self-reflection to frame their own transformation within.

Instrumentation

For the short survey to be given out to all staff, Qualtrics was used as the vehicle for that survey. Qualtrics is a world-wide web based research company that provides access to online survey tools in addition to research tools and feedback. They serve both commercial and education and provide companies with immediate feedback and support. Once those responses were collected, the researcher then interviewed those staff who had participated in peer observation and were willing to be interviewed. During this interview, questions were asked to gauge the level of transformation of the teachers involved in peer observation.

Narrative were used for the in-depth interviews because according to the literature presented, human feelings and emotions cannot be understood without using a more inquisitive process. Clandinin and Connelly (2000) wrote, “Narrative inquiry is a way of understanding experience . . . narrative inquiry is stories lived and told” (p. 20). The only way to really understand the possibly transformational experience of those participating in peer observation as professional development was for them to tell of their experience. The narrative interviews were lengthy and some required several sessions to give teachers the opportunity to both tell their stories and then reflect and add upon those stories based on probing questions. As the interviewer, the researcher was the instrument to flesh out the narrative and to do the interviews. The researcher has been part of the peer observation for the past year and as a member of the peer observation team, had the opportunity to observe the process. A thorough understanding of the process helped the researcher when interviewing teachers about their experiences with the process. This familiarity helped the teachers tell their stories.

Data Collection

The first data point collected were the responses to the brief survey given out to all staff. These data points are shown to give a snapshot of how many staff participated and to give a

picture of the school-wide view of the professional development. Those staff who reported positive feelings toward the peer observation were asked to participate in a totally volunteer follow up interview. Out of those interviewed, those that reported transformational experiences due to the peer observation were chosen to participate in the narrative interview. These interviews were limited to a small number of staff as they were deep and more prolonged and aimed at giving staff the opportunity to both tell their story of peer observation and tell the story of what benefit the experience had to their classroom and their teaching. With narrative, deep prolonged interviews were used to gather the data from the respondents. As Clandinin and Connelly, (2000) and Richards (2011) illustrated, employing deep and thoughtful questions with the respondents was a way of allowing them to tell their stories. In Clandinin and Connelly (2000), they insisted on providing deep and thoughtful questions for teachers to allow them to tell their story. Journals, field notes of shared experiences, and unstructured interviews are methods used to provide the narrative experience. Narrative inquiry was a powerful example of how to utilize lived stories as data sources (Connelly & Clandinin, 1990). They explained that what makes a good narrative was that each researcher should search for and be able to identify the best criteria applied to his/her work. At times, the narrative can contain what was called an “illusion of causality” (p. 7). This means that while a person may be telling a story in what was perceived as a very back and forth sequence of events, those events are part of the whole and should be perceived as such. As data was collected with the end in mind that the causality of the story was perceived as part of the whole in a way that captured the meaning of the narrative through the events. In the case of this study, looking at the experience of peer observation as a transformation tool was the end goal of the narrative. Teachers were asked deep and probing questions that while not leading them, engaged them in thoughtfully telling their stories. The

questions used are found in appendix A and were asked to reveal the teachers experience with the peer observation.

Data Analysis Procedures

The stories were categorized by time, place, and process. The stories were asked in a way that led the teachers through a chronological approach, therefore teachers made sense of the story through the before, during and after recollection of the experience. The chronological approach was situated within a personal and social context thus meaning teachers were probed to relate their chronological experience to how it then changed throughout the time. The teachers were asked to look at both how it may have changed them as a teacher in what they took back and applied to their classroom and what they may have discovered or unearthed in themselves personally throughout the experience. The researcher was looking for the attributes that the teachers report as being important to their transformation and then this data was summarized according to chronology and the attributes. This type of study probed for deeper understanding of professional development and utilized different stories from four different teachers to garner this understanding. To use validity and triangulation in this type of study was to redefine it as, “reliability and validity are conceptualized as trustworthiness, rigor and quality in qualitative paradigm” (Golafshani, 2003, p. 604). The use of carefully crafted deep, prolonged, narrative interviews set the stage for a deeper look and understanding of what teacher’s experience as transformational through their professional development experiences. In addition, the teachers were asked whether the experience resulted in a different or new action and what specific action or change transpired for the teacher.

Deep narrative. Deep narrative interviewing led this researcher into understanding the phenomena around peer observation. The narrative interviews were constructed so teachers

could tell their stories of peer observation and were questioned about that story and their feelings and experience. The aim of this study was to find out why certain types of professional development made a difference in the transformation of teachers and if so, why. The narratives were recorded and the study connected and compared the attributes from each teacher to form the data set to analyze. Once the narratives were recorded and coded by attribute, the data analyzed for how those attributes connect or show up in each narrative and how they meet the specification for transformation. In each narrative, the order of the experience was coded so that a chronological event line shows the teacher experience from the beginning of the narrative to the end.

Identification of attributes. The attributes identified as belonging to this experience of transformation are trust, collaboration, and critical inquiry. All data from the narratives was recorded, then chronologically reproduced for each subject, and finally coded by attribute. This was done primarily electronically using spreadsheets and notation with chronological feeling experience and coding by attribute done separately for each subject. The attributes were identified according to any language the teachers use that fit within each attribute. For example, when talking about trust, the respondent might have reported that they felt they were taking a risk by participating in the peer observation cycle. This would be coded under trust as well as the example. In the research, the attributes were utilized in a transformational rubric. If transformation was reported, then attributes were analyzed for how many were reported in the transformation story. As the stories were analyzed, it was determined if transformation can exist with or without all the attributes, and if so, which attributes are essential and which are not. As data was collected around the change that resulted from the transformation, the data was also

collected as to whether there was change in action due to the transformation and what exactly that change or action was and how it was applied.

Limitations and Delimitations of the Research Design

Several conditions or circumstances restricted this specific study. This study aimed to study the narrative experience of teachers involved with peer observation. Since the research provided has shown peer observation can provide teachers with rich and complex experiences, this study aimed to explore peer observation through narrative. The philosophy behind peer observation was teachers can learn best from one another. Pressick-Kilborn and Riele (2008) looked at how learning from reciprocal peer observation could take place to facilitate learning of teachers. Hamilton (2013) also echoed this process as being a way to inform professional development. Pressick-Kilborn et al., (2008) recognized, “Peer observation is perhaps the most challenging mode of collegial involvement in one another’s teaching” (p. 62). Palmer (1998) advocated for peer observation as well in his theory that to know ourselves we should know others as well. As Hamilton (2013) pointed out, “Learning from colleagues also means that . . . teachers and principals will collaborate with peers, researchers, and their own students to make sense of the teaching/learning process in their own contexts” (p. 45). Teacher knowledge cannot occur in a vacuum without intent to apply the knowledge to their classroom. In the case of peer observation, these authors found it encourages teachers to involve themselves as learners in the process. As Hamilton found from interviews, surveys and observations of the peer observation process, the analysis provided described teachers as excited to be part of the learning process. This professional development model was valid as a research study in terms of the literature.

Often when providing narrative detail about an experience, people have a hard time remembering order of events or even the events themselves. Since the data collection

concentrated on attributes of the experience and the chronological feeling of the experience, the actual time became less important than the experience of the time and the deep interview probed teachers to remember. In addition, the teachers chosen as the sample were limited to teachers who had experienced peer observation from the last year to eliminate the forgetfulness as time goes by. Stories were not included for those who had not been transformed. In addition, the responses varied by the had number of times the teacher attended the peer observation. Since the narratives were deep and prolonged, the study was limited to four teachers so as not to be time consuming and manageable. Respondents were those that experienced high scores on the transformational rubric and who consented to a follow up narrative interview. Since it was a select sampling from the population at a K–8 school, the respondents were three females and one male. There were more female respondents to the survey due to the numbers of more female teachers than male in elementary and K–8 education.

The research results from this study are transferable in that the research results may be useful to others involved in the educational work around professional development for teachers. Much research has been done regarding models of professional development, but less work has been done around what facilitates teacher change and the results from this study could be transferable to those looking at how to design professional development that was going to facilitate teacher change. In addition, using narrative gave teacher voices a platform and recognized the importance of telling stories was to understanding experience.

Validation

The credibility and dependability of this study was approached in several ways. Though the research aimed to be as objective as possible, teachers were asked to describe whether their experiences were transformational. Though this was a subjective question, the teachers were

asked about the attributes and whether they experienced the attributes as part of the transformation. With the narrative interview, the trustworthiness of the relationship was paramount. Since the researcher worked as a principal in the district, establishing conditions of trust and engagement were vital to the interview. The power differential could have been relevant if the researcher had been seen in their administrative light and teachers would have tried to tell the researcher what they thought she wanted to hear.

Trust. To establish conditions of trust and discount this power differential, it was important to engage in two levels of interviews and ending with deep and prolonged interviews which gave researcher and teacher an opportunity to establish a relationship of trust and openness. This trust was vital according to the literature from Clandinin, the role of the researcher as a trusted confidant was important (2013). In addition, if the researcher makes it understood this was research only and not at all evaluative in nature, trust can be established. To find the narrative story, the researcher should develop a relationship to the teacher and utilize relationship to dig the story out. This strengthened the credibility of the data if the teacher felt like they could tell their story and be listened to for what matters to them. The researcher made it clear the research was about the story, not about the performance of the teacher. In addition, the researcher created an interest management plan that contained an informed consent form and gave the teachers the right to end the interview or remove themselves from the process at any time. In addition, the informed consent form stated participation was voluntary and free of coercion or compensation and nothing was held against the teachers if they did not participate. Each teacher was assigned a pseudonym used on every research document and documents were kept on a secure laptop computer. The corresponding dissertation was written in such a way that teachers will not be identifiable. The interviews were a multi-stage interview to chronologically

ask the teachers about the before, during and after experience. Situating it within this context aided in the chronological analysis and awareness of the teachers. This aided in seeing what attributes were present and when those attributes were present within the framework of the narrative.

The issue of validity come back to the reliability and trustworthiness of the relationship and in the trustworthiness of the interpretation. Through interviewing different teachers to report their experiences with the peer observation cycle, this study aimed to utilize this approach to strengthen the credibility of the study and to afford alternative narratives within the frame of transformation. To establish that reliability and trustworthiness existed within the study, member checking was used to ensure that there was another valuable source of data and insight (Fielding & Fielding, 1986). According to Loh (2013), in the case of narrative member checking can be done by checking with either some other teachers in the same field and circumstance or checking with the teachers themselves after the analysis for attributes and connections are made. In this case, other teachers can provide context or even afford an alternative interpretation if needed (Patton, 2002). Loh cautioned that in the case of member checking, the analysis or interpretation might disagree with research results. In these cases, it can be used as another data point and will need to be thoughtfully analyzed as part of the data. Because the data was the stories of the teachers, it was within ethical bounds to establish the teachers as narrators of their own stories and allow them to see the finished product and interpretation of the story. Loh supported this as part of what constitutes establishing trustworthiness of the researcher and the research study. This study gave teachers access to the transcription of the interview for member checking.

Findings

This study aimed to find a connection between peer observation experiences and transformation in adult learning. The study also aimed to find that teachers reported attributes to transformation such as trust, collaboration, time to work with peers, and self-reflection which will all assist in teachers feeling like their professional development activity was successful in personal transformation. The study was a possible extension of the work done by Mezirow, who believed that self-reflection was a vital component of transformation. In addition, using narrative as a model supported the claims of Clandinin (2013) that, “thinking narratively about experience illuminates new understandings” (p. 22). It will also add to the work being done by school districts to provide their teachers models of professional development that provide transformative change. The theory was that peer observation was the model of professional development that can lead to personal transformation for teachers because it sets up conditions of trust, collaboration and self-reflection for teachers.

Transformation. To be transformed according to Mezirow (1991) a person should be able to apply their reported transformation into a new action in their life. For teachers to be transformed according to Mezirow, they should then be able to take whatever it was that they report having learned or how they report having been transformed and be able to apply that directly into their classroom or their teaching practice. During the narrative interview, teachers were asked to talk about the ways in which they experienced transformation and see themselves as transformed, and to cite specific examples of how transformation was now evident in their teaching practices. In addition, the teachers were asked for examples of how the peer observation model has made changes in school culture or school reform if any. Transformation cannot be considered complete unless transformation results in a change of action. Teachers

were asked to look specifically at their teaching practice and were asked to self-reflect on how they are different teachers because of the process they went through.

Ethical issues of the study. The main issue for this study was the researcher's position within the school district which could have set up a power differential and skew results. The main way the researcher avoided this issue was to clearly inform the teachers of the narrative interview of the non-evaluative experience of participating. In addition, the researcher developed a relationship with the teachers through the interviewing that led to more deep and prolonged interviewing. This process could chip away at the power differential by establishing a relationship of trust between researcher and interviewee. Teachers are involved in different types of professional development and therefore will not be asked to participate in any activity that they have not been part of before. There were ethical concerns regarding the teacher's stories nor having teachers recount their experiences. In fact, recounting experiences was part of self-reflection and benefitted the teachers involved because it helped them reflect and observe on their own practice.

As a principal in this urban school district, the researcher has worked at several different schools and has been involved with the peer observation process in the district for the last two years. The teachers in the district have participated in peer observation for the last two to five years depending on the school. Because Clandinin (2007) believed relationship was important in the narrative process, already establishing a relationship within this community can assist the researcher. Many teachers already know who the researcher was and have already felt comfortable enough to participate in the voluntary survey and initial interviews. There were only two teachers who did not know the researcher. The relationship was collegial in nature and teachers chose to participate in the survey and interviews through their own volition. In addition,

as part of the consent process, teachers had the right whether to participate, end the participation at any time, and have the right to all information regarding their identification be confidential and only identifiable in a confidential and secured document.

Sampling. Purposeful sampling was used to provide examples of teacher transformation. The researcher took a sample from a school in the district where she works. The survey was given to all staff originally to determine who participated in the peer observation and what the general feelings of staff were surrounding the process. Once the surveys had been given, the sample was narrowed down to just respondents who participated in the process and who had agreed to a follow up interview. These six respondents participated in interviews to determine who reported transformation from the experience and to extract an idea of what their experience with the process was originally. Finally, from these interviews, a group of four teachers were asked to participate in the narrative interview. In this case, the sampling was chosen because of time available, the framework of the research question and the specific pool of teachers available for the research study. Schatzman and Strauss (1973) supported selective and purposeful sample in situations such as this. The sample was selected according to the aims of the research. In this instance, it was a calculated decision to select the sample based on what was already assumed and known about the sample. Glaser (1978) echoed the theory for these cases the researcher deliberately goes to the groups which will maximize their possibilities. In selecting this group of teachers, the researcher aimed to maximize the possibility of collecting data around transformational experiences and the groups are chosen accordingly. The researcher did not assume to know what the result was and what attributes in the end connected. The sampling though was designed to start the study with a sample where the known phenomena of transformation has occurred to then be able to collect the data around this phenomenon (Coyne,

1997). The researcher was deliberately searching among the staff who have already participated in the peer observation cycle to find those who confirmed the expectations about what was being studied. This sampling also coincided with Patton's (1990) view in that it belongs under the umbrella of what was called purposeful sampling. The underlying principle was the researcher was using this purposeful sampling to select "information-rich" cases (Patton, 1990). These cases were specifically selected because they were expected to be a veritable rich mine of data around transformation and the teacher experiences with and within the transformational process.

Interpretation. There was much room for personal interpretation in this study. Because the researcher had a previously established relationship with all but two of the teachers, the researcher was privy to understanding of personality that would not be evident without a personal knowledge of the teacher. The researcher assumed the position of teacher-observer because while the questions were made to probe and discover the stories, the researcher knew the teachers well enough to know when to push and prod for more self-revelation. It was the role of the researcher in this narrative study to be able to read the non-verbal's evident in all human discourse. When given the opportunity to delve a little deeper into the narrative, the researcher was in a known position of trust to be able to do so. The researcher did know all but two of the subjects, but Clandinin (2007) supported this relationship as being vital to narrative researcher. It was in these cases the richest data can be mined. The relationship was important. Clandinin (2007) wrote, "Researchers try to build a research relationship in which personal memories and experiences may be recounted in full, rich, emotional detail and their significance elaborated" (p. 539). Using narrative methodology supported the intimate relationship between the researcher and the subject in a way that provided a richer and more complex data set to be studied.

Summary

The specific purpose of this study was to look at reported transformation and what teachers reported as being the conditions that allowed for personal transformation in professional development. This study interviewed six teachers who participated in peer observation, and then followed up with four teachers who told their story through a narrative interview that was deep and prolonged. Once the stories were collected and ordered for chronological sense and context, narrative response was used to find common and identifiable attributes of personal transformation to see if that in fact, peer observation could create these attributes. By participating in the process, teachers also had the opportunity to reflect on school culture and transformation.

Chapter 4: Data Analysis and Results

Introduction

The specific purpose of this study was to discover how the peer observation model of professional development worked to transform by listening to individual teachers' stories. Transformation in this study means that a transformed person was changed in a way that the change was the basis for new thought, idea, or action (Mezirow, 1991). Trust, collaboration, and critical inquiry are the attributes describing the transformation experience. In seeking these stories, the researcher attempted to identify which attributes, if not all, were present for a teacher to self-identify as being transformed by the experience of peer observation.

- . The main research question in this study was:
 1. What was the teacher's experience of peer observation? In addition to this question, the study also addressed and explored components of collaboration, trust, critical inquiry of self and others, and which of these were present for personal transformation to be applied in a professional setting. These were addressed as follows:
 2. How was trust experienced by teachers participating in peer observation professional development at the research site?
 3. How was collaboration experienced by teachers participating in peer observation professional development at the research site?
 4. How was critical inquiry of self and others experienced in the peer observation process to improve communication, feedback, and to challenge paradigms?
 5. How, and to what degree, were teachers changed as a result of participating in peer observation professional development at the research site?

This study utilized a narrative research design to help understand the experience teachers encountered while using peer observation as a professional development model. Before collecting the narratives from teachers, a short survey and interviews were used to both gain a snapshot of how teachers in general were thinking and feeling regarding the peer observation and to narrow down respondents reported transformative experiences through the peer observation. The survey and interviews were done before the narrative interview process with the teachers.

This narrative study called on teachers to report the instances of personal transformation within their professional development experiences, had them describe the conditions that were met to have those experiences, and what emotional, physical, or psychological conditions were ascribed to those experiences. In addition, teachers who self-identified peer observation as a mode of personal transformation described the experience. Finally, teachers were asked to report whether they took that transformation and applied any changes back into their classroom.

Survey was the first data collection tool used to gather information. Surveys were sent to all staff members at the research site and demographic data on gender, years teaching, race, and educational background was collected. The surveys also asked what type of professional development activities teachers had engaged in during the past year. In addition, the teachers were asked to rate their experiences as relevant and helpful to their current job on a scale from strongly agree to strongly disagree. Finally, teachers were asked if they had participated in the peer observation cycle, how helpful the experience was in informing their practice, whether they would participate again, if they thought it was an effective form of professional development, if they had changed anything about their teaching due to the experience, and finally if they would consent to a follow up interview regarding their experiences.

Teachers who consented to an interview on the study, were interviewed with a set of 16 questions regarding their experience with peer observation. During these interviews teachers were asked to report the experience of peer observation and were asked several questions regarding their feelings about the experience, their education and training, and how the experience impacted their teaching. In addition, during these interviews the teachers were asked to rate themselves on the transformational rubric found in appendix B and explain their answers. These interviews were coded for attributes relating to the transformational research and used to determine level of transformation for the next level of interview.

In the first round of interviews, teachers told their stories and did so in-depth through detailed description. Though the first round of interviews were to be brief, they ended up taking an hour or more and the teachers delved into their stories without much probing. This caused the second round of interviews to cover much of the same ground as the first, though the second round of interviews did go into greater depth as to the role the attributes played in their experience and what the change was because of the experience and why that change was made.

After reviewing the scores on the rubric, four teachers were asked to participate in a longer narrative interview where they told their stories more deeply about the experience and teachers were asked more in-depth questions about their feelings regarding the experience. These interviews delved into their feelings about their peers and their relationship with their peers before, during, and after the experience. They were also asked if the process changed them and, if it did, how it have changed them. These narrative interviews were coded using the attributes and in addition, were coded using an adapted three-dimensional space narrative structure found in appendix C.

The interviews were coded for trust, collaboration, and critical inquiry. Each teacher reflected they had changed because of their experience with peer observation though the changes were pedagogical, relational, and personal. The attribute of trust was the most frequently cited attribute as making the greatest difference in the experience for each of the teachers. In addition, the teachers reported that being able to tell their stories about the experience made them think more in-depth about their own role and their own change in context with the experience. This study collected and analyzed the data for attributes, transformation, and the role of the narrative in transformation.

As a teacher and administrator, this researcher has had many years of experience participating and leading different types of professional development. Professional development is part of a teacher's world. As a school leader, this researcher wanted to understand what brings teachers to new levels of excellence in their craft and what type of professional development can have lasting and impactful change. As a student, this researcher studied Mezirow's (1991) theory of transformative learning and drew parallels between that theory and the change that she wanted to see happen for professional development. Over the years, the professional development model has shifted from a top down model to a more teacher-centered model of learning (Guskey, 2009). Because of two years of experience working in a peer observational model and watching teachers engage deeply with the model, this researcher decided to research this mode of professional development. Because of the importance of story, narrative inquiry was the methodology that was utilized in this study. As Brene Brown stated, "maybe stories are just data with a soul" (TED, 2010). This belief that stories are the mode in which people reveal themselves and work through their own experiences and feelings motivated this researcher to use narrative inquiry. The process of telling stories and hearing stories clarifies and elucidates the

human experience. Clandinin (2007) wrote, narrative was so powerful that it can lead teachers to enrich their own self-reflection and can lead to powerful change in the classroom. A belief in peer observation, transformation, and telling stories as data drew this researcher to the premise and theoretical basis of this study.

All research activities were the sole responsibility of the researcher as was the data collection and analysis. The personal position of the researcher in the district was a motivator behind the study as the results will be used to justify the continuation of peer observation in schools and districts. The data will be used to drive the search for meaningful and transformational professional development activities for schools and districts and hopefully influence others to seek for these opportunities.

This specific purpose of this study was to look at reported transformation and what teachers reported as being the conditions that allowed for personal transformation in professional development. This chapter will describe the sample of the study, the research methodology and analysis used, give a summary of findings, and then present data.

Description of the Sample

The population used for this research was teachers in a large, PK–12, urban school district in the Pacific Northwest, specifically from a K–8 school in the district. The student body of this district was made up of 10% African American, 7.3% Asian, 16.2% Hispanic/Latino, .8% Native American, and 55.9% Caucasian. The schools are diverse in their social economic make-up with 46.3% of students qualifying for free or reduced lunch. The teachers in this K–8 school had the opportunity over the last two years to participate in the peer observation cycle. The survey was sent by the principal of the school to the 50 staff members who were licensed teaching professionals. Out of the 45 staff members, 16 teachers responded to the survey. Out

of those 16, six responded they had participated in the peer observation and they would also be willing to be interviewed. Out of those six who were interviewed, only four qualified and agreed to a follow-up narrative interview. The survey was open for two weeks and three reminders were sent to staff asking them to complete the survey. Fowler (2014) advised using about a seven to ten-day window for survey completion was adequate and giving people reminders was important. In this study, no incentive was given to complete the survey. The survey was optional so 16 teachers responding was about 35% of the population and according to Fowler (2014) this was a not an atypical percentage response even for emailed surveys, though Fowler asserted there was no minimum response rate.

Out of the 16 teachers responding, four were male and 12 were female. One staff member identified as Black or African American, one staff member identified as Multiracial, and the other 14 identified as Caucasian. Out of the sample, two teachers had completed a Bachelor's as their highest degree and 14 completed a Master's. The total number of years teaching was for one staff member two to five years, six staff members had six to ten years, six staff members had 11–15 years, and three had 16 or more years of teaching experience. Out of the 16 staff who completed the survey, nine had participated in the peer observation cycle at the school and seven had not had experience with peer observation. Out of the 16 survey teachers, six agreed to a follow up interview and six follow up interviews were scheduled.

The six teachers were Jason, Michele, Emily, Angela, Geoff, and Maureen. Jason is a Caucasian male who had taught in elementary through high school and has been teaching for 16 years. Michele is a Caucasian female and has been teaching K–5 for 16 years. Emily is a Caucasian female who has been teaching K–5 for 7 years. Angela is a Caucasian woman who has been teaching K–5 for 9 years, Geoff is a Caucasian male who has been teaching middle

school math and science for 13 years. Maureen is a bi-racial woman who has been teaching preschool through high school for 6 years. All six of these teachers chose to be interviewed for the follow up interview after the survey and all rated themselves on the transformational rubric. Out of these six, four agreed and qualified for the final narrative interview. The final narrative interview teachers were Jason, Michele, Emily, and Angela. All names are pseudonyms and have been changed to protect the identity of the teachers.

The use of a quantitative measure of survey was included in this study as a basis for not only demographic data, but also to determine who had already had experience in peer observation and who had experienced positive feelings regarding the process. In addition, a snapshot of general teacher feelings about and what type of professional development activities are attended in a typical year was gathered through the survey. The use of quantitative measures to support qualitative data was supported by Bryman (2006) who examined ways in which quantitative and qualitative research are combined in practice and it has become common in practice to combine these methods. His research analyzed journal articles citing quantitative and qualitative research and the reasons why the authors utilized the mixed methods. The most common reasons cited were triangulation, completeness, enhancement, sampling, and diversity of views (Bryman, 2006). What Bryman found was the importance of combining the two points depends on at what rationale used to support the mixed method approach and this can create new understandings when done so. While this study was not a mixed methods study, it does use the quantitative measure of the survey to lead to the next phase of the research, which was the use of interviews and narrative interviews as methodology. In this study, survey was used to drill down into the school population and find a sample of teachers who had participated in the peer

observation process, who reported positive feelings about the process, and who would be willing to be interviewed. The survey was the window to the sample.

Research Methodology and Analysis

Chapter 2 discussed several different models for teacher professional development. As each model was developed, applied, and studied, the question of how effectiveness was measured was raised. Some researchers who studied the effectiveness of professional development, went directly to the source, the teachers. Many of the studies were mixed method in nature as they relied on teachers to tell their stories or tell the stories from the teachers largely through interview, survey, self-reflection, questionnaires, and observation. In addition to these methods, researchers used design methods such as action research and case study. Narrative analysis has been utilized by researchers such as Ollerenshaw and Creswell (2002) and Clandinin and Connelly (2000). Researchers have used a variety of methodologies to study professional development.

Survey or questionnaires have been a widely-used method to gather information regarding effectiveness of professional development (Groves et al., 2009). Surveys have been used to snapshot what teachers are thinking without taking much time out of their professional days. Surveys give a snapshot and a gauge of where teachers would locate themselves and gives researchers the ability to collect a number of responses. Narrative has been used in the form of in-depth interviews because according to the literature presented, human feelings and emotions cannot be understood without using a more inquisitive process. Clandinin and Connelly (2000) wrote, "Narrative inquiry is a way of understanding experience . . . narrative inquiry is stories lived and told" (p. 20). The only way to really understand the possibly transformational

experience of those participating in peer observation as professional development was for them to tell of their experience.

To examine both the attributes of transformation and the reported experiences of transformed teachers through peer observation, this study utilized a qualitative approach by using the narrative inquiry method (Patton, 2002) in addition to starting with a survey to snapshot the teacher experience and feelings regarding professional development (Groves et al., 2009). Teachers who have participated in peer observation answered a short survey about their experience and opinions regarding the peer observation. The survey also asked who had a peer observation experience from the last two years and who would be willing to consent to a follow up interview about that experience. From the survey six teachers consented and were interviewed to obtain more background and explanation of their survey answers. At the end of these interviews, teachers were asked to score themselves on the assessment of transformation scoring template found in appendix. These interviews were also coded for the attributes of transformation. Out of the six interviewed, four teachers were selected who reported they experienced transformation as identified on the rubric through peer observation and who consented to a narrative interview. Through this narrative interview, they were led through an interview process that asked them to tell their stories about their experience with peer observation. This interview process used the term change when asking about the experience and what happened throughout and after the experience. According to Mezirow (1991), the final stage of transformation was an actual change of thought into new action. For the purpose of the narrative interview, the term change was used instead of transformation. When teachers placed themselves on the transformational rubric, transformation was defined as: identifies self as changing habits, ideas, or actions based on personal critical reflection of paradigms. Through

further deep and extensive interviews that probed for depth and follow-up on previous statements, the teachers were asked to identify the emotional or psychological experience that coincided with personal change. This used a similar process as the restorying narrative analysis adapted from Ollerenshaw and Creswell (2002).

A narrative inquiry study was the most relevant method to give these four teachers an extended opportunity to tell their personal stories of transformation through peer observation. This mode of research should have empowered teachers to describe their personal experiences and defined those attributes of peer observation which may have led to their personal transformation. Through the narrative story told, each teacher reflected on the peer observation process and identified the conditions that were met that described the experience as transformational. Once collected, the narratives were coded, analyzed, and sorted for connecting attributes that defined specific stories of transformation using an adapted three-dimensional space narrative structure approach adapted from Ollerenshaw and Creswell (2002) and Clandinin and Connelly (2000). The requisite conditions for transformation were developed from the data to learn if through connecting these experiences to self and practice, the attributes of transformation can be universally identified and applied in other circumstances. How teachers report and experience change that was transformative was important for understanding how peer observation could be used as an effective pathway for teacher and school change. A copy of the survey, the interview questions for round one interviews, the assessment of transformation scoring template, a copy of the questions for the narrative interviews, and the adapted three-dimensional space narrative structure are included in appendix.

Summary of Findings

This presentation of the data and results will be presented in three separate parts. The first part is a summary of the survey results and findings. The second part will be the first interview findings using the coding for attributes and the assessment of transformation scoring template. The third part is a summary of the coding for attributes done on the narrative interview and a summary of finding from the adapted three-dimensional space narrative structure. The summary will review the findings which are the basis for the discussion, analysis, and conclusions found in Chapter 5.

Presentation of the Data and Results

Survey results. This researcher used a Qualtrics survey sent by the principal to all licensed staff at the research site. The survey was used first to obtain a snapshot of the teachers who had participated in professional development, what type they had participated in, the general helpfulness or preparedness from the professional development, and who had participated in peer observation as a form of professional development and their general feelings regarding the experiences. For the 16 teachers surveyed, 11 participated in courses/workshops on subject matter or methods or other education-related topics. Two teachers attended education conferences or seminars, three had observational visits to other schools, six had observed or visited classrooms within the school, and 12 had professional development conducted at the school level by teachers or administrators. For this and most questions, teachers could select all that applied, so teachers could report any of the professional development activities from the above list. Out of the 16 surveyed, four of the degrees had participated in a degree program over the last year. Three teachers had participated in a network of teachers formed specifically for the professional development of teachers (unspecified). Four of the teachers surveyed participated

in individual or collaborative research on a topic of interest for them personally (unspecified). Six of the teachers had participated in mentoring and or peer observation as part of a formal school arrangement. The teachers were asked what topics the professional development covered. According to the survey data, knowledge of and understanding of subject field and student evaluation and assessment practices were the professional development activities with the highest number of participation, followed by student behavior and classroom management. Teachers were asked to rate the professional development courses as helpful, relevant or able to prepare the teacher for their job or possible advancement. Since the research question serves as a way of finding out whether peer observation has been transformation for teachers, it was helpful to know what types of professional development teachers have already participated in and what their general feelings were regarding that professional development.

For about half of the teachers (42–50%), professional development course content was relevant to their current job functions and about half of the teachers (50%) somewhat agreed the professional development provided by the district has been helpful to inform their practice. The rest of the teachers either found the professional development activities somewhat unhelpful or strongly disagreed that they were helpful. The teachers were asked to report their feelings about their previous professional development activities to gauge where they had felt it benefited them and in what area. This was just meant to glean a snapshot of feelings regarding professional development in the school.

The teachers were then asked to specifically state whether they had participated in peer observation, if “Yes,” then they were asked about their experience and feelings regarding the peer observation experience. In Chart 1, peer observation was rated on helpfulness to teaching,

opportunity to work with peers, effective form of professional development, likelihood of participating again, and change experienced because of the peer observation.

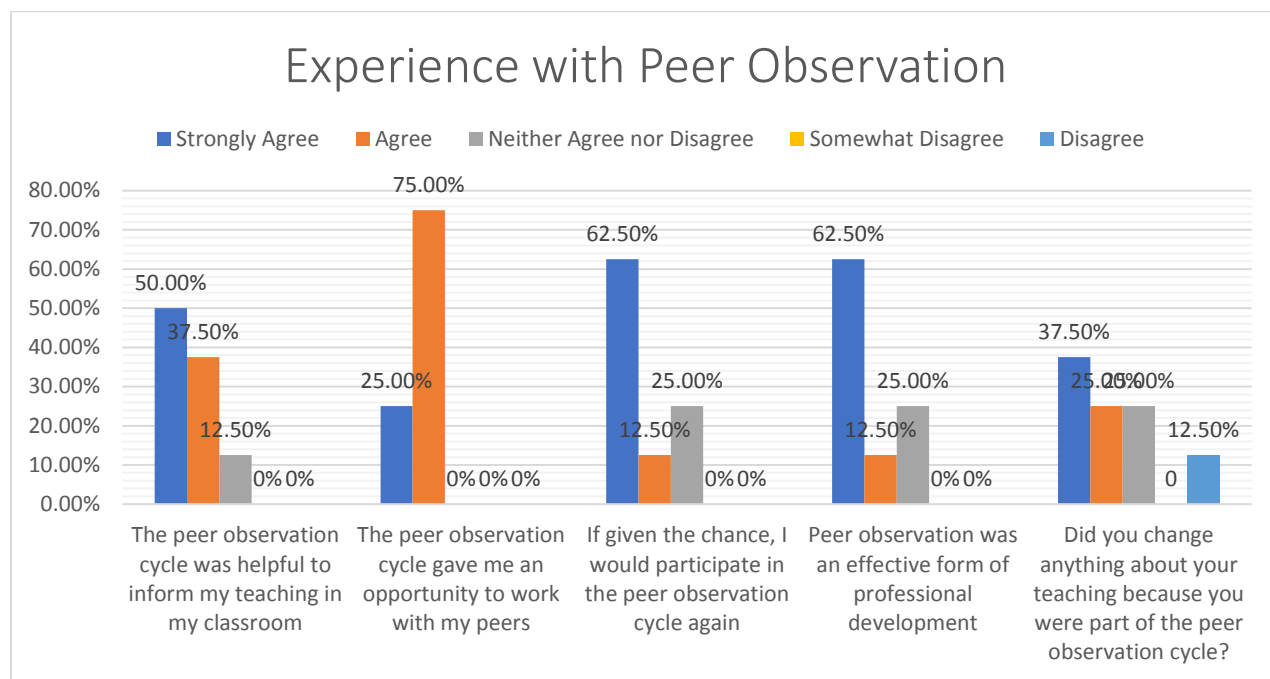


Figure 1. Teachers experience with peer observation and whether it was helpful to inform teaching, an effective form of professional development, and teachers would do it again.

With Figure 1, it was evident more staff found the peer observation cycle helpful to their teaching than any of the other professional development activities they had participated in previously. The teachers mostly agreed they would participate in the peer observation cycle again and for 75% of the teachers, peer observation was an effective form of professional development. The only point where teachers reported disagreement was when asked if they changed anything about their teaching because of their part in the peer observation cycle. Teachers were not given any definition of change or directed specifically in any of these questions and so this question relies on teachers remembering quickly whether they had changed

anything. It was created to have a base for later in depth and specific questions regarding change and transformation.

After teachers finished the survey they were asked if they would consent to a follow-up interview regarding their experience with the peer observation process. Six teachers agreed to the follow up interview and that interview with corresponding coding and rubric data is the subject of the next section.

First round of interviews and transformational rubric. After completing the survey, six teachers agreed to a follow up interview. Out of these six, five had peer observation experiences over the last year and one had some informal experiences she chose to address when interviewed. At the end of the interviews, teachers were asked to place themselves on a rubric of transformation and explain why they chose the scores they chose. Once the interviews were complete: trust, collaboration, and critical inquiry were coded as the attributes mentioned as belonging to transformation. The following illustrates the instances trust, collaboration, and critical inquiry were mentioned in the transcribed interviews.

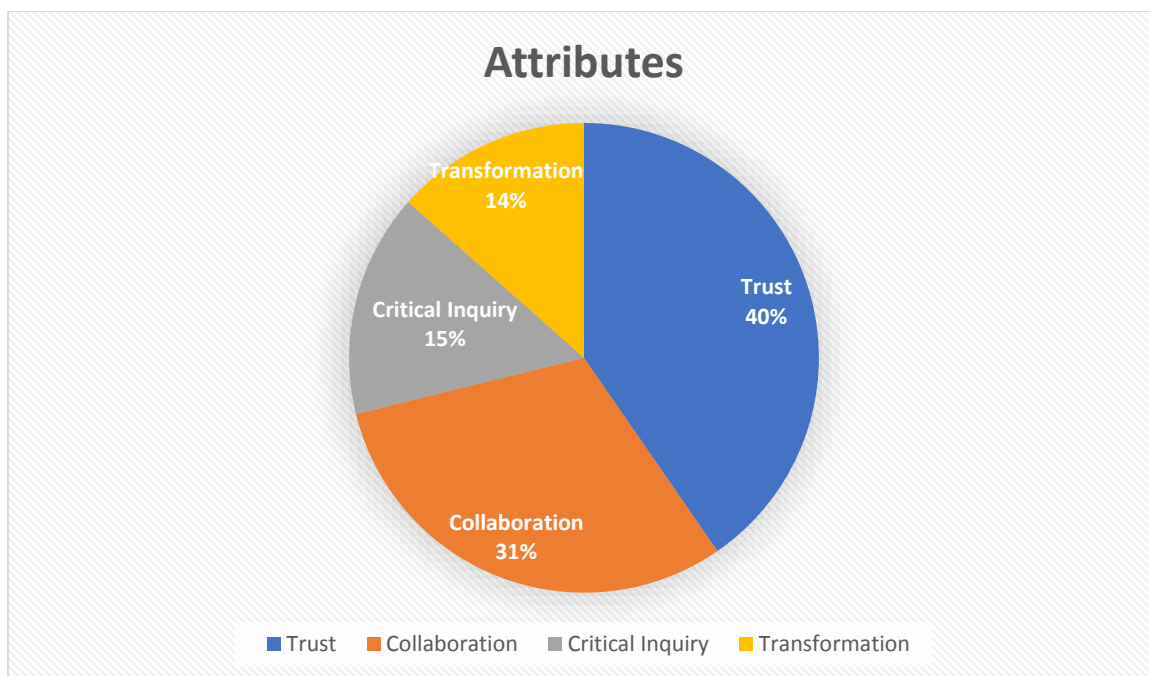


Figure 2. Frequency of Attributes Cited

Trust. During the interviews, the teachers mentioned trust more often than any other attribute. The teachers reported trust was essential to have for peer observation experience be successful. Jason reported two instances of being involved in peer observation. One time he had no relationship of trust with his partner and the other experience he did have trust and as he stated, “It worked really, really well when I had somebody that I really connected with and it worked really, really horribly when I didn’t.”

Emily stated:

I would say that’s the hardest part about it is when you walk into a room and you see people that you know you don’t have good relationships with across the table from you, I think it makes things tend to be less open. I think developing a community of trust within the staff is gonna be extremely important in order to make things it work.

In her interview about her positive peer observation experience Michele stated, “I would say like it was complete trust, like we have complete trust in each other all the time.” Trust showed up in each interview as important to the process and each interviewee mentioned that it would be difficult to attempt the process without trust. Jason, in describing his experience with a teacher he did not trust stated, “I got so locked up in the conflict and the lack of trust that I wasn’t able to have critical inquiry or any sort of transformation.” Maureen reflected she felt so nervous to have someone in her classroom in the first place, she could not imagine going through the process unless she trusted who was coming in. Geoff described his process as being one in which he got to choose who he did the observation with and so he chose those in his department he already knew and trusted. He and his peers picked their teams to do the process with and so went into the process with a foundation of trust. Trust was the most mentioned attribute when coding the first round of interviews.

Collaboration. The teachers also reported that the chance to collaborate with their peers was an important part of the process. Many of them mentioned how they do not have the chance to see each other teach in the regular course of a school year. Geoff talked about how he believed it to be a “good thing because we all know when you’re teaching it’s rare that you get seen by anyone other than when you are seen in the evaluative way by an administrator.” Michele mentioned the same perk of being part of the process, “It is just fun to get a second when I could watch someone teach.” Maureen, who had not had a formal peer observation experience but had experienced some informal peer observations, felt the important work for her was to go into someone’s classroom and be able to see what they do and “explore the teaching” to gather ideas for

her own classroom. She mentioned that for many years she was a substitute teacher and what she missed most about that experience was the window into other teacher's classrooms. Several of the teachers interviewed spoke about how isolating the classroom can be and how the peer observation cycle was a way to break isolation and have those conversations that were missing from daily interaction. Emily mentioned being able to have the experience really helped her to "connect with her peers" and to be able to "talk about strategies" together. This opportunity afforded her the ability to discuss students other teachers may have had the year before and so perhaps had some helpful insight. For Jason, the collaboration with his trusted peer brought him out of his own classroom. As he stated, "In teaching we don't really get the chance to watch other teams, so I thought it was super inspiring and motivating." For these teachers, the collaboration was something they looked forward to and several of the teachers used the word "fun" to describe the chance to go into someone else's classroom and watch them teach. Geoff reported for him, the opportunity to be observed and observe a teacher transcended the evaluative nature of most observations. He stated, "It made it a lot nicer because then it was kind of collaborative and you didn't feel like you were getting evaluated." He also expressed he would like it to be truly collaborative and be enabled to go to other grade levels or subject areas. The teachers reported the chance for collaboration was part of what made the peer observation process a professional development activity they wanted to participate in.

Critical inquiry. For these teachers, the critical inquiry piece was not mentioned as often as either trust or collaboration. In several of the interviews, the teachers reported they wanted peer feedback, but they did not describe the peer feedback or the experience

as deep critical inquiry. Michele thought she was so close to her partner teacher they got to the point where they were finishing each other's sentences. Because of their close relationship, conversation was so fluid that for her it was supportive and not critical. She stated, "It was never stated that way as critique, there wasn't any clashing in terms of our theories." They worked so closely together and trusted each other so much they brainstormed ideas together and did not use critical inquiry as defined in the study. Jason's experience with his trusted peer provided him with a positive feedback and help. Because of this positive feedback, he created areas of growth for himself. In the situation where he was with a peer whom he did not trust, he felt like he was just told what he did wrong and was not given room to develop his own critical skills due to being so shut down by his peer.

Emily found having peers ask her questions about her teaching helped her to reframe her relationship with her students. She described her first experience with peer observation as "nerve-racking" and at first it was hard to hear feedback from her peers. She found though that after participating in the cycle a few times, she could take their feedback and cycle it back into her classroom in a meaningful way. She described that process as, "I do feel like it has improved my relationships with students to see what they need from me. I can see that they're more eager to participate or eager to get their work done via the feedback I've gotten." Her critical feedback from her peers helped her see things she had not seen before in the classroom. Angela had a similar experience hearing peer feedback and then being able to take feedback back into her classroom. Though she did the peer observation cycle with a group of trusted peers, it was hard to hear feedback when she first received it from her team. She had a particularly difficult student in her

group that was being observed. She found herself out of patience with that student often, including during her observation. She recalled being in the observation and feeling short with that student, but finding a place of patience to give him some positive attention. Her peers noticed that interaction and though she thought the moment a small one for her and the student, the feedback from her peers told her it really changed things for that student. In describing that moment, Angela stated, “The feedback with his moment was a big one for me.”

Geoff felt though he enjoyed the experience, the protocols were not tight enough to give him enough guidance about what type of critical feedback he was supposed to be giving. He found himself wanting a tighter protocol or at least more training on how to observe peers. He enjoyed the experience of being observed, but felt like more specific guidance would have been helpful. He described that feeling as, “I felt more pressure actually trying to evaluate a peer because I was wanting to get them good information.” For these teachers, critical inquiry was part of the experience, but they reported trust and collaboration more frequently in their conversations as being more important to the process than critical inquiry.

Transformation. Every teacher except one reported a change from the experience. For some of them, it was a change in their relationship with their students, for others it was a new tool or a new way of teaching a subject. Geoff was the lone exception. He felt for the experience to be truly transformative, it would need to be done more often. He did not feel like the experience impacted his teaching because he had not had the chance to do it more often. For him, he felt the chance was not enough to give him enough data to make a change.

The other teachers felt they changed through the process. Jason, through the experience with his trusted colleague, invented a new technique for coaching called “whisper coaching” that became a new tool for him in his work. Whisper coaching was when he worked with a teacher he would give feedback in real-time for the teacher, but do so quietly as not to disturb the teaching and learning process. He reported no transformation as a result of his experience with a colleague he did not trust. He could not experience anything from the relationship because he was so “locked down in conflict.” Angela reported she changed several things after the experience. For one, she rearranged her classroom so the seating for the students was set up differently. She had a visual timer she started using with the carpet children and checked in more frequently with the students who were not labelled intensive to make sure they still understood the material. As she stated, “I did it differently afterwards.”

Michele related the experience with her peer gave her a stronger relationship with that peer and they became so close she is now one of her best friends. Maureen had an informal visit to her classroom and because of that visit she managed her class differently because of the unique dynamics of the class that the observer pointed out. The observation helped her in it, “allowed me to reflect and then work with the class to make this really structural change and it kind of shifted how I understood the group.” Emily found the peer observation experience impacted her relationship with her students and peers. She found she connected with her peers in a way she had not connected before and opened a continuous dialogue outside of the peer observation cycle. Emily also reflected on the importance of continuing the work. She felt she addressed some things and looked at her teaching differently based on what was pointed out during the peer observation.

For Emily, transformation was a process that needs to keep going. Emily felt similarly to Geoff, she wanted to see the peer observation cycle happen several times a year so change could be implemented and then observed. All but one of the teachers reported a change to their teaching because of the peer observation. These changes that resulted in action fit in the working definition of transformation that there should be a new action after the transformational process that completes the transformation.

Transformational rubric. As each teacher finished his or her interview, they were asked to rate him- or herself on the Assessment of Transformation Scoring Template located in the appendix. Each teacher was asked what score they would give him- or herself for each of the attributes as well as what score he or she would give him- or herself for transformation. These scores were then used to determine who would be asked to participate in the narrative interview. It was important to note, Jason was asked to rate both experiences of peer observation and therefore gave scores based on a trusted peer and an experience with a non-trusted peer. Jason's experience with the non-trusted peer garnered all zeros in Chart 3. He could not even put the experience on the rubric because it was so negatively impactful for him. For Maureen, she gave scores based on an informal visit and her theoretical belief in peer observation as an effective professional development model which was why she agreed to the interview. The following data presents the scores each subject gave in each area and compares them to one another.

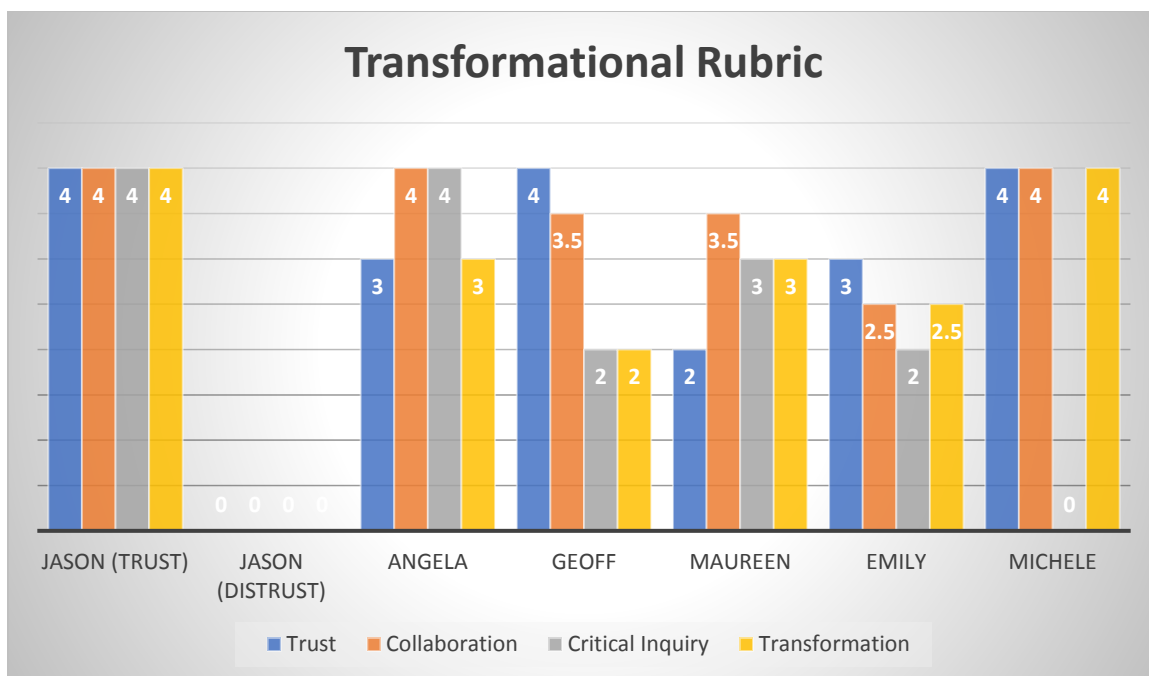


Chart 3. Transformational Rubric Scoring

It was evident that for Jason, trust was essential to the process as he gave his experience with his trusted peer all fours whereas the experience with his peer he did not trust, he rated as all zeros. Angela had a three in trust, but experienced a four in collaboration and critical inquiry. In addition, she rated herself a three with transformation because she felt she needed more time to make changes and then follow through and have the process again. With Geoff, he rated himself a four with trust because he picked his group to observe with. He also enjoyed the chance to collaborate with peers. He rated both critical inquiry and transformation as a two because he felt he did not have the chance to do peer observation enough to have it be transformative and he preferred tighter protocols to guide the conversation.

Maureen rated herself on the rubric based on informal visits and her belief in peer observation. She gave trust a two because her experience with her peer was very informal and had no protocols. She rated collaboration as high because she enjoyed

going into other teachers' classrooms and felt her team was very collaborative with each other. For critical inquiry, she rated herself a three because due to the informal observation she evaluated her class and the structure of the class and gave herself a three for transformation because she changed her class management due to the observation. Emily rated herself as proficient with trust because she felt in her words, "I do have a lot of trust in the people I work with and I think they know I am trustworthy." She specifically did not put herself as strong in that area because she stated, "I'm always a firm believer that there's always room to improve." For collaboration, she believed she did a decent job working with her team, but for her she felt she had not had enough time working with other teams enough to say she had full collaboration. Emily rated herself as a two in critical inquiry due to her own admission, "that's a pretty hard thing to consistently look at all the different facets of your school system." She also believed she had room to develop with transformation as well and, as a new teacher, felt she had room to grow. Michele rated herself with fours in all areas except for critical inquiry. Because her relationship with her peer was so trusting and supportive, Michele did not feel like they critiqued or challenged each other more supported and facilitated each other.

Out of these scores, Jason, Angela, Emily, and Michele consented to a follow up narrative interview. Due to Maureen's informal observation and the somewhat theoretical basis for her interview, her scores were not based on a peer observation cycle and she did not have specific peer observation to tell a story about. Because of his low scores in critical inquiry and transformation, Geoff was asked to be an optional back-up in case other teachers could not participate. The others all consented to a follow up narrative interview to tell their story about their experience. It was important to note that

the first interview turned out to be rather an in-depth retelling of their experience and that the narrative interviews ended up covering much of the same territory. At the same time, teachers were asked to tell a more chronological story but with more questions that aimed at identifying the emotional or psychological factors that may have been at play before, during or after the experience.

Narrative interviews. Jason, Angela, Emily, and Michele consented to the in-depth narrative interviews about their peer observation experience. These interviews used a set of questions found in the appendix and clarification or follow up was done when needed. Each interview took over an hour, was recorded, and then transcribed. Interviews were coded according to the attributes of trust, collaboration, critical inquiry, and transformation. In addition to coding, time space analysis was done through the adapted three-dimensional space narrative structure from Ollerenshaw and Creswell (2002) and Clandinin and Connelly (2000) found in Appendix A.

Attributes. The narratives were first coded by the attributes. The instances in the narratives where the teachers mentioned the attributes were marked. The following figure illustrates the percentage of times the attributes were mentioned in the narratives of the teacher.

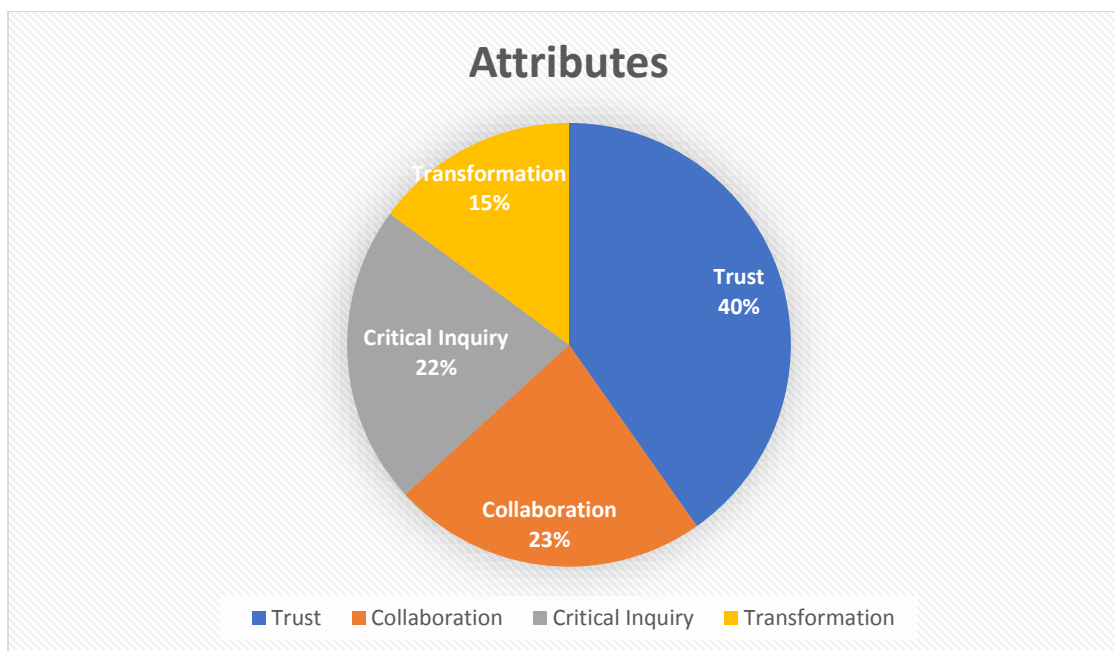


Figure 4. Attributes belonging to transformation.

Trust. As the figure illustrates, trust was again the most mentioned attribute. As Jason stated, “The relationship is more important than the content or the process or protocol. If I trust the person observing me, then I welcome it, but if not, I wouldn’t want to do it.” Jason reflected being with a colleague whom he trusted helped him build his confidence and think resourcefully. Once the trust was there, the teaching can improve according to Jason. He stated having that relationship made him, “more inspired to try and find more opportunities to improve my work and the learning of my students.” For Jason, trust was the first and most essential ingredient and he did not think the experience would be useful if trust was not present.

Michele went into the process with a peer she had already had a trusted relationship with and found, “There was an incredible amount of trust all the time that we were experiencing.” She too reported she would not have even done the peer observation if there had not been a basic level of trust going in. Emily had similar comments about trust. She remarked about the group she did the peer observation with as “going into the observation I kind of saw who was in it and I

was really comfortable with the people that were there so it ended up being really super successful.” Angela would not have even done the experience had she not had a foundation with the teachers involved. Hearing the feedback from her trusted peers was as she stated, “I don’t know if I would have come to that same place if somebody had been observing me that I didn’t trust so much.”

Collaboration. Collaboration was mentioned as being important to the teachers as it gave them the chance to go into someone else’s classroom and watch them teach. For Angela, her peer group was a group of teachers she was friends outside of school with and they had many informal conversations about their teaching and their students. Using the peer observation cycle together though informed their conversations in a new way. Angela shared her experience of collaboration was, “An opportunity to discuss things a little more formally and professionally that you do normally.” Emily wanted to experience to collaborate with peers and she joined so she could hear feedback on her practice and teaching style from her peers. Michele enjoyed the collaboration with her peer and the both had the same background, philosophy, and trusted each other already. For her the collaboration was essential because it put someone else in her classroom that could do the deep thinking along with her and the experience became a “shared experience.” Jason reported strong collaboration with his trusted peer and because of their interaction, he felt pushed and supported in his teaching. Several of the teachers reported they would like the chance to collaborate more frequently with their peers or on an ongoing basis.

Critical inquiry. Critical inquiry came mostly in the form of open-ended questions for these teachers in their experience with their peers. For Jason, the critical inquiry came in the form of reflexive dialogue around the students and how he responded to them. The questions were open-ended and sincere and fostered a sense of curiosity for him. Michele found she was

more self-critical because she was looking at herself through her own eyes and through another person's eyes. The questions they asked each other were open and honest and never felt critical to her because of their relationship. Emily stated for her the ability to reflect on her own practice was what she found beneficial about the critical inquiry. Emily found the experience opened a new kind of problem solving dialogue between her and another staff member and she wants feedback for her teaching. Angela too expressed for her feedback was essential to set the bar high for herself and to continue to reach mastery. She expressed in her situation constructive criticism was part of the peer observation experience and through the open-ended questions from her team, she later reflected and changed her practice. The teachers expressed feelings about wanting critical feedback and open dialogue with their peers.

Transformation. Each teacher in the narrative interview reported change except for Jason when working with a peer he did not trust. For some of them, it was a change in their relationship with their students, for others it was a new tool or a new way of teaching a subject. Through Jason's experience with his trusted colleague, he invented a new technique for coaching called "whisper coaching." He could not even attempt any change with his peer he did not trust because for him, the experience made their "conflict get worse, and I was so distraught that I didn't want to go to work." He could not even attempt to change because of the lack of trust. For Angela, she reported she changed several things about her classroom after the experience. As she stated, "I did it differently afterwards." She meant she taught differently after the experience and changed several things about her classroom. For Michele, the experience with her peer gave her a stronger relationship with that peer and they became so close she is now one of her best friends. Michele reported several changes in her teaching specifically with science as she blended her own inquiry oriented approach with what she saw in her peer as a more

methodical and teacher directed approach. She felt the process changed her confidence level as a teacher and gave her a different layer of new confidence because of the experience. Emily found the peer observation experience impacted her relationship with her students and peers. She found she connected with her peers in a way she had not connected before and opened a dialogue that continues even outside of the peer observation cycle. Emily also reflected on the importance of continuing the work. She felt she addressed some things and looked differently based on what was pointed out during the peer observation. For Emily, transformation was a process that needs to keep going. Each teacher reported different changes based on the experience, except for Jason when trust was not present, though later Jason would reflect the experience did make him look at relationships differently and did change his view.

Adapted three-dimensional space narrative structure. Once the interviews were transcribed and coded for attributes, the adapted three-dimensional space narrative structure was used to analyze the stories for the personal and social feelings at the point of interaction and then the continuity after meaning the conversations after peer observation, reflections with self, and expression of change in action or mind.

The teachers were asked what their personal and social feelings were at the point of observation. Jason thought it was a good idea to participate though he was hesitant to do so with his contentious peer. He had no hesitation about observing with a trusted peer and felt at the time the discussions were insightful and supportive. Angela had personal feelings about setting the bar high for herself in her career and at the time of the observation remembered looking forward to it and already had positive feelings about the peers involved. She wanted to obtain tools from her peers who she knew were dealing with the same children. Angela remembers feeling a bit nervous but not concerned about the experience going into it. She had respect for

her group and felt she was more honest with peers because the trust was there. Emily went into the peer observation to gain some honest feedback and she had some nerves the first time she did it, but reported she mainly just really wanted the feedback. She remembered it was important to her to trust those she was doing the observation with and they met before the observation to center and ground themselves and at the time. The preplanning experience was helpful before going into the observation. Michele wanted to collaborate. She was not nervous going in due to the planning they had done together before the experience. There was a deep level of trust for her before she even did the observation. She felt the peer really backed her up and she felt good to be doing it with someone she trusted.

The continuity section was used to gauge how the teachers felt now after time had passed since their observation and after telling their stories. Michele felt because of watching her peer, she had blended some of her peer's style into her own teaching. She also reported more self-confidence after the experience and her peer is now one of her best friends. The experience changed her teaching style and she now teaches science different with a blend of her old approach and the approach she observed from her peer. Michele felt positive about the experience and felt like, "She learned a lot and had offered a lot." Emily listened to what other people observed about her teaching and took that perspective back into her room. She felt she saw what she might have been missing because of the different perspectives she received. She reflected she loved finding out what she did that the observers reported as successful and was pleased the observers complemented her on her instruction and delivery. As she reflects on her practice she took some of the suggestions made about grouping and applied the suggestions in addition to using some different tools for her name calling sticks. Emily now has a stronger relationship with a peer due to him or her being involved in the experience together and they

now work more closely together and trust each other more because of the experience. When asked if she would do it again, Emily stated, “Absolutely. It’s valuable information.” As she reflected on the experience Emily stated, “When you receive insight into yourself at times it is hard to take . . . but for the most part, if you listen and reflect upon the experience you had, you find out more about who you are as a person and a teacher.” Emily would love to do peer observation all the time and not just with her own grade level, but other grade levels and teachers as well. Emily also reflected she would like to do the cycle several times a year so teachers could watch each other, give feedback, and then observe again to see how feedback was combined into new instruction.

Angela encouraged other teachers to try peer observation after the experience and stated, “Don’t be afraid of really deep reflection.” Angela stated the experience felt so good because it gave her a chance to relate to other teachers as professionals. She also noted she needed time after the observation to reflect and question herself and after she had time, she changed her practice. Angela made structural changes after the experience and feels that doing deep reflection is, “part of your job.” She noted she felt you can only secure deep reflection from another peer because even if you do trust your administrator, it is not the same as a peer who you can really talk at that level with. She stated, “You can really just jive with someone at that level about your practice, you are geeking out about things like a reader or a phonics focus.” It was difficult for Angela to see that happening with an administrator and a peer can offer chance for deep reflection.

Jason would not participate in peer observation again unless trust was present. He stated of the experience with a trusted peer, “It was the best professional development I ever had.” He was inspired to create innovative approaches and even then, share those innovative approaches

with other teachers. He believed being watched by colleagues he trusted his own confidence was bolstered. He wondered if peer observation was even useful if someone cannot genuinely reflect. He did report even the negative experience helped him have more compassion and understand how important trust was to relationships with colleagues. Jason stated, “Because of the positive experience, my teaching practice transformed. As a result, I learned to teach/coach in a whole new way that adds a whole other dimension to my ability.” Though he had a negative experience, he reflected he developed a deeper collegial bond with his trusted peer that helped him through his negative experience. After the narrative interviews were over, Jason emailed several days later to add, “as a result of participating in your study and reflecting on my practice, I discovered a lot more about my learning and what type of people I work well with.”

The teachers all reported still having positive feelings regarding the experience, and several of the teachers reported wanting peer observation to happen more often and with other grade levels or teachers. They all reported the change that happened because of the peer observation was still present in their teaching today and they would all do peer observation again (with a trusted person in Jason’s case) and they would like to see more opportunities for peer observation.

Chapter 4 Summary

This chapter summarized the 3 phases of research for this study. The survey results gave a snapshot of the school and an idea of how teachers felt about their previous professional development experiences which about half the teachers surveyed stated they found them somewhat to moderately helpful. When asked to rate their experience with peer observation, a higher number of teachers (almost 75%) rated that experience as helpful, effective, and as a good

experience to work with their peers. Out of those teachers, 6 consented to the follow up interview.

The follow up interview asked the teachers to describe their experience and place themselves on the transformational rubric. When coding the interviews, trust was mentioned most often by the teachers, followed by collaboration when describing their experiences. When the teachers placed themselves on the rubric, four out of six of the teachers reported a high level of transformation due to a change they described as now still present in their teaching or their relationships.

In the narrative interviews of the four teachers, teachers were asked to tell their stories and once again stories were coded for the attributes and analyzed for the personal and social feeling before, during and after the experience. The teachers mentioned trust as the attribute most often at 40%, this time followed by a split between critical inquiry at 22% and collaboration at 23%. All four of the teachers reported for them to go into the experience in the first place they would need to have a trusted peer to do it with. Without trust, they all mentioned they either would not have done it, or would not do it again. From the interviews, it seemed for the teachers, trust was the driver for the ultimate change or transformation that came about due to the experience.

During the restorying analysis, each teacher reported they thought the experience was helpful and they would most likely do it again. Moreover, they would like to see peer observation done more frequently. They also reported the change that was made because of the process was a change still present either in their classroom or in the way they approached peer relationships or professional development. Several of the teachers mentioned the type of non-evaluative critical reflection on their teaching that peer observation brought was on a whole

different level than the type of evaluative observations their administrators had done previously. Several of the teachers mentioned how a peer can offer that chance for critical reflection because they understand more directly what the teacher was teaching and can relate, understand, and apply their own pedagogy to the situation.

Chapter 4 presented the findings for the coding of attributes, the ratings on the scale of transformation, and the analysis of the adapted three-dimensional space narrative structure. Chapter 5 will be a summary and discussion of the results, the results as they relate to the theory and then the literature, the implications of the results for practice, policy, and theory, and recommendations for further research. In addition, the limitations of the research will be discussed and the research questions will be answered. Chapter 5 will determine what the results of this study mean and make connections for broader practice.

Chapter 5: Discussion and Conclusion

Introduction

This chapter will review the results of the research and evaluate those results, tying them into the theory and current literature and showing connections of results to the community of practice. The research explored the narratives of teachers who participated in peer observation and analyzed those narratives for the attributes of trust, collaboration, and critical inquiry as well as conducting a restorying analysis adapted from Ollerenshaw and Creswell (2002) and Clandinin and Connelly (2000) found in Appendix A. Chapter 5 will answer the research questions and connect the answers with the implications on current practice, policy, and understanding in the field of professional development. Finally, Chapter 5 will sum up the conclusions drawn from the study and suggest recommendations for further research.

Summary of the Results

A survey was administered at the research site which was intended generally to take a snapshot of the general feelings and attitudes of teachers regarding professional development, but specifically narrowed to those teachers who had participated in peer observation previously and who share their stories. The general snapshot of the school showed teachers participated in a variety of professional development activities, but found them lacking in relevance and helpfulness to what they were doing in the classroom. 16 staff members participated in the survey, and out of 16, six reported they had participated in peer observation and experienced positive feelings about it. Those six teachers consented to a follow up interview. They were interviewed with what was intended to be a short interview, but turned out to be prolonged and in-depth. The first interview questions were created to elicit a short story of the peer observation process, but ended up prompting the teachers to tell their stories and the teachers involved gave

in-depth answers to the first set of questions. Because the teachers seemed to answer so readily and with detail for the first set of questions, it was not appropriate to censure or edit their stories and they were encouraged to give as much information as they were comfortable. The six teachers also placed themselves on a transformational scoring rubric as part of the research protocol designed to measure to what degree the attributes played in their experience and to what degree they felt the experience was transformation. These scores were used to measure who would be asked to participate in the second interview. Four teachers participated in narrative interviews, those interviews were used with the adapted restorying space-narrative analysis adapted from Ollerenshaw and Creswell (2002) and Clandinin and Connelly (2000) found in Appendix A. What was found was the teachers mentioned trust most often in both the first interviews and the second narrative interview. Trust was mentioned 40% of the time. All four of the teachers reported they would have to have a trusted peer as a partner to undertake the experience again. Without trust, they all mentioned they either would not have participated, or would not do so again. From both the interviews, it seemed for the teachers, trust was the driver for any ultimate change or transformation resulting from the peer observation experience.

For this study, the main question was:

1. What was the teacher's experience of peer observation? In addition to this question, the study also addressed and explored components of collaboration, trust, critical inquiry of self and others, and what elements of these components needed to be present for personal transformation to be applied in a professional setting. These will be addressed as follows:
2. How was trust experienced by teachers participating in peer observation professional development at the research site? Trust was defined as a relationship which involve risk,

reliability, vulnerability, and expectation (Hoy & Tschannen-Moran, 2003; Young, 1998). If there was no requirement in a relationship and no expectation, trust was not an issue, in a situation where there was expectation of fulfillment of obligation, trust was certainly at the center of the relationship.

3. How was collaboration experienced by teachers participating in peer observation professional development at the research site? For the purposes of this study collaboration was defined as individuals working together in an organized endeavor to a satisfying or appropriate group end (Royal, 2014).

4. How was critical inquiry of self and others experienced in the peer observation process to improve communication, feedback, and to challenge paradigms? Critical inquiry was defined for this study as examining the very systems and institutions behind a personal belief and asking why that belief was there and challenging the paradigm (Mezirow, 1991). Paradigm was defined for the purposes of this study as the lens people look through rather than look at when viewing the world. It was the frame which gives people the context of a situation and helps people understand and behave in it. Mezirow called it a “meaning perspective” and uses paradigm to explain how people make structure and meaning of their world.

5. How, and to what degree, were teachers changed as a result of participating in peer observation professional development at the research site?

The answers to the research questions and the discussion of the results will also contain a discussion of how Mezirow’s theory of transformation compares with the process the teachers reported during their peer observation. In addition, the attributes will be discussed in relationship to their weight and importance in the process undertaken by the teachers and

reported in the interviews. Next, the research study will be discussed in relationship to the literature surrounding professional development and trust.

Discussion of the Results in Relation to Theory

In Chapter 4 the teachers' stories were briefly told with an analysis of how often they mentioned the attributes, a measurement of their self-assessment of transformation, and their reflections of change and their feelings about the peer observation process. The results of these stories and analysis answered the research questions and the teacher's description of how they went through a process of peer observation into a change directly correlated to Mezirow's theory of transformation.

Research questions. The experience of peer observation for the teachers was mostly positive except for one of Jason's experiences with a peer whom he did not trust. All the teachers stated they would do it again and Emily, Angela, and Michele not only would do it again, but in the interviews actively encouraged other teachers to try it. Emily added at the end of her interview when asked if there was anything else she wanted to share, "Honestly, I think peer observation is really important." The teachers also mentioned they would like to see peer observation done several times a year with continuity from fall to spring. They also expressed they would like to see peer observation done within different grade levels and even expand to other schools. The teachers reported a positive experience with peer observation except for when it was done with someone they did not trust.

Attributes. As teachers discussed their experience with peer observation, they answered the research questions regarding their experience with trust, collaboration, and critical inquiry. The teachers experienced trust as being essential to the experience of peer observation. Trust was the attribute mentioned most often by the teachers and as they told their stories, trust became

the vital ingredient to a successful experience. The teachers enjoyed the experience of collaboration peer observation afforded them. Emily described the experience as being one that, “really helped me connect with my peers.” Angela also welcomed the chance for collaboration the experience gave her, “Having peers come in offers opportunities . . . I needed tools coming from teachers who I knew were dealing with these same kinds of kids.” For the teachers, the chance to open their classroom doors and visit another teacher’s classroom or have someone visit their classroom was a needed chance for collaboration. Critical inquiry was part of the teacher’s experience with peer observation, but the teachers described their own process of reflection as being the biggest part of the critical inquiry. Angela described how she had some questions during the observation that caused her to really think later and she realized she should change something about her teaching after she had time to think and reflect for herself. Emily notes this period of reflection was important for her as well. She wrote down what people asked her during the debrief and then she used to reflect and think. Jason described through his dialogue with his trusted colleague he reflected, thought and made positive changes and growth. For the teachers, the critical inquiry happened after they went through the experience and were given time to reflect. They reported the feedback helped them reflect on their own practice and they made changes based on the feedback.

The teachers in the study all reported they were changed because of their experience with peer observation. Each teacher reported specific ways in which they changed their practice after the observation. In each case, the change was taken back into the classroom and back into the practice and the change was still in place at the time of the interview. The change they made due to their experience from the peer observation became part of their pedagogy and became a

permanent part of their practice. The peer observation experience caused a change in practice for all the teachers in the narrative interviews.

Change and Transformation

John Dewey (1915) believed the social condition was the requisite for self and democratic advancement. For Dewey, the social condition the teachers were part of by participating in the peer observation was the vehicle that led to the change. He believed the ultimate goal was to change oneself in order to change the system, for him the peer observation would have been an ideal vehicle for social change. The teachers in the peer observation used the social construction of the observation to learn from one another so they could change themselves. This change was then brought back to their classrooms and their students. Ultimately, the teachers reported they felt more confident as teachers and felt it bettered their relationship with their students and their peers. Though the teachers did not report whether they felt the peer observation changed the system, several of them expressed they would want to see this type of professional development happen several times a year so they could grow and reflect over the course of the year and be able to track and support their changes. Through the process of peer dialogue that was part of the peer observation, the teachers utilized self-reflection and critical inquiry to make change. Dewey considered this the goal of inquiry. Dewey (1915) proposed the ultimate end goal to ethical inquiry was when the change within oneself ultimately influenced the whole system. For Dewey, the whole system means from education to society reform. These teachers started with themselves and their teaching. It led to change they then practiced in their classroom. This was the type of change that can then lead to school and then society reform. For Dewey (1915) individual change was the catalyst for all reform.

Bandura (1977) believed people learn through interaction and reaction to others and a dependence on others to help change thinking. In the case of this study, it was this learning process the teachers experienced that facilitated their change. Bandura concentrated on how people rely on others for their cues to change. In this study, the peer observation process was both the process that contributed to an individual getting feedback and being changed and the vehicle by which the teachers observed others and reflected on their own practice and made changes. As adults, Bandura's (1977) social learning theory can be applied through the modeling that adults observe and interact with daily, such as teachers working together on a grade level team. A team interacts and observes each other on a day-to-day basis and can start to model for each other because of their time together. Adults, too, responded to what Bandura called symbolic conditioning and have emotional responses to words, phrases, and pictures. Bandura's (1977) social learning construct supported the idea that people make meaning of their lives by connecting and ordering ideas. In telling their stories about peer observation in this study, teachers reflected on the elements of peer observation and created their own meaning from the experience. Each teacher had moments where they created meaning from what they heard others say. For the teachers, having input gave them moments of meaning. When Emily realized she was connecting with her student of concern and that he needed her validation, the light came on for her and she knew giving him little moments of positive feedback where what he needed to be able to achieve academically. From that point on, she made it part of her teaching every day to connect with that student and check in with him. The interaction she received from her peers was what enabled her to have change. This was what Bandura believed was possible through the interaction and modeling peers provide. These teachers had meaningful connections and experiences with the other teachers in the peer observation and those

meaningful connections triggered thoughtful change due to their interdependence on the relationship and the meaning the relationship brought to the dialogue. Because of the trusting relationship with their peers, these teachers viewed their peer observation as an opportunity for connection and then connection was furthered by the change each teacher underwent due to the experience.

Mezirow (1991) wrote an individual was considered transformed once they can apply new actions to life or situations. He outlined 10 essential steps for transformation and believed all steps should be passed through for an individual to then be considered fully transformed. His steps were: disorienting dilemma, feelings of guilt and shame, critical look at assumptions, recognition of not being alone, exploration in shift of thinking and action, new course of action, knowledge in place and plan started, new self-image, confidence in new role, integration of new role into life. These steps, according to Mezirow, were necessary for ultimate personal transformation to take place. Without the steps ending in a change of action, transformation cannot be completed.

As each of the teachers in the study reflected on their experience and told their stories, their description of what they each experienced aligns with Mezirow's (1991) theory of transformation in many ways with some important differences. Each subject experienced the peer observation as their dilemma, but in the case of the teachers it was less a disorienting dilemma but an insight into previously held ideas or habits of professional practice. Because it was a professional development experience that was not often given to teachers, they reported it really made them think and because traditionally teachers are isolated in their classrooms from other teachers, the experience was unique and caused the teachers to really reflect on what was happening in their classroom in a new way. Mezirow stated people will experience feelings of

guilt or shame after the event. In the case of the teachers, their feelings were not related to guilt or shame at all. The teachers had varied feelings, vulnerable, good, enthusiastic, nervous, and supported. One of the reasons the teachers did not feel shame or guilt was the teachers chose to enter the process and therefor were prepared to be challenged or have an experience that might highlight a change they need to make. The teachers welcomed the experience.

The teachers reported the experience did help them look at things in a new way. Each of them took the experience and examined their teaching. This aligned with Mezirow's (1991) third step of looking at previously held assumptions of the world. Angela thought reflectively about questions that were asked and challenged her own assumption that she was doing things correctly. She described her thinking as, "I remember a couple of things that stung a little bit afterwards, but not necessarily in a bad way. I was looking to really get at a different level." Emily described that same process of challenging her assumptions as, "finding those systems and seeing where there might be bias or seeing where there are some holes or some gaps, I think again I'm kind of hoping to get more into that now." The teachers welcomed the opportunity to challenge their paradigms. The fourth step of Mezirow's transformation was already accomplished for the teachers as they participated with others and so they already knew they were not alone in their feelings or their experience. Angela described this level of relationship with others as, "All those layers upon layers that a teacher would immediately be able to get on that level with you." The teachers knew they were going into the experience with others that related to them and had the same feelings as them. This made them more open to the experience.

The fifth, sixth, and seventh step of Mezirow's (1991) stages for the teachers were done almost simultaneously. Each teacher took the feedback from their experience and created change for their classroom that they then took back to their classroom immediately and started trying it.

Mezirow suggested for the fifth, sixth, and seventh step that people should explore what a new action would look like and began to try it. For the teachers, that moment happened during and right after the observation. The observation caused them to explore a new action through the conversation and they created a plan for a new action almost immediately. The teachers then jumped to the seventh step which was to have the action in place and a plan for the start of the action. The teachers reported they started the new action almost immediately and incorporated it into their classroom. Angela went into her classroom and changed the seating style immediately, Jason developed his whisper coaching technique and started it, Emily changed the way she called on kids, and Michele experimented with the blending of two methodologies. The teachers did not need a long-time period to do so, it happened almost immediately after the peer observation.

For the teachers, a new self-image was built because of the peer observation and they saw themselves as more confident because of the experience. The eighth and ninth stages for Mezirow (1991) were trying out the new self-image and gaining more confidence during this period of the transformation. Working with a peer gave the teachers more ability to feel more positive and powerful in their own teaching. As Michele described, “It felt really just connected and good.” Jason felt supported and pushed creatively by his trusted peer and described feeling more inspired to find more learning opportunities. Angela stated it made her a better teacher and Michele talked about the different layer of confidence the experience afforded her. For all the teachers, after experiencing the peer observation with trusted peers, they felt more confident in themselves as teachers and more able to take risks to change their practice and incorporate new techniques into their teaching.

Finally, for Mezirow (1991), the last stage of transformation was when the action was integrated into life and becomes part of the person. For the teachers, the action they changed or

developed because of the peer observation was integrated into their teaching almost immediately and they all reported during the interviews they were still doing whatever action or technique they learned during the experience. For the teachers, the interviews took place months after they had experience peer observation and they all reported they had taken what they learned and made it part of their pedagogy. The teachers reported the experience had changed them. Even Jason reported his experience with his non-trusted peer impacted him and changed his outlook on professional development and trust. He learned to have more compassion for teachers who were resistant to feedback and learned what type of people made him feel more open to new ideas. Emily felt more confident in herself and her instruction and felt that the new practice she incorporated in her classroom helped her relationship with her students and her peers. Each of the teachers in the study reached the final stage of transformation and according to Mezirow's definition, were considered transformed.

Mezirow (1991) defined transformation as a process an individual goes through on their own due to a disorientating dilemma. For Mezirow, the process of transformation was entirely individual and he did not consider the group dynamics of transformation. Other theorists, such as Kasl and Elias (2000), Gilly (2011), and Lysaker and Furuness (2011) developed the ideas of Mezirow's (1991) personal transformation theory for learning in groups of teachers. Lysaker and Furuness viewed transformation as a process by which people become reconnected to their true selves and to empower others. They believed the transformational process does not begin and end with a single person, but was the conduit by which true teaching can be both powerful and empowering. Lysaker and Furuness stated groups use relationships to challenge and share transformation with one another. This was true of the teachers in this study through their experience with peer observation. Because of their engagement with their colleagues, they were

transformed and felt empowered. Thus, for these teachers, the steps of transformation could not have happened were they not engaged with colleagues they connected with, worked with, and ultimately trusted to help them with the transformational process.

The key to transformation for the teachers in this study was trust. Each of the teachers mentioned trust multiple times as the most important element of the peer observation and the ultimate transformation. Trust was the driver for the transformation. For Jason, the experience with his non-trusted peer shut him down so much he did not want to come to work, alternately, the experience with his trusted peer inspired him so much he declared the peer observation experience the best professional development he had ever had. Angela had great trust for her colleagues and went into the experience vulnerable and open to feedback because of that trust. Emily went into the peer observation trusting who was in her group and already felt comfortable and welcomed the feedback. Michele trusted her person so much the experience was a shared experience and felt her peer backed her up and was supportive of her changes and reflection. Each of the teachers reflected without trust, they would not have been able to reflect and then change their practice. The key to transformation in the peer observation experience was the trust the teachers each had for their colleagues.

Teachers should trust one another as a foundation before implementing reforms. Traditionally, since teachers have been isolated in their classrooms and the educational system has been structured around adherence to local bureaucratic strictures, with little autonomy, trust has not always been a large part of teachers' experiences. The teachers in this study felt trust was essential to the process and trust should be at the heart of teacher professional development for it to be successful.

Discussion of the Results in Relation to the Literature

Teacher trust. Historically, teachers were not encouraged or supported in working together (Lortie, 1975). These conditions contributed to an erosion of trust and made a collaborative model of teaching and learning difficult to create within a school. Since trust was essential to the transformational process, trust is central to professional development. Palmer (2004) created circles of trust he believed enabled teachers to come together and find a safe place to hear and listen to one another. His rules for his circles were people should set boundaries, have skilled leadership, offer open invitations, establish common ground, and have as he called it “a graceful ambience” (Palmer, 2004). In these situations, Palmer advised there be no agenda and people connect and find their interrelatedness to one another through connecting to the soul of the community. It was through these circles of trust Palmer felt teachers (and others) could gain the courage to find themselves through listening and opening to one another. Parker believed by engaging in these circles people could heal the trauma in their lives and become whole so they could engage with others with a sense of wholeness.

For these teachers in this study, the peer observation with a trusted peer created a circle of trust and gave them the ability to listen to their peers in a way that they then applied to their practice. The trust was the vehicle for the openness. In their review of the literature surrounding teacher communities, Vangrieken, Meredith, Packer, and Kyndt (2017) acknowledged though different types of teacher communities existed, community tended to be a fuzzy concept to define and the conditions for success were leadership, group dynamics, trust, and respect. Trust once again was named as being essential for successful teacher growth. Their research studied teacher communities from elementary or secondary education that were the subject of an empirical article collecting primary data. The measurement of success was growth in the

individual and the collective, teacher efficacy, and student achievement. Teachers interviewed for these studies reported trust was essential to the realization of the teacher communities (Vangrieken et al., 2017). If teachers felt their peers were there to support them and not judge them, they were encouraged to open to one another. In addition, interpersonal trust was an important factor in the teachers' willingness to try new teaching practices and report personal growth. Trust was vulnerable as it can quickly change or go away when staff members change and it takes time, commitment, and patience to reestablish. A culture of trust and respect in this study was essential to establishing a successful teacher community, one focused on professional development and improvement. This echoes the sentiments expressed by the teachers in this study. They all felt going into a peer observation experience they should have trust and respect from their colleagues or it would be fraught with tension and they would feel closed to ideas or suggestions of improvement of practice. The research done by Vangrieken et al., supported the idea trust should be present for transformation to be achieved.

The idea that teachers should trust each other before being able to learn from one another is the bedrock of transformational professional development. For a community to grow and develop, the community should have a basis in trust. Miranda (2012) believed through a model program where teachers and administrators went on a retreat together and connected through shared practice and belief, they then could come back from that retreat and enact organizational change. They were provided with purposeful time to develop relationships and have a dialogue outside of the busy day of the school. For some involved in this study it gave them the opportunity to see themselves as valuable to the organization and to the further development of a working system. For others, it gave them the place for self-reflection and after the process, they decided to move on (Miranda, 2012). The teachers and administrators involved reported greater

trust, responsibility and commitment to school. This type of model built coworker relationships and trust between administrators and teachers which translated back into the school building.

Trust is important, but how it is established and sustained in a working relationship has received limited attention. Alexopoulos and Buckley (2013) acknowledged trust was important in knowledge transfer and examined the ways in which personal and professional trust showed up in relationships. They used survey data from 135 subjects to distinguish the difference between personal and professional trust and how it showed up in knowledge transfer. In addition, they examined how to apply knowledge about how trust worked into theory and practice (Alexopoulos & Buckley, 2013). What they found was even though sometimes coworkers had an immediate sense of trust for one another, of critical importance to the development of a deeper trusting relationship and dependence on one another was longevity of relationship. Thus, those who engaged in a knowledge transfer process with a colleague extended over time and involved shared growth benefitted more from the trusting relationship. For each teacher in this study, trust relationships with their peers was built from previously established trusted colleague relationships, therefore, deeper trust was built from the peer observation activity. What Alexopoulos and Buckley (2013) suggested was relationships should be enduring among staff to reach the in-depth type of trust that can be considered transformational.

Trust was the antecedent to any type of learning community. According to Hallam, Smith, Hite, Hite, and Wilcox (2015) as well as Gray, Kruse, and Tarter (2016), and Benade (2016), trust was the glue that not only was the antecedent before the learning community can be formed, but the glue binding the learning community together. Hallam et al (2015) acknowledged to have an effective professional learning community trust should be developed

and sustained. In fact, trust among all school teachers should exist to have the strong relationships that increased teacher effectiveness and enable children to learn (Hallam et al., 2015). Using focus groups of PLCs, the researchers examined the ways trust was built among teachers and supported by principals. What they found was trust was built when team members fulfilled their responsibilities within the team, shared personal information with each other, and treated one another with patience and kindness. When they opened to one another, they could build the trust most needed to do the work together. Even in professional relationships, personal connection mattered. This was echoed by teachers in this study. Angela shared that her group for the peer observation was a group of teachers she already had a relationship with. They were teachers who met out for happy hour and shared aspects of their lives with one another on a personal level. When she had the opportunity to work with them on a professional level, she knew they already felt the way she did about the students and they had a shared experience. Her trust was present already and then the peer observation made it stronger through the shared vulnerability and connectivity. This what Hallam et al., described as trust based collaboration. Gray et al. (2016) described this same type of trust based collaboration and argued trust should be built between team members before engaging in collaboration. They argued trust was the predictor of successful professional learning communities and they created instrumentation to measure PLCs, school structures, collegial trust and academic emphasis in eight schools. What they found was PLCs benefit from both informal and formal organizations. The support of the school and the district for teacher structured PLCs mattered, but trust should be planted in the community before structures can be put into place formalizing teacher communities (Gray, et al., 2016). Trust was the central and vital component.

Benade (2016) argued without trust it was impossible to develop a critically reflexive practice. Trust in others leaves one open to betrayal and therefore, teachers were vulnerable when placed in a peer observation or other professional development situation where they relied on one another for feedback. This vulnerability also created the situation for critical practice as they held mutual expectations of vulnerability and space for reflexive growth with one another (Benade, 2016). Trust created the conditions for vulnerability both with self and others.

Role of the principal. The role of the principal as the trust leader in the school is vital to the development of trust between teachers and for teachers to trust the administration. As Fullan (2011) stated, “Trust is an outcome of modeling—proving yourself through your action over time” (Fullan, 2011, p. 116). Fullan wrote about the principal as the change leader; they should lead the change they want to see. With trust, people believed it when they see it, repeatedly. What the principal does matters, even when they may not be directly engaged in professional development with their teachers. Hallam et al (2015) described this as the principal acting as someone who shares leadership. If a principal can engage teachers in the hiring of new team members, allowing teams autonomy to set goals, and view school decision making as shared, teachers have the conditions that facilitate trust. Youngs and King (2002) argued the principal affects student achievement indirectly through her or his influence. Principals who believed in quality professional development and worked to establish trust then created structures that facilitated reform. In a study by Youngs and King (2002) nine low income public elementary schools with progress in student achievement were visited and teachers were interviewed who had participated in professional activities. These teachers reported principals who shared decision making with teacher teams and who created structures that promoted team meeting and team collaboration were the principals that promoted the most trust in the schools. Principals

enhance the capacity of their teachers when they build trust and build the conditions for teachers to work and collaborate.

Cosner (2010), researched the ways in which principals cultivated within-school trust. This research supported the idea that leaders should show reliability, should be decisive in their actions, and should show caring to be leaders that teachers trust. Once again, principals who engaged the teachers actively in the decision making were considered those that cultivated trust. Also, principals who were clear communicators and who listened, especially one-on-one to staff, engendered trust. Cosner also suggested principals obtain constant and open feedback from their teachers and listen to what their teachers say to and about them. Again, principals who cleared the obstacles for teachers to collaborate built foundations of trust for the collaboration. The type of leadership that was made of shared values of trust and collaboration was transformational leadership (Gillespie & Mann, 2004). The researchers examined the impact of different leadership styles on trust and secondarily, the relationship between trust and leader effectiveness. Active leadership with a foundation of shared values created a relationship built on trust and a school that worked to maintain and express the shared values (Gillespie & Mann, 2004). If a principal trusted his or her teachers enough to share leadership and be an active and open communicator, the teachers were more apt to trust the leader and to trust the school community more.

Finally, trust is fragile. Walker (2011) wrote, “Trust is a necessary, yet fragile, part of human relationships” (p. 473). Because trust symbolizes a sense of vulnerability, that vulnerability creates fragility in human relationships. As the principal, the role is to be the leader of the school and that position in and of itself can create distrust due to the power differential. What a good principal does though, is create trust among and with teachers. In Walker’s

descriptive study of principals, surveys with both open and closed questions were sent to principals and examined their descriptions and analysis of trust. Principals described trust as fragile and acknowledged that trusting relationships with teachers can be challenging (Walker, 2011). Gossip or rumors easily destroyed trust as well as the perception a principal favored one staff member over another. What was hopeful in the study findings was principals reported once trust was established, those relationships though prone to bumps and changes, endured and were built upon (Walker, 2011). Trust is fragile, but it is essential and principals should foster trust through building trust relationships for and between staff.

Teachers need to trust one another to have the type of collegial relationships that can afford transformational professional development. Trust in teacher relationships was predicated on the notion that teachers are bound to critical and reflexive practice with one another when they trust one another. Principals can establish the conditions of trust in a building by shared leadership, establishing the conditions for collegial times to meet and learn from one another, and being trustworthy as a leader.

Limitations

The study was subject to several limitations including the scope, length of time, and generalizability of findings. The study was limited in its scope. Out of a school of about 40 teachers, 16 answered the survey and only six were interviewed which was then reduced to four for the narrative interviews. Because of the limit of time, the study was limited to just one school and therefore did not gather teachers from a variety of schools to tell their stories. In addition, while the theory and process was transferable (Maxwell, 2013) the research design and small sample size were context-bound and not generalizable. Further research may seek to test the generalizability of findings in other schools and across grade levels and populations.

Implications of the Results for Policy and Teacher and Principal Practice

The main implication of this study was for teachers to engage in professional development that was transformational, they needed a foundation of trust in each other. Secondly, principals should understand trust was essential to professional development and should foster an environment that builds and sustains trust both between teachers and between principals and teachers. The current practice of professional development should contain opportunities for teachers to watch and learn from one another to be transformational and impact teachers and their students. School district policy should evolve to support schools so practices such as peer observation can be sustained and practiced over time. Trust and transformational theory should also be developed that understands the heart of the human condition and that leads people into learning and growing together.

Policy. The policies governing our educational reform today are built from a history starting with school reform and continuing in present day with the latest version of the ESEA. The latest iteration of ESEA was Every Student Succeeds Act of 2015. While these policies govern how funds are distributed to afford struggling schools opportunities for success and govern the way standardized test scores are used to determine school success, they did not establish parameters for effective professional development. While funding oversight was important, what schools need from policy is the right to control their own teacher professional development and model for teacher growth. Teacher professional development needs to be in the hands of those who do it, the teachers themselves. The policy needs to decentralize the model of decision making around professional development to funnel it back into the schools where the teachers can make the decisions about what they and their students need most. This type of decentralization could afford our teachers the opportunity to create models that work for

them and can transform their practice. Schools should have the ability to devise their own professional development facilitated by both teachers and a supportive principal.

Teacher practice. Teachers need to work together in conditions of trust to see each other teach and give each other feedback about their practice. The research showed professional learning communities can increase teacher satisfaction and student success (Hallam et al, 2015). Teachers need to have time to work together repeatedly and in an ongoing, sustainable way to increase student achievement and their own practice. Teachers need to trust one another and open their doors to one another. Teachers need to be active members of the decision making of the school and take upon themselves the role of the leader within their team and school and this leadership and trust increased their own job satisfaction (Maele & Houtte, 2012). Teachers need to see themselves as integral to the school culture and change because they are.

Principal role. Principals need to view their role in professional development in a different light. They should be the facilitators of teacher-led and supported professional development. They should create the conditions for teachers to work together and format the school in a way that facilitate teacher learning and growth. Principals should realize structured and sustainable time for teachers to work together makes the difference for teacher learning and growth. Principals should be active leaders who engender trust from their staff because they create a model for shared leadership and communication among their staff. Principals should create time for teachers to know each other and build relationships and then allow those relationships to grow and change over time. The principal can turn the building of the professional development calendar for the year over to the leadership team of teachers to create their own idea of what it should look like. Fullan (2011) wrote, “Successful change comes when the masses get involved” (p. 29). Principals should lead teachers into opportunities that can

transform them and their practice and a principal should be transformational as well. They should share collective ownership of their schools and facilitate their teachers in authentic and meaningful growth (Fullan, 2011). What principals should do most is listen to their teachers and what they need to transform. Principals need to be trusted so they can engender trust with their staff and facilitate teacher trust with one another.

Recommendations for Further Research

One recommendation for further research is to develop research within a school where communities of trust are built by the principals and teachers at the beginning of the year and are sustained throughout the year by collaboration and ongoing community activities. Research is needed where teachers can practice peer observation three or more times during the school year, and are given ample time and opportunities to reflect and grown from their practice. Research like this would track the stories from the teachers about their experiences, the principal's experience as facilitator of such communities and student achievement data over the course of the year. Future research could address the conditions for trust building in relationships and the role the principal plays in building and sustaining those relationships. Finally, future research could utilize the peer observation model throughout a district and study the impact of this model on teacher transformation over time with emphasis on student effectiveness.

Conclusion

Peer observation was transformational. For these teachers in this study, peer observation was the vehicle by which they examined their practice and themselves through relationships with trusted colleagues. As teachers told their narrative of peer observation, they reported interactions with peers caused them to critical reflect on their practice and plan for change based on relationship and specific relational interaction. The teachers reported through their experience

with peer observation they were transformed. They are now different teachers than when they entered the peer observation. Through telling their stories of peer observation, teachers in this study shared their story of transformation and how their lives were ultimately changed because of the experience. Using peer observation as a professional development model facilitates true transformation when trust was the driver for transformation.

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Appendix A: Deep Narrative Inquiry Questions

1. Describe your experience with peer observation. Start at the beginning and walk me through your experience.
2. Why did you choose to participate in the peer observation cycle?
3. How did you feel about peer observation before the experience?
4. How did you feel after the experience?
5. Were you an observer or an observee? How did that feel?
6. How did it feel to work with your peers? Give me an example of why you felt that way.
7. Was there anyone you were nervous about working with? Why?
8. What did it feel like to watch another teacher teach?
9. How did it feel to have your peers in your classroom watching you teach?
10. How did it feel to discuss your lesson with your peers?
11. How did it feel to discuss another teacher's lesson with your peers?
12. How did it feel to talk about your students with your peers?
13. What concerned you about the process going into it?
14. What concerned you during or after the process?
15. How did it feel when people asked you questions about your teaching? What type of questions did they ask?
16. What were some of the things that your peers observed that surprised you or made you think?
17. What were some things you noticed about other teacher's teaching that you hadn't thought about before or noticed?
18. What were some of the questions that you asked during the process?

19. What did it make you question about your own teaching?
20. How did you feel about your teaching when it was over?
21. What did you find about your teaching based on the observation? What did you do?
How? Be specific?
22. Would you do it again? Why?
23. Did your feelings about your peers change throughout the process? How? Why?
24. What surprised you most about the process?
25. What advice would you give other teachers who were doing peer observations and why?
26. How did you feel about the process you went through during the observations? Why?

Assessment of Transformation Scoring Template

Experience of Transformation	Strong (4)	Proficient-2 or 3 elements evident (3)	Developing-1 or 2 elements evident (2)	Emerging-Only 1 element present (1)	Not Present (0)	Score
I. Trust <i>Risk, reliability, vulnerability, and expectation.</i>	Complete trust.	<u>Identifies</u> most elements of trust that are present and can identify the building of trust within the group.	<u>Identifies</u> that trust is important and that there are a few elements of trust present.	One element of trust present.	<u>Does not</u> identify trust as being present in the group.	<div>4 3 2 1</div> <div>0</div> <div>○ ○ ○ ○</div> <div>○</div> <div>N/A ○</div> <div>Comments:</div>
II. Collaboration <i>Individuals working together in an organization for the common good.</i>	All individuals working together and utilizing resources to share, contrast and compare ideas.	Mostly working together and utilizing the model.	Superficial working together and sharing of ideas.	Movement towards working together.	Group goes through the model but does not work together.	<div>4 3 2 1</div> <div>0</div> <div>○ ○ ○ ○</div> <div>○</div> <div>N/A ○</div> <div>Comments:</div>

III. Critical Inquiry <i>Examine systems and institutions behind personal belief and challenges to change</i>	<u>Thoroughly</u> identifies and addresses systems and institutions behind personal belief. Challenges and then changes.	Identifies and addresses systems and institutions. Makes a plan for change.	Identifies and addresses <u>some</u> aspects of the problems with the systems and the institutions.	Identifies and addresses <u>only one</u> aspect of the problem.	<u>Does not</u> challenge or examine systems.	<div> 4 3 2 1 0 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <div>N/A <input type="radio"/></div> Comments: </div>
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IV. Transformation <i>Identifies self as changing habits, ideas, or actions based on personal critical reflection of paradigms.</i>	<u>Thoroughly</u> identifies and addresses personal paradigms. Creates a plan for change and implements that change to form a new habit or action.	Identifies and addresses personal paradigms. Creates and attempts to implement change.	Identifies and addresses some aspects of personal paradigms.	Identifies and addresses only one or two aspects of personal paradigm.	<u>Does not</u> challenge or examine systems.	<div> 4 3 2 1 0 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <div>N/A <input type="radio"/></div> Comments: </div>
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Adapted three-dimensional space narrative structure

Interaction: Peer Observation		Continuity: Conversations after peer observations, reflections with self, and expression to researcher of change in action or mind.			
Personal	Social	Past	Present	Self-Reflection	Future Change

Appendix D: Statement of Original Work

The Concordia University Doctorate of Education Program is a collaborative community of scholar-practitioners, who seek to transform society by pursuing ethically-informed, rigorously researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

Statement of academic integrity.

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

Explanations:

What does “fraudulent” mean?

“Fraudulent” work is any material submitted for evaluation that is falsely or improperly presented as one’s own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a candidate’s final work without full and complete documentation.

What is “unauthorized” assistance?

“Unauthorized assistance” refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:

- Use of unauthorized notes or another’s work during an online test
- Use of unauthorized notes or personal assistance in an online exam setting
- Inappropriate collaboration in preparation and/or completion of a project
- Unauthorized solicitation of professional resources for the completion of the work.

Statement of Original Work

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University Portland Academic Integrity Policy during the development and writing of this dissertation.

2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in *the Publication Manual of The American Psychological Association*

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June 26, 2017

Date