ABSTRACT

Title of Dissertation: TEACHERS' PERCEPTIONS OF HOW THE USE OF PEER EVALUATION COULD IMPROVE THEIR TEACHING PRACTICE

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As the method, instrument, and reliability of teacher and principal evaluations has come under extreme scrutiny since the Education Reform Act of 2010, school systems across the nation have examined and refined the evaluation process for teachers and principals. Studies have shown the integration of peer evaluation as a model of teacher evaluations can have a positive impact on the teachers and their performance that participate in peer evaluation as well as the potential for an increase in the academic achievement of students. The purpose of this study was to investigate teachers' overall perceptions of peer evaluation and of how the use of peer evaluation could improve their teaching practice. The goals of this study were to determine the level of sharing of instructional practices among their peers currently, and whether or not they perceived an

increase in the amount of time spent sharing of best practices would occur as a result of incorporating peer evaluation into the current model of a formative evaluation. Further, teachers were asked to identify potential benefits as well as any potential challenges they see as a result of implementing peer evaluations. This study used an online survey to gather data from participants.

This study was conducted in a suburban school district in Maryland. A total of 34 teachers participated in the survey questionnaire. One elementary, one middle, and one high school were selected to participate in the survey. Data were collected through an online survey conducted in September 2017.

This study provides some evidence that teachers do welcome the possible integration of peer evaluation and perceive that peer evaluation may result in an increase in the amount of time spent sharing instructional strategies among other teachers. The findings also reported potential benefits such as increased sharing of best practices of instructional strategies, more timely and relevant feedback, and reduced feelings of isolation could potentially occur as a result of incorporating peer evaluation in the current model of formative evaluations. This study further identified potential challenges such as lack of time to complete peer evaluations, personal bias, and a perceived feeling of needing to add yet another task to the busy professional day of a teacher.

TEACHERS' PERCEPTIONS OF HOW THE USE OF PEER EVALUATION COULD IMPROVE THEIR TEACHING PRACTICE

by

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Dedication

This dissertation is dedicated to my family and friends who supported and encouraged me along the way, never letting me give up, and always reminding me that I can do it, especially my six brothers and sisters. A special dedication to my dearly departed mother, Mary Agnes “Aggie” Farrell, who was so excited that I took on this challenge and never doubted my success. To my dad, Arthur Farrell, who motivated me to make this dream a reality in his own quiet way. Together, you both always put education first and inspired me to reach for the stars. To my best friend Peter Gezzi who was always there to listen and reassure me and pray when I needed extra prayers. And to God for answering those prayers and providing me with the spiritual encouragement to never give up. From the bottom of my heart, I say thank you to each and every one of you.

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Table of Contents

List of Tables

List of Figures

Section I – Introduction of the Study

Introduction

In recent years, school systems across the nation have had to focus, refine, and redesign teacher and principal evaluations under the Education Reform Act of 2010 (U.S. Department of Education, DOE, 2010). In addition to legislative requirements, tight budgets in education across the nation have challenged school systems, forcing them to develop models of teacher and principal evaluations that are done in the most efficient and effective ways possible. The New Teacher Project, in their report Teacher Evaluation 2.0, recommended that teacher evaluations should be conducted annually, including both new and veteran teachers who may not have any noted issues of performance in the evaluation and review process (Heitin, 2010; TNTP, 2010). According to Beerens (2000), the three major reasons behind the completion of a teacher evaluation are to: improve teachers' effectiveness, encourage their professional growth, and redevelop or eliminate weaker educators. "The purpose of teacher evaluation should centre [sic] on building quality instruction in the classroom" (Weems & Rogers, 2010, p. 19). The topic to be explored within the context of this study is the use of peer evaluations among the veteran teacher population in order to determine the effectiveness of the same. The purpose of the study is to examine teachers' willingness to participate in peer evaluation as a component of their formative evaluation and further if classroom teachers perceive peer evaluation to be an effective process for sharing instructional strategies with other teachers. To accomplish this task, the setting of the proposed study is a suburban school district in Maryland. For the purpose of this study, the school district will be referred to as Lincoln public school system, a pseudonym. Researchers have shown that there are instructional benefits to teacher

participation in peer evaluation (Arnau, Kahrs, & Kruskamp, 2004; Darling-Hammond, 2013; Ellermeyer, 1992; Grimm, Kaufman, & Doty, 2014; Johnson & Fiarman, 2012). "Teachers reported that they received meaningful feedback, affirmation of their skills, and as a result, they were motivated internally and externally from the trust of the administration for the teachers to take control of their own learning. For these teachers, morale soared because of receiving new ideas, observing respected peers teaching classes, and talking with teachers in similar situations" (Arnau, et al., 2004, p. 39). These are a few of the major benefits that teachers recognized through the use of a peer evaluation model. "The major points include the advantages of: (1) more than one perceptual judgement, (2) increased availability of time for observations/evaluations, (3) more adequate evaluation of content knowledge, and (4) an increase in professionalism and a decrease in supervisee anxiety" (Ellermeyer, 1992, p. 161-166). Through the use of peer observation, the potential to increase the achievement of students and enhance instruction exists (Grimm, et al., 2014).

The problem explored within the context of this study is that the current evaluation system used by the Lincoln public school system does not encourage or facilitate the sharing of ideas, strategies, and methods among teachers. Before adding a peer evaluation component to the current evaluation system, it is important to assess the readiness and willingness of the district's teachers to engage in this type of process. Could implementing a peer evaluation system in the Lincoln public school system potentially give veteran teachers increased opportunities to share best practices of instructional strategies with other teachers? This is one of the questions that this study seeks to explore.

The Flinders University (2017) policy states that, "Peer evaluation is a process of collegial feedback on quality of teaching. It is a purposeful process of gathering information and evidence about the effectiveness of teaching processes and the educational environment with a view to subjecting it to constructive critical scrutiny. It usually begins with people identifying what areas they would like feedback on, and works best where the process is reciprocal between peers. A key component of peer evaluation is peer review of current practice often based on peer observation of teaching interactions. It should always be viewed as an opportunity not a threat for both parties." The practice of peer review is highly respected within the academic community, and there is a precedent for its use within the process of educator evaluation (Ashwin, et al., 2015). Indeed, researchers like Darling-Hammond (2013) have argued that the use of peer evaluation serves to address many of the failings of the teacher evaluation system within the United States, a perspective backed up by research and evidence based practice (Kaendler, Wiedmann, Rummell, & Spada, 2015; Konstantopoulos, 2014; Nicol, Thomson, & Breslin, 2013).

While teachers are often the primary focus of professional development or implementation of supervision and evaluation practices, they are often excluded from the development process for those policies and practices (Ellermeyer, 1992; Green & Allen, 2015; Kane, Kerr, & Pianta, 2014). Ellermeyer (1992) acknowledged that research into the evaluation practices of teachers ultimately questions the ability and effectiveness of the evaluations of teachers conducted by principals. As a result, research into the use and effectiveness of teacher evaluation systems can create a difficult environment. To work to address this, researchers have indicated that a shift in perspective is needed, arguing that teacher evaluation systems should be focused on and developed to provide teachers with

feedback that can address classroom needs, allow teachers to learn new instructional strategies, and garner advice from principals and peers on positive changes that can be implemented in the classroom (Weems & Rogers, 2010). Krovetz and Cohick (as cited in Beerens, 2000) reported that peer coaching for veteran teachers resulted in positive benefits, including support for implementing new strategies to improve performance, reduced feelings of isolation, increased collegiality amongst colleagues, and teacher perceived gains stemming from the sharing of feedback and expertise. "Teachers receive multiple feedback on their work and are able to gain an appreciation for innovative and diverse approaches used by other teachers. In peer coaching and evaluation, a greater relative expertise is brought to bear by the colleague than is likely by an administrator" (Beerens, 2000, p. 44). As a result, teachers have the potential to gain more from their colleagues in a peer evaluation model than they do from their administrators, and have a perceived increase in access to their colleagues on a daily basis than their administrators, thus allowing for the continued generation of feedback.

According to Wilkins and Shin (2011), peer feedback allows teachers in pairs to observe their partners and implement new instructional strategies. Peer feedback promotes professional development of staff, allows for increased teacher collaboration, and provides faculty with an alternative means of self-assessing their teaching skills. The peer evaluation process can also be referred to as peer assisted review, peer coaching, peer feedback, peer observation, and peer review (Brix, Grainger, & Hill, 2014; Grimm, Kaufman & Doty, 2014; Msila, 2009; Slater & Simmons, 2001; Sullivan, 2012; Wilkins & Shin, 2011). Regardless of the name used to describe the process, each of these concepts consists of the

same basic elements and overall expected outcome to improve teaching strategies and skills.

As a condition of receiving Race to the Top funding, Maryland school systems are mandated to implement comprehensive evaluations of their entire teaching staff and school administrators (DOE, 2012). The Code of Maryland Regulations (COMAR) (13A.07.04.02. B) requires any teacher who holds a Standard Professional Certificate (SPC) be evaluated annually (State of Maryland, 2013). Additionally, any teacher who holds an Advanced Professional Certificate (APC) must be evaluated during the first year of the validity period of the APC and one other time during the five-year validity period (State of Maryland, 2013). In the event that a teacher receives an unsatisfactory rating, he or she must then be evaluated until a satisfactory rating is achieved. This structured format of observations and evaluations is referred to as the Summative Evaluation system within the Lincoln public school system. Teachers who do not meet those state-define certification requirements for evaluation are then required to complete a formative evaluation that is essentially a self-assessment.

Administrators are not required to assign teachers to complete a formative evaluation. Theoretically, teachers could be evaluated using a summative evaluation each and every year without ever being assigned to a formative evaluation. The time required by an administrator to complete the summative evaluation of a tenured teacher annually is approximately 12 hours (National Council on Teacher Quality; NCTQ, 2014). This process includes: pre- and post-observation conferences, mid-year and end-of-year evaluation conferences, conducting observations, and compiling observation and evaluation documents. Principals are often forced to place teachers on formative evaluation cycles

simply due to time constraints and the constraint of completing the mandatory summative evaluations of non-tenured teachers and tenured teachers required by COMAR. The time commitment for evaluations of non-tenured teachers often exceeds that of the time required to complete tenured teacher evaluations under the summative evaluation. This is due in large part to the requirement to have pre- and post-conferences with the teacher before and after the observation. Additionally, most principals attempt to schedule observations in collaboration with supervisors, requiring time to arrange calendars and availability. The documentation required is time consuming as well. Administrators must ensure that all documentation is complete throughout the entire formative process whereas in the summative process, the responsibility rests with the teacher.

Most systems have developed some version of a summative evaluation that is more formal in nature and includes the observation of the teaching staff by administrators. As Ellermeyer (1992) pointed out, the different administrators within a district may not possess the same level of skills and abilities among them with regards to evaluating teachers. The leaders of some school systems also have developed formative evaluations that are less formal and completed as self-assessments by veteran tenured teachers. These formative evaluations are intended to encourage teachers to participate in professional learning communities (PLCs), entities that are focused on mutually targeted goals designed to enhance teaching skills and practices that have a direct impact on the quality of instruction.

The formative evaluations currently in place in many locations across the United States are not effective or consistent measures of teacher quality or effectiveness and do not include any measure of how teachers participate in any form of peer evaluation or promote sharing of best practices of instructional strategies, teaching methods or materials of

instruction among their peers. As discussed in their report on teacher evaluation, Los Angeles teachers report, "many of us have gone years without receiving meaningful feedback on our practice. When we do receive feedback, it's largely perfunctory – the act of checking off a few boxes" (Educators 4 Excellence, 2012). The current model of teacher evaluation seems to fall short of the goal of improving classroom instruction (Educators 4 Excellence, 2012; Ellermeyer, 1992). This opinion is not a new one; indeed Ellermeyer (1992) discussed a similar concern in his historic article, purporting that principals were viewed as being removed from what actually occurred within the classroom setting and, as such, argued that the principals were as a result unable to provide meaningful feedback to teachers.

Because the formative evaluations in many districts are based on the self-assessments completed by the teachers on their own teaching practices, there is a significant chance of bias in the obtained results. A teacher may view himself or herself as being more effective than they actually are as a result of the lack of ability to self-evaluate or to objectively observe the byproducts of his or her actions within the classroom setting. Alternatively, a teacher may view himself or herself as being less effective than he or she actually is, being too self-critical, resulting in a pendulum swing to the opposite end of the spectrum, and likewise serving as a biased and thus ineffective representation of the true status of learning within the classroom setting. It is for this reason and others discussed that researchers have shown that "teachers view colleagues as a more helpful source of feedback" than the use of self-evaluation or principal or administrator based evaluation (Ellermeyer, 1992, p. 164).

In 2011, the Lincoln public school system participated in a pilot program in the state that implemented the use of the Maryland Teacher and Principal Evaluation (TPE) framework model and has been a part of this program since launching the pilot. Prior to the implementation and use of the TPE framework, the Lincoln public school system had developed and implemented a model of teacher evaluation based on Charlotte Danielson's Framework for Teaching (1996). The model based on Danielson's framework, used prior to 2011, was based on four major domains: planning and preparation, the learning environment, instruction, and professional responsibilities. Under the pilot TPE model, a fifth component of student learning was added which included student gains on local, county, or state assessments. Since adopting Danielson's (1996) evaluation framework model, the Lincoln public school system has made changes and altered the evaluation tool, but the current tool in use within the district still does not, at the time of this study, include a peer evaluation model that allows for teachers to share instructional strategies with other teachers.

There is inconsistency across most schools within the Lincoln public school system regarding the manner in which formative evaluations are collected by administrators. In the Lincoln public school system, this researcher has observed that some administrators are more relaxed and allow formative assessments to be submitted to a mailbox on the last day of school while others may require an informal meeting to review the formative evaluation end-of-the-year document. The current model of formative evaluations does not require periodic review of progress. By incorporating peer evaluation, teachers could receive feedback quarterly and be given time to participate in peer review, share best practices, and

provide evaluative feedback to other teachers. This would hold teachers accountable for meeting the goals they establish through their self-developed PLC.

Formative evaluations are expected to serve as an avenue through which teachers can self-evaluate their own strengths and weaknesses and create a plan for their professional growth (Antoniou & James, 2014; Hudesman, Crosby, Ziehmke, Everson, Isaac, & Flugman, et al., 2014). But where does the ownership of evaluation success rest? Is it with the teachers, is it with the principals who are responsible for collecting forms at the beginning and end of the school year, or is it the shared responsibility of evaluators and those being evaluated? It can be argued that the responsibility should rest more with principals than with the teachers, as it is ultimately the responsibility of the principals to ensure the evaluation forms are completed and collected. The principal has no specified means of documenting poor performance by teachers who are assigned to formative evaluations. If peer evaluation were incorporated into the formative evaluation process as a fraction of the overall rating, this could potentially allow for the completion of evaluations that are more effective, more thought provoking, and more stimulating than those currently employed for use by and with the approximate 52.4% of teachers in Lincoln public schools who are assigned the task of completing formative evaluations. The implementation of such a system could also provide teachers with the opportunity to share best practices in the areas of instructional strategies among their peers. “An evaluation which incorporates feedback from classroom teachers, themselves, is likely to be received by the supervisee more readily” (Ellermeyer, 1992, p. 164). Teachers need more time to collaborate with their peers, primarily when the product is improving instructional strategies, to increase student achievement (Ellermeyer, 1992). Student achievement can improve and instructional

strategies can be fortified when teachers participate in peer evaluation and engage their colleagues in discussions to enhance learning (Grimm, Kaufman, & Doty, 2014).

Problem of Practice

Teachers not required to have a summative evaluation due to their certification status may otherwise be assigned to a formative evaluation process (State of Maryland, 2013). This formative evaluation process does not allow for teachers to interact and or share among their colleagues the best practices of instructional strategies. However, a peer evaluation model could result in increased sharing of best practices of instructional strategies among teachers who participate which could result in improved teaching practice (Boud & Molloy, 2013). This research study is intended to determine teachers' perceptions regarding peer evaluation and whether they would support such a model in the Lincoln public school system as well as any potential benefits or challenges they also predict may occur.

Data and Previous Attempts

With a student population of just over 18,000 students, the Lincoln public school system has a standard teacher pay scale that rewards teachers with merit increases based on years of service within the system. The application of this reward-based pay scale to a teacher's salary must be awarded through negotiations with the Board of Education and the educational employee association. The Lincoln public school system is comprised of a total of twenty-eight schools, including eighteen elementary schools, four middle schools, three high schools, a vocational center, alternative education center, and one public charter school, providing education services to students in kindergarten through eighth grade. The student population, at the time of this study, consisted of 64.9% Caucasian, 18.4% African

American, 6.8% Hispanic, and less than 5% each of Asian, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander. Approximately 7% of students self-identified as part of two or more racial groups. Of the total student population, 32.35% qualified for the free and reduced meals program, 27.3% received services through Title I funding, 10.4% received special education services, and less than 5% had limited English proficiency. The Lincoln public school system achieved an overall four-year cohort graduation rate of 94.3% and had a dropout rate of 4.1%. The system employed 1,445 teachers and administrators along with an additional 758 support staff at the time of the study. The average years of service for teachers working in the Lincoln public school system was 13.54 years. Teachers were classified as highly qualified in 97.6% of the classes taught throughout the system. Teacher and principal evaluations have been a prominent area of press coverage not only in the local media but also throughout the state and nation due to the federal Race to the Top initiative. The Lincoln public school system accepted funds through the American Recovery and Reinvestment Act of 2009 by signing a contract with the Maryland State Department of Education to reform teacher and principal evaluations within the district. The Education Article to the Annotated Code of Maryland (2017) defines the reform requirements for both teacher and principal evaluations that local school systems were required to implement. These included evaluation tools for both certificated teachers and principals that were mutually agreed upon by the Board of Education and applicable exclusive association representing the teachers or principals. The evaluation criteria included data on student growth as a primary component of the evaluation and could not be based on a single assessment of student knowledge or examination. Additionally, each component was limited to account for a maximum of 35% of the overall evaluation. If a

Board of Education and an association could not agree upon an evaluation instrument, the state would implement the use of a default model established by the state.

Data collected from schools in the Lincoln public school system reported that, in the 2015-2016 school year, among the 1,065 teachers evaluated during that school year, 221 (20.8%) were rated as highly effective; 841 (79.0%) were rated as effective; and 3 (0.3%) were rated as ineffective. State data for the 2015-2016 school year reflected an average of 37.0% of teachers received a highly-effective rating, 60.6% received an effective rating, and 2.4% were rated as ineffective (Maryland State Department of Education, 2017a). During the 2016-2017 school year, data collected from within the district reflected that, among the 1,033 teachers evaluated during that school year, 209 (20.2%) were rated as highly effective; 821 (79.5%) were rated as effective; and 3 (0.3%) were rated as ineffective. Data regarding state averages were not available at the time this study was conducted.

The aforementioned ratings of teachers were delivered by 29 principals. During the 2015-2016 school year, 69.0% of the principals were rated as highly effective and 31.0% were rated as effective. State data for the 2015-2016 school year reflected an average of 58.2% of principals received a highly-effective rating, 39.6% received an effective rating, and 2.2% were rated as ineffective (Maryland State Department of Education, 2017a). Similar ratings of principals in the Lincoln public school system were reflected during the 2016-2017 school year with 65.5% of the principals being rated as highly effective and 34.5% receiving an overall effective rating. Neither of the school years included any principal that received an overall ineffective rating. Data regarding state averages of principal evaluation ratings for the 2016-2017 school year were not available at the time

this study was conducted. The model used for evaluations completed in the Lincoln public school system included observations of teachers by principals, assistant principals, academics deans, and content area supervisors. The observations were then used to populate scores and specific indicators that could to be used in the development of mid-year and end-of-year evaluations for teachers.

Forty-three percent of teachers in the Lincoln public school system were assigned to the formative evaluation process for the 2013-2014 school year. Since the 2013-2014 school year, the number of teachers assigned to the formative evaluation process has increased to 54.6% during the 2015-2016 school year and 52.4% in the most recent 2016-2017 school year. The formative evaluation process has been in place in the Lincoln public school system since the 2002-2003 school year and was considered, at the time of this study, to be the standard under which such assessments were completed. At the time of the study, state data regarding teachers assigned to formative evaluations were not yet publicly available for the 2015-2016 school year and the 2016-2017 school year.

The summative evaluation process has required timelines for initial conferences by October 15, mid-year evaluation conferences before January 30, and end-of-the-year evaluations by April 15 for non-tenured teachers and by May 15 for tenured teachers. The formative evaluation process does not have deadlines as stringent. Formative assessment deadlines include only two dates: October 30 for the conference between the administrator and teacher and the last contractual day for teachers as the due date for the final self-assessment. The formative evaluation process does not facilitate collaboration among staff to share best practices of instructional strategies. The evidence of need is related to the number of instances that the Director of Human Resources receives requests from

principals, typically associated with the start of the process that must be followed in order to remove a veteran teacher for incompetency or other such complaint. Principals frequently identify a teacher in need of summative evaluation during the school year in which the teacher has already been assigned to complete the formative evaluation process. The current system of evaluation in place within the Lincoln public school system does not allow for changes to an evaluation process to be made once the school year has formally started. Often, the teachers who are identified as being in need of being switched from the less stringent formative evaluation process to the more stringent summative evaluation process are already assigned to complete the formative evaluation cycle at the start of the school year and many have been identified as not rating themselves as an honest reflection of their teaching abilities. The teacher's evaluation is often markedly different when compared to the professional opinion of the principal. A study of this nature could have a major fiscal impact on the school system if peer evaluation would be implemented. Teachers assigned to participate in peer evaluation would require additional time in their duty day to complete their assigned peer reviews; however, in spite of the additional time that this could necessitate, the implementation of such a process could result in the marked benefits previously described, offering a needed boost to both the school system and the teachers. Teachers could mutually profit from a peer evaluation, and administrators would have an accurate reflection of the teacher's abilities through a formative evaluation without having to perform classroom observations.

Literature Review

This selective literature review is focused on the aspects of peer evaluation, review, or mentoring within the context of educational institutions. Beerens (2000) stated,

"traditional evaluation methods using rating scales have been shown to have several problems. They are high inference and very subjective in nature, lack reliability over time, are demotivational, and are subject to the halo effect – the overall impression a teacher makes on the rater" (p. 10). Current evaluation systems require a reasonable amount of training to implement. Administrators must be well-versed in the evaluation tool, observations methods, and identifying areas of needed improvement. The majority of observations that lead to evaluations are based on specific behaviors of teaching but may not lead to sharing of best practices of instructional strategies.

Within the field of education, the term best practices has a far different meaning than the one that is found within the business world. Best education practices are defined as

> "the wide range of individual activities, policies, and programmatic approaches to achieve positive changes in student attitudes or academic behaviors. This umbrella term encompasses the following designations that differ on the level of evidence supporting desired student or institutional outcomes: promising, validated, and exemplary. Promising education practice: contains detailed information describing the practice and how to implement it… Validated education practice is a promising education practice that has undergone rigorous evaluation documenting positive student outcomes in one education setting… Exemplary education practice is a validated education practice successfully replicated at multiple education settings with similar positive student outcomes" (Arendale, 2016, p. 1).

Within the context of instructional practices, specifically, the application of this definition, provided by the Educational Opportunity Association (EOA) National Best Practices Center, still holds true. When focusing the definition to specific practices within the area of

instructional strategies, the same three levels or tier ratings are applied in order to ensure that the end result created and implemented within the classroom setting is the one that is the most effective for the largest number of students and which provides the greatest benefit to those students, assisting them in their quest for knowledge and aiding in ensuring that the knowledge and skills presented within the context of the lesson are understood and retained by the students themselves. There are many different best practices in instructional strategies that are present and easily identifiable within the extant body of literature; however, there is no simple set number of top five best practice instructional strategies that can be listed or provided, particularly within the context of this study. The best practices in instructional strategies are published, but they vary based on specifications, from the best practice instructional strategies for teaching young children in inclusive settings, to the best instructional strategies for gifted children at the middle school level, or the best instructional practices for writing instruction, or so on; each set of best practices in instructional strategies is highly individualized to the type of classroom setting in which the students are learning, the grade level of the students, and the qualifications of the students, with the subject being taught playing a role in the identification of the same as well (Graham, MacArthur, & Fitzgerald, 2013; Grisham-Brown & Hemmetter, 2017; Karnes & Bean, 2014). In other words, there are a great many best practices in instructional strategies that can be explored, but those best practices in instructional strategies would not translate from one grade level to the next, one subject to the next, one school to the next, one classroom to the next, and may not even translate across the different skill levels of the students themselves. In order to be able to compare best practices in instructional strategies, which would fall outside of the scope of this study, a researcher would need to be very precise in his or her setup, providing a narrow and extremely high level of focus, as

opposed to a more generalized look at the process of implementing an evaluation strategy across a particular school district.

Common Evaluation Models

The six most commonly used evaluation models of teachers are: observation checklists, peer review, portfolios, teaching standards, the Charlotte Danielson Framework (1996) and value-added modeling, or VAM (Benedict, Thomas, Kimerling, & Leko, 2013).

Table 1:

Six Common Teacher Evaluation Models

Type	Description
Observation Checklists	Administrators check-off teachers' ability to perform selected competencies with very little detail.
Peer Review	Teachers evaluate performance of other teachers often utilizing a counseling teacher trained to guide and support classroom teachers.
Portfolio	Teachers collect and organize self-selected artifacts that reflect their professional accomplishments. (Can also be electronic.)
Teaching Standards	Evaluations based on standards for all teachers, such as the Interstate Teacher Assessment and Support Consortium (inTASC). The inTASC standards to support the peer evaluation/ peer review process (InTASC Standards, 2015).
Charlotte Danielson Framework (1996)	Evaluations based on assessment of teachers in four domains (planning and preparation, classroom environment, instruction, and professional responsibilities).
Value-Added Modeling	Linking teacher evaluations to gains in student learning based on standardized tests.

Observation checklists often require administrators to check off, or rate, teachers' performance based on a common list of competencies (Munson, 1998). The peer review process, on the other hand, allows teachers to evaluate, guide, and support other classroom teachers, focusing on more than the resolution of a specific set of criteria (Goldstein, 2007).

Portfolios are another evaluation tool that can be utilized as a means of tracking and documenting overall performance; the portfolio assessment process requires teachers to select artifacts they feel serve as a representation of their accomplishments throughout the year and may include items such as student work, lesson plans, the teacher's personal philosophy of teaching, as well as any other items the teacher believes will serve as an accurate assessment of the effectiveness of the teacher within the classroom setting (Gelfer, Xu, & Perkins, 2004). The Council of Chief State School Officers developed the Interstate Teacher Assessment and Support Consortium Standards, previously discussed in Table 1, above (Benedict, et al., 2013). These standards, while universal, are concentrated on the development of career educators and are focused on working to enhance the overall educational profession; however, they can also be applied to specific instructional settings (Ambach, 1996). The Charlotte Danielson Framework (1996) applies four domains to evaluate teachers: planning and preparation, classroom environment, instruction, and professional responsibilities (Danielson, 1996). Value-added modeling, on the other hand, is used to track teacher effectiveness based on student learning and progress on standardized tests (Benedict, et al., 2013).

Many school systems incorporate a version of peer evaluation as part of their assessment of teachers and rating teacher effectiveness. The Montgomery County Public School system is the only school system in Maryland that has adopted a Peer Assisted and Review (PAR) program (Sullivan, 2012). Research around this topic falls into four major categories: evaluation, peer assessment and review, coaching and observation, and debriefing and reflection. Each of these categories includes positive influences in teacher evaluation, as well as teaching practices and professional growth. It is toward the

implementation of a similar model that this study explored, seeking to determine whether such an evaluation program would be well received among veteran teachers in the Lincoln public school system.

Peer Review in Higher Education

In order to better understand the peer review process, it is important to look at the different ways in which the peer review process can be implemented within a given institution. Looking first to implementation of the peer review process within higher education institutes, the best means of exploring the application is through a review of a successful program. The University of Minnesota (2013) has a well-known and well-established peer review process in place, developed over the course of an 18 month period of time through the combined efforts of both faculty and staff. Since its creation, the peer review process for evaluation has been required by University policy for faculty (University of Minnesota, 2013). In most institutions of higher learning, the peer review process is an essential component in evaluation of professors and their competencies (Lieberman, 1998). Through the Academic Affairs and Provost office at the University of Minnesota (2013), departments are assisted in establishing and implementing the peer review process. This process is a collaborative process in which an instructor works with a colleague or group of colleagues to review the quality of teaching (University of Minnesota, 2013). Various sources are included in the peer review process including student evaluations, administrator assessments, feedback on work submitted by students, and documentation collected by the teacher under review in the form of a portfolio. The peer review approach allows for faculty members to gain new ideas and perspectives from their colleagues.

The peer review process has many advocates, but it does draw its share of skeptics as well (Day, 2015; Knoepfler, 2015; Kosolosky, 2015). One question that is often brought up when speaking of the peer review process is whether professionals can be expected to rate their peers effectively without bias of friendship or the concept of protecting their own interests when it comes time for them to complete the peer review process (Day, 2015; Knoepfler, 2015; Kosolosky, 2015). The University of Minnesota (2013) acknowledges few weaknesses and disadvantages of peer review. Faculty members may bring a bias of their own beliefs about teaching that cannot be silenced. Timing is also a challenge at the University of Minnesota (2013). Faculty members must arrange their schedules to accommodate peer review within scheduled courses and office hours. It is for these reasons that it is vital that educators undergo a training process, teaching them how to engage in the peer review process, prior to starting classroom observations of their peers.

Peer Review in Public Education

While the peer review process may have started in the realms of academia in higher education institutions, there is enough evidence based practice to justify its use within the public education setting as a means of evaluating teachers at the primary and secondary school level. As the school site selected for use within this study falls into that category, it is necessary that a review of the literature in this regard be conducted as well. Pahm and Heinemann (2014) described the Miami-Dade teacher evaluation system in their article exploring the use of peer review in public education. The Miami-Dade school district employs the use of peer review as an essential component of the evaluation process, creating a system that integrates and values professional learning for educators (Pahm & Heinemann, 2014). As part of the Incentives for Highly Effective Administrators and

Teachers (iHEAT) program within the Miami-Dade public school system, teachers are required to identify and direct the focus of their coaching, which may differ based on the experience level of the teacher. The peer reviewers were able to provide teachers with feedback that was timely, relevant, and focused solely on one teacher and his or her strengths and weaknesses. The community of learners the teachers created led to a positive experience for everyone. The study saw increases in teachers knowing their learners, planning for lessons, delivering instruction to engage students, and fostered the creation of better learning environments.

"One of the historical failings of teacher evaluation systems found within the United States has been their reliance on the school principal alone as the person expected to observe teachers, mentor beginners, coach those who need help, document concerns, offer support structures and processes that can be used by those who struggle, and make the final call on whether to recommend dismissal based on the assembled record" (Darling-Hammond, 2013, p. 24). Darling-Hammond's (2013) assessment of the situation is not the first time that such a concern has been broached within the education community, however. It is not uncommon for teachers to feel left alone and not fully supported within their classrooms (Educators 4 Excellence, 2012).

Peer Coaching

Peer coaching refers to the confidential process "through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace" (Robbins, 2017, p. 1). Arnau, Kahrs, and Kruskamp (2004) reviewed implementation of a peer coaching model at Shiloh High School in Gwinnett

County, Georgia. In 1999, Shiloh transitioned to a block schedule; administrators, working with teachers, determined that changes needed to be implemented in order to effectively address classroom observations and teacher evaluations, ensuring that these observations and evaluations would provide meaningful feedback to teachers and would assist in increasing student achievement (Arnau, Kahrs, & Kruskamp, 2004). Of 135 teachers at Shiloh, 14 teachers, three male and eleven females, voluntarily participated in a peer coaching model of observation that included pre- and post-conferences (Arnau, et al., 2004). Each of the participants reported that peer coaching allowed them to all receive meaningful feedback, including the opportunity to share ideas with their colleagues and had enabled them to confirm that they were implementing the new skills they had acquired through the peer coaching model (Arnau, et al., 2004). Other positive aspects of the voluntary peer coaching model were an increase in the level of trust among participants, the ability to self-select areas for improvement, and an increased level of morale among their peers (Arnau, et al., 2004).

In a study conducted by Slater and Simmons (2001), the researchers were interested in exploring the peer coaching process and questioned whether this process could be used to assist teachers in feeling less isolated within their classrooms and whether the process would allow them to increase the use of new methods and strategies for teaching. The study was qualitative in nature and the sample pool was comprised of volunteer participants in a peer-coaching program. There were several limitations present within the study. The first limitation was that the sample size was small, consisting of only 17 participants from one high school in Texas. Additionally, the study was conducted during the spring semester and only included four observations followed by a survey of the participants. A replication of

this study with a larger population may validate the conclusions reached through this study. Twenty-nine percent of the participants strongly agree and 59% of the participants agreed that their teaching skills were enhanced by participating in the peer coaching process (Slater & Simmons, 2001). Most of the teachers felt that their participation in the peer coaching program helped them to overcome feelings of isolation by providing companionship within the faculty at their school (Slater & Simmons, 2001).

For several decades, researchers have suggested that multiple sources could be identified to evaluate teachers on various teaching practices that impact student learning and development (Epstein, 1985; Darling-Hammond, Wise, & Pease, 1983). Some have gone as far as to recommend that teachers should take part in peer evaluations of other teachers (Epstein, 1985; Cohen & Natriello, 1984; Darling-Hammond, Wise, & Pease, 1983; Johnson, 1984). Montgomery County Public Schools in Maryland has an operational Peer Assistance and Review (PAR) program that incorporates peer review as part of the evaluation system of teachers identified for the program (Sullivan, 2012).

Peer Assistance and Review (PAR) Program

The Peer Assistance and Review (PAR) program is considered to be one of the cornerstones of the evaluation process near where the Lincoln public school system operates (MCEANA, 2014). The program is small at this time, serving only two groups of teachers, those who are novices in the field, never having any previous teaching experience, and those who are experienced teachers but who have received a below standard evaluation, suggesting the need for further professional development (MCEANA, 2014). The program has been met with a large degree of success by those who have entered, offering support to colleagues and assisting approximately 18 teachers at a time, offering lesson plan support,

reviewing the grading processes with enrolled teachers, providing model and sample lessons and offering access to research based practices (MCEANA, 2014). In addition, the program teaches its participants how to team teach, offers access to resources that teachers may not have known were available or that they may not have known how to effectively access, and provides an observation process in order to assist the enrolled teachers in increasing their likelihood of success (MCEANA, 2014). PAR programs have been evaluated by various authors (Goldstein, 2007; Johnson & Fiarman, 2012; Papay & Johnson, 2012; Stroot, Fowlkes, Langholz, Paxton, Stedman, & Steffes, et al., 2009). Collectively, the evaluation of PAR programs have had positive effects on both the teachers who participate and the education process in general. Goldstein (2007) concluded that the use of a PAR program resulted in the presence of high-quality teachers, or teachers who would be able to reach a level of high-quality instruction, enabling the school district to retain the quality teachers identified while providing the district with a means of removing those teachers who did not perform to the standards set by the district and who did not demonstrate the ability to reach a higher level of performance. Additionally, because of PAR, the evaluation system has the potential to increase the quality of the teaching profession in the school system in this study. The study covered a period of three academic years and included a large sampling of educators.

Johnson and Fiarman (2012) studied seven active PAR programs implemented across the United States during the 2007-2008 school year. This was an important and relevant study due to the vast array of stakeholders included in the interviews during the data collection process. Results of the Johnson and Fiarman (2012) study indicated that first-year retention rates among these seven school districts averaged 90%, which exceeded

the national average. Additionally, one-third of the teachers who were assigned to the PAR program were retained, while the other two-thirds chose to resign or were dismissed from the school systems. The authors identified five actions they felt should be followed in order to create a successful PAR program:

- Select highly-qualified teachers who are considered to be master teachers;
- Establish guidelines which give clear direction to the consulting teacher on the frequency of observation, types of assistance to provide, how to conduct observations, and what documentation should be maintained;
- Rely on established standards of teaching and use rubrics to evaluate performance;
- Offer training to the consulting teachers on working with other adults and support for managing records and schedules; and
- Provide the consulting teacher with access to consultations and supervision by the PAR panel in order to align and refine their evaluation of a teacher's performance effectively (Johnson & Fiarman, 2012).

Using the same study data explored by Johnson and Fiarman (2012), Papay and Johnson (2012) evaluated PAR programs as an economical investment for school systems. There were no identified conflicts of interest in this evaluation of the study data as this second study focused on the investment costs for school systems, something not touched on or explored in the previous study conducted by Johnson during the same time, with a different research partner (Papay & Johnson, 2012). Papay & Johnson (2012) concluded that the benefits to a school system far outweighed the program's costs and that the implementation of a PAR within a given school district offered a high success potential in many areas of the educational process (Papay & Johnson, 2012). PAR programs have been

proven to reduce teacher turnover by providing the necessary supports to increase performance of teachers. Administrative and legal costs associated with removing a teacher from the classroom are reduced in systems that have a PAR program in place. Within the districts explored in Papay & Johnson's 2012 study, this was due to several factors. The PAR program was sponsored in part by the teachers' labor association, and the decision of the PAR panel to dismiss a tenured teacher allowed for due process therefore eliminating the need for costly legal battles (Johnson & Fiarman, 2012). The authors further concluded that PAR programs improved the quality of teachers in the school systems and thereby worked to improve relationships between labor associations and management by clearly identifying resources and assistance provided to teachers identified for the PAR program. Additionally, PAR programs alleviate the burden on principals to repetitively observe and evaluate struggling teachers and provided consulting teachers in the PAR program with greater opportunities to assume leadership roles and obtain professional development.

Peer Evaluation

The peer evaluation process occurs when peers offer evaluations of their coworkers. In a 2009 study, Msila (2009) piloted a model of peer evaluation of 28 secondary teachers in South Africa. Of this sample, 60% of the teachers had an average of 10 years of teaching experience while the remainder had an average of 4 years or less of teaching experience. The sample was comprised of 15 male teachers and 13 female teachers. Prior to the start of the study the teachers in the sample pool were skeptical that the peer evaluation process would have a positive effect on their teaching skills. Teachers within the sample pool displayed a lack of a sense of unity and a marked deficiency in collaboration, and were not supportive of the idea that their peers would be monitoring their teaching strategies and

practices within their own classroom settings. The results of Msila's (2009) study echoed results from other studies and provided evidence to suggest that the difference between effective schools and ineffective schools may be found in the presence or absence of the peer evaluation process. It should be noted, however, that Msila's (2009) case study was very small, and external influences, such as underperformance of students, new educational initiatives, and lack of quality teaching in South Africa may have influenced the study in a negative way. Positive outcomes from this study included teachers recognizing best practices of teaching as well as improvements in the quality of teaching found within the classroom setting. Additionally, teachers identified with a reduction of feeling isolated in their school following the completion of the study.

However, in spite of the benefits identified, there are certain challenges associated with the implementation of the peer evaluation process. It has been suggested that there are five categories, five negative aspects, associated with the peer mentoring process which can be classified as: the mentor using his or her perceived power over the mentee in an effort to gain power or some other type of personal gain; the mentor neglecting the mentee; a mentor that is deficient in the skills or experience necessary to be a mentor; conflict between the mentor and mentee with regards to personal values, work-ethic and conflicting personalities; and lastly, general dysfunction that cause the relationship between the mentor and mentee to fail (Simon & Eby, 2003). When working to implement such an evaluative option, steps must be taken in order to mitigate or reduce the likelihood of these events occurring.

Peer Debriefing and Peer Reflection

The last area of peer interaction explored within this literature review are the combined aspects of peer debriefing and peer reflection. Hail, Hurst and Camp (2011) studied graduate students in both elementary and reading master's degree programs to determine whether these students participated in peer debriefing and reflection. The authors predicted that this practice could be incorporated into the professional practice by training pre-service teacher candidates in the practice of peer debriefing and reflection (Hail, Hurst, & Camp, 2011). The sample pool consisted of the 207 participants who responded, out of 629 total surveys, sent to graduates of elementary and reading master's programs ranging from pre-school to grade 12. The authors also conducted interviews with some of the participants. This study had a low return, with only 33% of the surveys being returned. Additionally, this study only surveyed students who participated in one university program. The authors were also professors in the teacher preparation program at the same university from whence they pulled their sample, creating a concern as to the validity of the results due to the high potential for bias. Their roles as professors could have influenced the responses from the participants. Almost 99% of the participants reported they were likely or highly likely to debrief and discuss concerns with other teachers (Hail, Hurst, & Camp, 2011). Ninety-six percent of the respondents indicated that they felt reflecting on the teaching process with other colleagues was an important component of professional growth (Hail, Hurst, & Camp, 2011). The surveys did not include the depth in which teachers participated by debriefing with their peers. "Each of the teachers interviewed shared the same reaction: they (found) that conferring with other teachers about their instructional practices and student needs (was) an invaluable part of teaching" (Hail, Hurst, & Camp, 2011, p 79). This study recognized the importance of peer debriefing and how graduates

perceive peer reflection as an important part of their professional growth. The question that arose from this article was how this would be implemented in the professional practice of teachers.

The research and literature review was primarily focused on the impact that peer review has on public school teachers in kindergarten through grade 12. However, it was the decision of this researcher to include a review of an article study that examined peer evaluation in higher education due to the popularity of peer evaluations in the tenure process at the college and university level. As public school systems rely on institutions of higher education to train their teaching staff, it is important to also examine similar evaluation systems applied to the instructional staff at colleges and universities utilizing peer review. Through the Race to the Top grant, teacher and principal evaluations have become a top priority. The State of Maryland, as well as many of the school systems in Maryland, have begun to focus on how to improve teacher evaluation models currently in use throughout the State of Maryland. One area that has been of interest within the Lincoln public school system is to include a component of peer evaluation within the current model of teacher evaluations, primarily within the formative evaluation process. The evaluation tool in the Lincoln public school system was initially based on Charlotte Danielson's Framework (1996) and then adapted to the specific needs of the school system, as previously discussed.

Summary of Literature Review

In summary, the primary topics explored within this literature review addressed the positive aspects, and some of the negative aspects, associated with the use of peer evaluation, peer coaching, peer feedback, peer mentoring, peer observation, and peer

review. With as much information present within the current body of literature on these topics, there are still certain questions that are left unanswered. Who is responsible for taking ownership of formative evaluations, and how does time play an integral part in contributing to the failure of reliable formative evaluations? Do teachers see the benefit of peer evaluation being worth the time investment it requires? Teachers are often already working beyond their contracted duty day. The decision to participate in a formative self-evaluation or PLC often takes a back seat to lesson planning and grading student work. Administrators are also burdened with other duties they give priority to over the formative evaluation process. Teacher evaluations that require classroom observations within a specified timeline naturally take precedence over formative evaluations that have less of a prescribed timeline. Teachers are faced with doing more in less available time. Evaluations often fall to the bottom of a priority list of tasks to complete. Administrators rarely have time to devote to teachers on formative evaluations to address areas of needed improvement, targeted areas of performance enhancements, or professional development. Educators 4 Excellence (2012) recommended a component of peer observations to be combined with administrator observation that would comprise 50% of their overall evaluation under Quality Planning, Instruction and Reflection and recommended establishing peer collaboration as an additional 10% of their overall evaluation in Contributions to School and Community. In spite of these questions and considerations, the body of literature shows that the pros outweigh the cons when applying each of these different evidences based evaluation practices within the context of a real world setting, providing further credence for the exploration of this subject matter.

Purpose of the Study

The purpose of this study is to gauge the willingness of the teachers in the three schools studied to engage in peer evaluation. What potential benefits do teachers see in the use of peer evaluation? What potential challenges do teachers see in the incorporation of peer evaluation into the current teacher evaluation process? Lastly, this study will also examine the extent to which teachers perceive the peer evaluation process as an effective avenue that allows for sharing among teachers of best practices of instructional strategies.

The current evaluation model used by the school system is adaptable to peer evaluation. Overall, the research around peer evaluation, peer coaching, peer feedback, peer mentoring, peer observation, and peer review all point to positive influences among teachers and in the teaching profession as a whole (Arnau, Kahrs, & Kruskamp, 2004; Darling-Hammond, 2013; Ellermeyer, 1992; Grimm, Kaufman, & Doty, 2014; Johnson & Fiarman, 2012). The plan for this study will be to survey teachers assigned to an elementary, middle, and high school, respectively, within the Lincoln public school system. Study participants will be required to have completed a formative evaluation within the school year prior to the completion of this study as a part of the inclusion criteria for the study. Subjects will be given a written description of a proposed model of peer evaluation that would be one component of a formative evaluation. The survey will be conducted during the academic year. Questions on the survey will measure if classroom teachers welcome the possible implementation of peer evaluation and whether peer evaluation may be perceived as an effective process for increasing the sharing of best practices of instructional strategies. Participants will be asked their opinions regarding potential benefits of incorporating peer evaluation. Participants will also be asked to share potential

challenges they perceive regarding the incorporation of peer evaluation in the current formative evaluation process. By comprising the sample pool of teachers across all three levels, elementary, middle, and high school, responses can be compared and contrasted. There is an absence of evidence within the current body of literature which shows whether the current model of formative evaluations has a positive impact on collaboration and sharing among teachers' best practices of instructional strategies. Incorporating peer evaluation in the formative evaluation cycle may result in increased collaboration among teachers and sharing of best practices of instructional strategies.

Section II - Methodology

The purpose of this study was to examine the overall perceptions teachers have regarding the possible implementation of peer evaluation and the extent to which teachers perceive the peer evaluation process as an effective avenue that allows for sharing among teachers of best practices of instructional strategies. Further, participants were asked their opinions regarding potential benefits of incorporating peer evaluation. And lastly, teachers were asked to share potential challenges they perceived regarding the incorporation of peer evaluation in the current formative evaluation process. In order to accomplish this task, it was first necessary to document the investigative process that was used in the completion of the study. Section II of this project serves as the method through which this researcher discussed the details of the proposed study and the research questions that prompted the study. Further, while it is unusual to offer a hypothesis in the completion of a quantitative case study, in light of the information published on this topic, and in light of the research questions being explored, hypotheses were developed regarding the results of the proposed study. Section II afforded the ability to document the research questions identified for resolution in the completion of the study, the generalized hypotheses created by the researcher in regard to the completion of the proposed quantitative study, the study design and the rationale for the selection of that design, the methods and procedures that were used in the completion of the study, and offers information on the participant sample and population used within the completion of the proposed study.

Research Questions

The following research questions were created as a means of framing the proposed study of the perceptions of teachers toward the incorporation of a peer evaluation

component in the formative evaluation process currently in use within the Lincoln public school system:

1. To what extent are teachers in the three study schools willing to participate in the peer evaluation process?
2. What potential benefits do teachers see in the use of peer evaluation?
3. What potential challenges do teachers see in the incorporation of peer evaluation into the current teacher evaluation process?
4. To what extent do teachers perceive that participating in peer evaluation would increase the amount of time they spend sharing instructional strategies with other teachers?

The proposed study utilized a quantitative research design, allowing for the collection of data through the use of participant surveys.

Hypotheses

These hypotheses, generated as a result of the synthesis of literature within the literature review presented in the previous section, are:

H1: Teachers in the three study schools would indicate a willingness to participate in a peer evaluation process.

H2: Teachers indicate that benefits, such as increased sharing of best practices of instructional strategies, more timely and relevant feedback, and reduced feelings of isolation will occur as a result of incorporating peer evaluation in the current model of formative evaluations.

H3: Teachers identify challenges, such as lack of time to complete peer evaluations, personal bias, and a perceived feeling of needing to add yet another task to their already busy professional lives.

H4: Teachers do feel that peer evaluation would result in an increased level of sharing of best practices of instructional strategies among other tenured teachers.

This study was developed in order to determine whether or not teachers working in the Lincoln public school system would respond favorably to an opportunity to participate in a peer evaluation system added to the current formative evaluation process, by recognizing potential benefits regardless of potential challenges identified in the survey questionnaire.

Rationale for Survey Questionnaire Design

This study was conducted using a quantitative research design (Creswell, 2014). Using a survey-designed approach provided the researcher with the ability to describe the concept and its application through the perspectives of three distinct groups of individuals, using the information collected to explore the matter separately, from each group's perspective, as well as from the overall perspective of the combination of all participant groups (Creswell, 2014). Data collected from a sample population allows the researcher to make inferences about the overall perception of all teachers within the school system (Creswell, 2014). This particular research design is the best design consideration for use within the context of this study. A survey design was selected as it allowed for responses to be collected from participants in a quick and efficient manner without incurring additional costs on the part of the researcher, the school system, or the participants (Creswell, 2014). The survey was cross-sectional allowing participants to report their responses within a

seven-day period (Creswell, 2014). The study is considered to be a case study, as the study does not seek to create new theory, but empirically analyze existing theory.

Methods and Procedures

Participants

The setting of the proposed study was a suburban school district in Maryland. For the purpose of this study, the school district was referred to as the Lincoln public school system, a pseudonym. The plan for this study was to survey 98 teachers assigned to an elementary, middle, and high school, respectively, within the Lincoln public school system. Of the 98 teachers in the initial sample, there were 24 elementary teachers, 34 middle school teachers, and 40 high school teachers. Study participants were required to have completed a formative evaluation within the school year prior to the completion of this study as a part of the inclusion criteria for the study. The participants were aware of the evaluation cycle for which they had been assigned at the beginning of each school year during a meeting with their principal that must occur not later than October 15 annually. Participants for this study were notified by their administrator prior to October 15, 2016, as to the type of evaluation they were assigned during the 2016-2017 school year, either summative or formative. This study focused on teachers who had been assigned to the formative evaluation process during the 2016-2017 school year. Additionally, teachers were able to view their evaluation cycle assignment for the 2016-2017 school year through an online system maintained by the Lincoln public school system. The three sites chosen to participate in the study had the least amount of staff turnover from the 2016-2017 school year to the 2017-2018 school year when examined by level, elementary, middle, or high. In addition, these sites were chosen because they exceeded the average number of teachers

assigned to formative assessments by level as determined by the online system that warehouses employee evaluation data within the Lincoln public school system. Student demographics, with the exception of Free and Reduced Meals (FARMS) student data, were not examined as they did not have a bearing on this research study. The school sites selected for participation in this study had a population of students identified as receiving FARMS that was less than the system-wide average by level as identified in the table below. FARMS data were explored only because school sites with a high percentage of FARMS students often receive Federal monies to increase staff and reduce teacher to student ratios and allow for team-teaching across grade levels; this could have inadvertently skewed the response data. The table below summarizes the school sites chosen to participate in the survey and their data in relation to the overall system data for both FARMS and the number of teachers who were assigned to the formative evaluation process during the 2016-2017 school year at the Lincoln public school system. In the table below, Elementary School Averages reflects the averages for all elementary schools throughout the school system for students who qualify under FARMS as well as the number of teachers who were assigned to the formative evaluation process during the 2016-2017 school year. Elementary Site Surveyed reflects the averages for the one elementary site chosen to collect responses from teachers at the elementary level. The same is true for the Middle School Averages and Middle School Site Surveyed as well as the High School Averages and High School Site Surveyed.

Table 2:

Sites Selected for Survey Questionnaire Participation based on FARMS Data

Level	Percentage of FARMS	Number of Teachers Assigned to Formative Evaluations
Elementary School Averages	37.0%	14.21
Elementary Site Surveyed	23.9%	24.0
Middle School Averages	31.1%	26.25
Middle School Site Surveyed	28.9%	34.0
High School Averages	24.4%	24.83
High School Site Surveyed	20.5%	40.0
Sources: (Maryland State Department of Education 2017b, 2017c, 2017d)		

Subjects were given a written description of a proposed model of peer evaluation that would be one component of a formative evaluation. The survey was conducted during the 2017-2018 academic year. Questions on the survey measured the overall willingness of teachers within the three study schools to participate in peer evaluation and if classroom teachers within those schools perceived peer evaluation to be an effective process for increasing the sharing of best practices of instructional strategies. Participants were asked their opinions regarding potential benefits of incorporating peer evaluation. Participants were also asked to share potential challenges they perceived regarding the incorporation of peer evaluation in the current formative evaluation process. By comprising the sample pool of teachers across all three levels, elementary, middle, and high school, responses were compared and contrasted.

The sample for this study was both purposeful and convenient as schools identified to participate in the survey are part of the suburban school system identified in this study. Participants who were selected met the criterion established previously. Purposive sampling, according to Tongco (2007), is "valid for certain studies" (p. 154). The results of such sampling may be limited to the population included in the study and should be

repeated utilizing a different population (Tongco, 2007). Due to limitations of the scope of this study, it is not feasible to repeat the study with differing populations.

Instrument

The questions developed for use in the survey questionnaire were primarily developed to focus on the research questions posed in this study. In the absence of a survey instrument from which to repeat, the researcher independently developed the survey questions. The first question was established in order to obtain consent from the survey participant. Questions 2 and 3 were developed in order to ensure teachers participating in the survey met the survey criteria. Demographic questions 4, 5, 6, and 7 were generated by the researcher for participant classification purposes. Questions 8 and 9 were also established by the researcher to gauge the participants' prior knowledge of and experience with peer evaluations. Question 10 was created to acquire from participants, the current amount of time they spend sharing instructional strategies prior to a possible implementation of peer evaluation. Questions 11 and 12 were formed by the researcher to measure the participants' willingness to participate in peer evaluation both of their peers and by their peers. Question 13 was created to measure the possible change in the amount of time spent sharing of instructional strategies as a result of the variable of peer evaluation being introduced. For question number 14, responses were developed using benefits that were identified through research and as previously identified in the literature review section of this study (Arnau, et al., 2004; Beerens, 2000; Ellermeyer, 1992; Grimm, et al., 2014; Msila, 2009; Slater & Simmons, 2001; Wilkins & Shin, 2011). Responses to question number 15 were developed using challenges that were identified through research and as previously identified in the literature review section of this study (Day, 2015; Knoepfler,

2015; Kosolosky, 2015; Simon & Eby, 2013). Additionally, two responses were acquired when the survey questionnaire was piloted. Those two responses were in regard to the time available during a teacher's duty day and the possibility of loss of instructional time that a teacher is able to devote to their own classes. The participants were asked to complete the survey questionnaire within one week during the first two weeks of school for students in September 2017 during the 2017-2018 school year.

Field Testing the Instrument

Prior to launching the study, the researcher pilot tested the survey questionnaire on July 17 and July 18, 2017. Paper copies of the survey were distributed to six teachers not assigned to the schools that were planned to participate in the survey questionnaire. Of the six teachers selected for the pilot test, two were currently assigned to an elementary setting, two were currently assigned to a middle school setting, and two were currently assigned to a high school setting. The teachers who participated in the pilot test had also participated in a formative evaluation process during the 2016-2017 school year. After providing the pilot survey questionnaire to these six individuals, the researcher reviewed their feedback regarding the survey questionnaire and made adjustments as necessary to improve clarity and revise the questions as necessary. This pretest also provided an opportunity to gauge the amount of time required for participants to complete the survey and aided in establishing validity of my survey questionnaire. The participants in the field testing of the survey indicated it took them between 15 and 20 minutes to complete the survey.

Data Collection

Prior to distributing the survey questionnaire to teachers, principals at each school site were contacted by email informing them that their site was planned to be the subject of

my survey questionnaire and provided each of the principals an opportunity to opt out of their site being chosen should other external factors be present, or the principal felt that it would be a disruption to their site (Appendix A). In order to complete the data collection process, electronic surveys were distributed to teachers working in, respectively, an elementary school, a middle school, and a high school based on data collected regarding the number of teachers assigned to formative evaluation systems in the previous academic school year. The definition from the University of Michigan regarding a peer evaluation was provided to participants within with the survey questionnaire (Appendix C). The same survey questions were distributed to all participants regardless of their classification and assignment to an elementary, middle, or high school. The Qualtrics platform was used to develop the survey questionnaire. The researcher used the Qualtrics platform to distribute the survey questionnaire via email along with a cover letter informing participants about the purpose of this study (Appendix B). The survey questionnaire instrument (Appendix C) included basic demographic questions in addition to questions regarding the implementation of a peer evaluation process into the current model of formative evaluations. Participants agreeing to participate in the survey questionnaire who met the criteria set up in the subsequent section were provided with an informed consent statement that provided standard information regarding the study. This included the purpose of the study, the research questions, the justification for the study, and information on participant confidentiality. This survey questionnaire participation email also included the researcher's contact information as well as contact information for the university advisor who oversaw this study (Appendix B). The survey was provided to the participants once they had indicated their interest in participation in the study. Once the participant consented to participate in the survey questionnaire study, the participant was able to proceed with the

survey questionnaire. The participants were asked to complete the survey questionnaire within one week at the beginning of the 2017-2018 school year. To prevent any breach of confidentiality, the researcher will maintain the data collected through the survey questionnaire within the Qualtrics software application under password protection. Only the researcher will have access to the survey questionnaire data that has been collected.

In addition to providing a signed informed consent form prior to participation and in addition to confirming consent prior to beginning the survey questionnaire, further ethical considerations were taken regarding the protection of participant information in order to ensure confidentiality. If any personal information or identifying information was provided within the survey questionnaire responses, the information was redacted prior to the data analysis process or after participant questions were addressed as was specified in the survey instruments themselves. Further, all data has been maintained in the Qualtrics software, password protected by the researcher. All data will be stored for a period of no more than three years following the completion of the study, after which time it will be deleted.

Data Analysis

The researcher analyzed the data obtained from the online surveys using the Qualtrics software application. Following receipt of the completed questionnaires, the researcher identified emergent themes within the collected data (Creswell, 2014). Emergent themes were tracked in the Qualtrics software application. The results are presented, complete with an evaluation of those findings, synthesizing the information to that contained within the current body of literature and allowing for the resolution of the identified research questions. Data analysis consists of the mean and range for each question and descriptive statistics by level, elementary, middle, and high, as well as overall.

Limitations

Every research study has inherent limitations. This researcher identified a small sample size as a limitation in regard to the proposed study. By selecting only three schools in one district, the sample size was limited to teachers who were previously assigned to the formative evaluation process in the school year prior to this study. Secondly, the researcher is reliant on the participants self-reporting honestly and their ability to self-evaluate. Although confidential, participants may have had concerns regarding their responses somehow being linked to them individually.

Summary

The purpose of this study was to examine the willingness of the teachers within the three study schools to participate in peer evaluation and the extent to which teachers perceived the peer evaluation process as an effective avenue that allows for sharing among teachers of best practices of instructional strategies. Further, participants were asked their opinions regarding potential benefits of incorporating peer evaluation. Lastly, participants were asked to share potential challenges they perceived regarding the incorporation of peer evaluation in the current formative evaluation process. This section of this study has described the conceptual framework of the study and restated the purpose of the research study including the hypotheses the researcher has developed based on review of the literature. The researcher has described the methods through which this researcher conducted the proposed quantitative study through use of a survey questionnaire from teachers at an elementary, a middle, and a high school in the Lincoln public school system. The proposed timeline for implementing the survey questionnaire as well as process by which data was collected, stored, and maintained have also been described. The researcher

expected to discover that teachers are willing to participate in peer evaluation as a component of their evaluation and do perceive that incorporating the component of peer evaluation in the current formative evaluation process in Lincoln public schools would serve to increase the sharing of best practices of instructional strategies among teachers within the system. Further, teachers would identify potential benefits as well as challenges with incorporating peer evaluation in the current model of formative evaluation. Results of this study could initiate future changes within the Lincoln public school system with regards to peer evaluation becoming a component of formative evaluation for veteran teachers.

Section III – Results, Conclusions, and Implications

Introduction

The focus of this section is the presentation and discussion of the results of the survey that was distributed to teachers in the Lincoln public schools system. The survey questionnaire consisted of 16 questions with different variables. This section will illustrate how the survey questionnaire questions relate to the research questions which will allow for an understanding of the themes driving the purpose of study. This section will also present the data in the form of numerical values for an understanding of how the quantitative results were calculated. Further, demographic information will be presented. Within this section, descriptive statistics will also be presented. Lastly, the researcher will present the results as they relate to each of the research questions.

Research Questions Variables

As noted, the research questions were created as a means of framing the proposed study of the perceptions of teachers toward the incorporation of a peer evaluation component in the formative evaluation process currently in use within the Lincoln public school system. Four questions were related to demographic information of the survey participants including age, gender, years of prior teaching experience, and grade level assigned to currently. Question 9 asked participants to describe any previous experience they may have had working in a school system that utilized peer evaluation as a part of teacher evaluations.

The first research question was: To what extent are teachers in the three study schools willing to participate in the peer evaluation process? Based on the research question the theme is perceptions of peer evaluation. The first survey questionnaire

question to evaluate the perceptions of peer evaluations is question 9 which addressed working in a school system utilizing peer evaluation. Moreover, the survey questionnaire question 11 addressed the willingness of teachers to participate in peer evaluation as well as survey question 12 which addressed the willingness of teachers to be evaluated by their peers. Finally, survey questionnaire question 16 focused on the overall perceptions of teachers regarding the evaluation process.

The second research question was: What potential benefits do teachers see in the use of peer evaluation? Based on the research question, the theme is peer evaluation benefit. The first survey questionnaire question to evaluate this concept is question 8 which addressed knowledge of peer evaluation use prior to the completion of the survey questionnaire. The next survey questionnaire question to analyze this concept was question 14 which addressed perceived benefits of peer evaluation.

The third research question was: What potential challenges do teachers see in the incorporation of peer evaluation into the current teacher evaluation process? Based on the research question, the theme is challenges to peer evaluation incorporation. The survey questionnaire question that evaluates this concept is question 15 which addressed perceived challenges of peer evaluations.

The fourth research question was: To what extent do teachers perceive that participating in peer evaluation would increase the amount of time they spend sharing instructional strategies with other teachers? Based on this research question the theme is an increase in the amount of time spent sharing instructional strategies with their peers. Survey questionnaire question 10 addressed this theme by asking participants the number of hours

spent sharing instructional strategies. Survey questionnaire question 13 addressed the potential increase in time spent sharing instructional strategies.

Numerical Data Results and Explanation

The survey was intended to be distributed to a total of 98 participants among elementary, middle, and high school sites. As a result of resignations, retirements, or transfers within the Lincoln public school system, a total of 86 participants qualified for participation in the survey at the time it was distributed. Emails were distributed at 8:00 a.m. on September 6, 2017, to a total of 86 teachers and closed at 11:59 p.m. on September 13, 2017. Of the 86 emails that were distributed, 52 (60.47%) participants actively participated in responding to the survey.

For survey questionnaire question one, the participants gave their informed consent in order to participate in the study. Of 52 participants, three did not agree to the informed consent, and one participant who did agree did not move beyond the first question. This left 48 eligible participants. While all remaining participants taught in the Lincoln public school system, some were not assigned to the formative evaluation process during the 2016-2017 school year making them ineligible to participate in the survey. Based on this information, 11 participants were ineligible, leaving 41 eligible participants. Of these, seven participants did not complete the entire survey study after the third survey questionnaire question, causing their results to be excluded. The final sample size was composed of 34 participants answering survey questionnaire questions four through 16. With a total of 34 participants fully completing the entire survey questionnaire, the response rate was 43.04%. The low response rate could be related to the timing of the survey distribution as the survey was distributed to teachers from September 6 through September 13, 2017. The first day of

school for students was September 5, 2017, potentially distracting teachers from completing the survey as their focus may have been on the opening of school versus completing the survey questionnaire. The following table presents the results of the data collection of the survey questionnaire.

Table 3:

Data from Survey Questionnaire

Question	Options	Results
Question 1: **Statement of Consent:** I have read and understood the above consent form and desire to participate in this study of my own free will.	I agree (1)	49
	I do not agree (0)	3
Question 2: Did you teach in this school system during the 2016-2017 school year?	Yes (1)	48
	No (0)	0
Question 3: Were you assigned to the Formative Evaluation process during the 2016-2017 school year?	Yes (1)	37
	No (0)	11
Question 4: Into what age range do you fall, as of your last birthday?	21-30 (1)	2
	31-40 (2)	14
	41-50 (3)	13
	51-60 (4)	5
	61-70 (5)	0
	70+ (6)	0
Question 5: What is your gender?	Male (1)	6
	Female (2)	28
	Prefer not to answer (0)	0
Question 6: How many years have you been teaching in total?	1-5 years (1)	0
	6-10 years (2)	5
	11-15 years (3)	9
	16-20 years (4)	6
	21-25 years (5)	6
	26-30 years (6)	6
	31+ years (7)	2
Question 7: What level are you currently assigned?	Elementary (1)	10
	Middle (2)	11
	High (3)	13
Question 8: Have you heard of the use of peer evaluation prior to today?	Yes (1)	18
	No (2)	11

	Unsure (0)	5
Question 9: Have you ever worked in a school system that implemented a peer evaluation process as a part of teacher evaluations?	Yes (1)	2
	No (2)	29
	Unsure (0)	3
Question 10: Currently, how many hours, in an average week, do you share instructional strategies with other teachers within your building?	Do not share (0)	0
	< 1 hour (1)	9
	1-2 hours (2)	15
	3-4 hours (3)	5
	4-5 hours (4)	4
	>5 hours (5)	1
Question 11: Based on the definition of peer evaluation, how willing would you be to evaluate the teaching of your peers?	Definitely would (1)	7
	Most likely (2)	13
	Not likely (3)	6
	Definitely would not (4)	1
	Unsure (0)	7
Question 12: Based on the definition of peer evaluation, how willing are you to have a peer evaluate your teaching?	Definitely would (1)	7
	Most likely (2)	14
	Not likely (3)	6
	Definitely would not (4)	1
	Unsure (0)	6
Question 13: In your opinion, would incorporating peer evaluation as a component of the Formative Evaluation process increase the amount of time you spend sharing instructional strategies with other teachers within your building?	Definitely would (1)	3
	Most likely (2)	17
	Not likely (3)	8
	Definitely would not (4)	1
	Unsure (0)	5
Question 14: Do you feel that peer evaluation would provide any of the following benefits? Please check all that you feel would apply.[1]	More timely (1)	13
	More relevant (2)	27
	Less isolated (3)	10
	More comfortable (4)	14
	Learn strategies (5)	27
	Share strategies (6)	18
	Student benefit (7)	20
	No benefits (0)	2
	Other benefits (8)	4
Question 15: Do you feel that peer evaluation would present any of the following challenges? Please check all that you feel would apply.[2]	Lack of comfort (1)	10
	Fear of retaliation (2)	18
	Lack of time (3)	22
	Inability to be objective (4)	14
	Unequipped (5)	8

[1] Survey questionnaire question 14 allowed participants to select more than one answer. Therefore, the total will be more than 34.

[2] Survey questionnaire question 15 allowed participants to select more than one answer. Therefore, the total will be more than 34.

	Decrease in instructional time (6)	12
	Decrease trust (7)	14
	No challenges (0)	2
	Other challenges (8)	4
Question 16: What is your opinion of the peer evaluation process?	Support (1)	8
	Do not support (2)	7
	Unsure (0)	19

Demographic Information

As noted previously, the inclusion and eligibility for the study participation was determined through survey questionnaire questions one through three. Moreover, eligibility was determined through the full completion of the study. This left 34 eligible participants to complete the study fully. Demographic information for this study were found through length of time (in seconds) and survey questionnaire questions four through seven. The following graph shows the time in seconds by the participants.

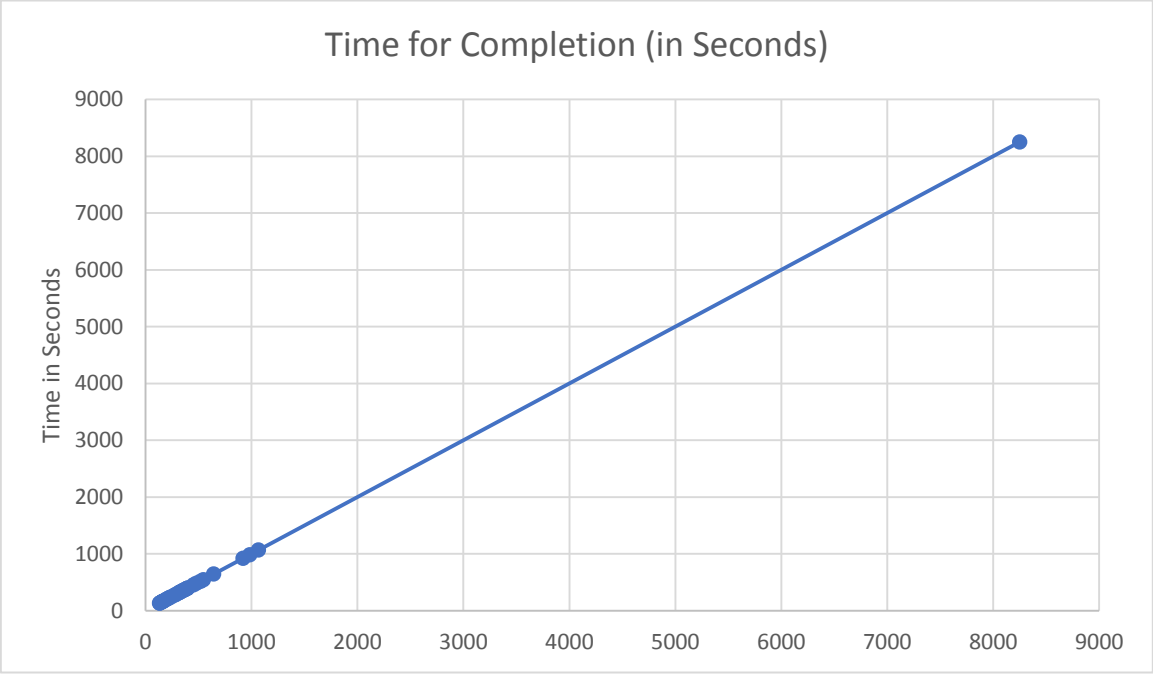

Figure 1: Time in Seconds

Within Figure 1, it was noted that the majority of the survey questionnaire completion times were under 1,000 seconds. Therefore, there were two outliers based on this concept. However, there was one major outlier at 8,251. Based on this information, the time to complete the survey questionnaire ranged from 131 seconds (just over two minutes) to 8,251 seconds (about 2.5 hours). The reason for this difference is unknown.

Survey questionnaire question four was in relation to age range. The age ranges with the fewest participants were 61 to 70 and 70+ years old with no participants. The next lowest age range for participants was 21 to 30 years old with two participants (5.88%) identifying as part of that age group. There were a total of five participants (14.71%) in the 51 to 60 years old group. Similar results could be seen in the 31 to 40 years old age range (38.24%) and the 41 to 50 years old age range (41.18%). Based on these results, it was interesting to note that there were essentially three age group dimensions – 31 to 50 years old, 21 to 30 and 51 to 60 years old, and 61 to 70+ years old.

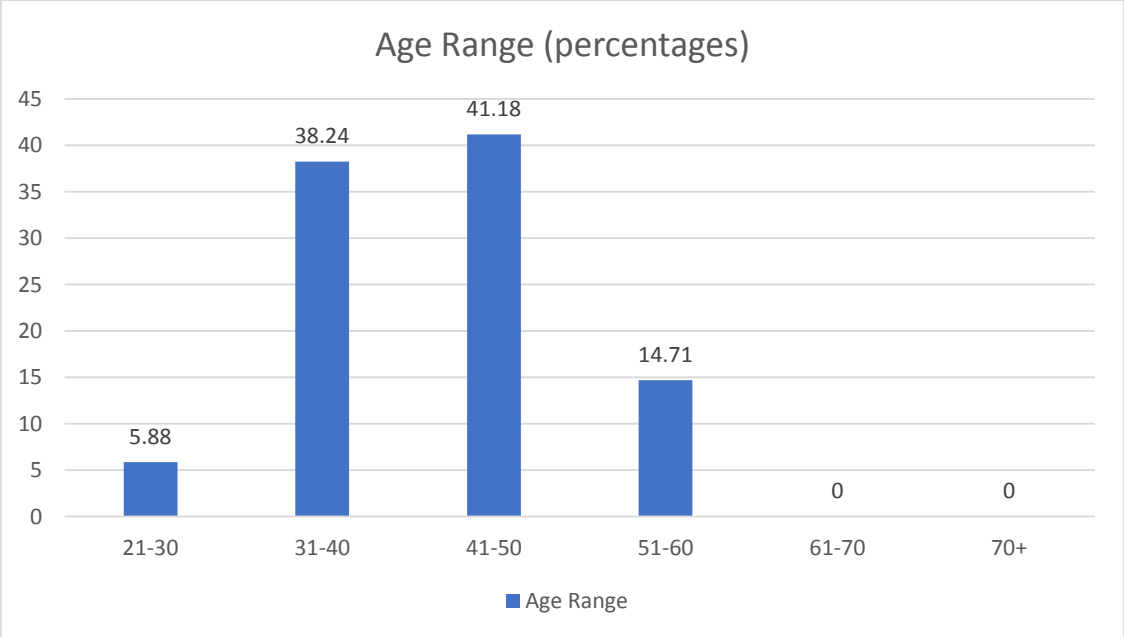

Figure 2: Age Groups of Participants (percentages)

It was shown that there were few males (six accounting for 17.65%) in the sample. There were 28 females, accounting for 82.35% of the sample as shown in Figure 2 below. The ratio of males to females participating in the survey was 3:14.

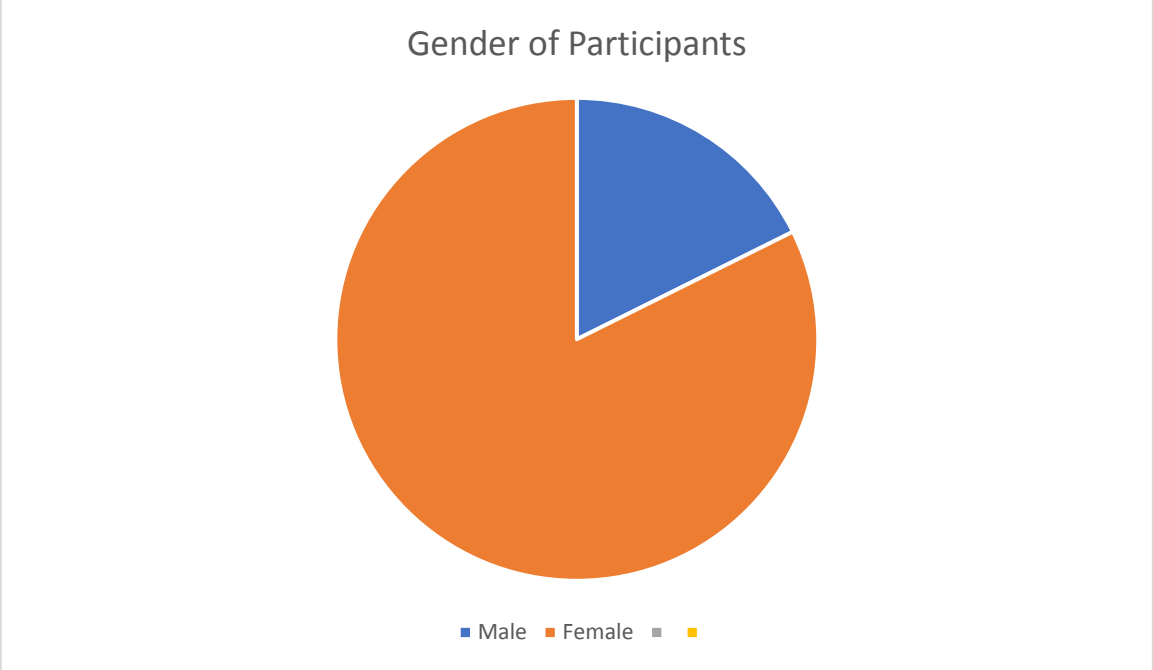

Figure 3: Gender breakdown

There were no participants with under six years of experience, five participants (14.71%) reported having six to 10 years of teaching experience, six participants (17.65%) reported having 16 to 20 years of teaching experience, six participants (17.65%) reported having 21 to 25 years of teaching experience, and six participants (17.65%) reported having 26 to 30 years teaching experience. It was found that nine participants (26.47%) reported having 11 to 15 years of teaching experience. Only two participants (5.88%) had over 31 years of teaching experience.

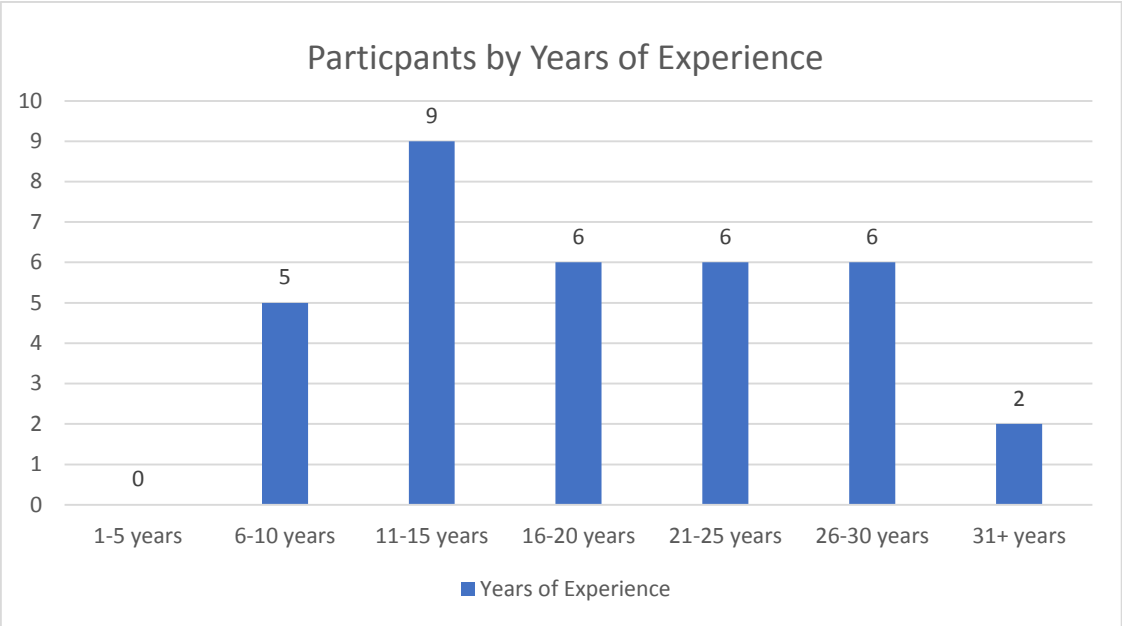

Figure 4: Years of Experience of Participants

Finally, the division of participants among the three school levels – elementary, middle, and high school – were evenly divided, with 10 participants (29.41%) teaching in the elementary school setting, 11 participants (32.35%) teaching in the middle school setting, and 13 participants (38.24%) teaching in the high school setting.

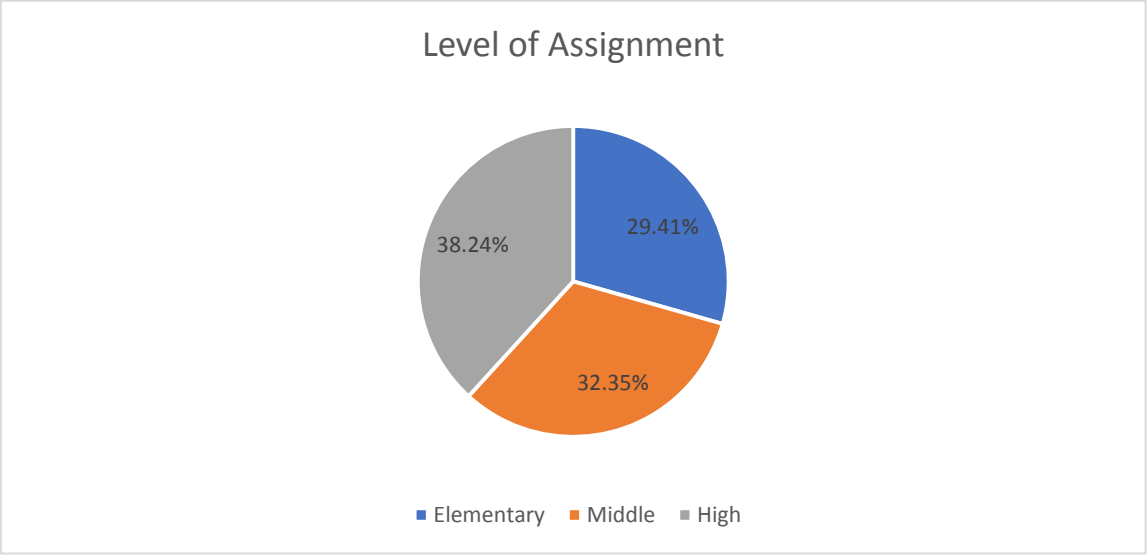

Figure 5: Participants by Level

Just over half of the respondents, 52.94%, or 18 of the respondents indicated they had previously heard of peer evaluation prior to completing this survey questionnaire. Of the 18 who did have some prior knowledge of peer evaluation, four were assigned to the elementary level, eight at the middle school level, and six at the high school level. Four males had previously heard of peer evaluation while 14 females reported the same. Only two of the 34 respondents indicated they had previously worked in a system that implemented some version of peer evaluation. One male, assigned to the high school level with 26-30 years of experience and one female, assigned to a middle school with 16-20 years of experience reported falling into this category. While over half of the respondents had heard of peer evaluation, only two had worked in a system that utilized peer evaluation.

Survey Results

The survey means and ranges are presented in the following table.

Table 4:

Calculated Mean of Responses and Range

Question	Mean	Range
Question 4: Into what age range do you fall, as of your last birthday?	2.62	2-39
Question 6: How many years have you been teaching in total?	4.15	0-36
Question 7: What level are you currently assigned?	2.09	10-39
Question 10: Currently, how many hours, in an average week, do you share instructional strategies with other teachers within your building?	2.21	5-30
Question 11: Based on the definition of peer evaluation, how willing would you be to evaluate the teaching of your peers?	1.62	0-26
Question 12: Based on the definition of peer evaluation, how willing are you to have a peer evaluate your teaching?	1.68	0-28
Question 13: In your opinion, would incorporating peer evaluation as a component of the Formative Evaluation process increase the amount of time you spend sharing instructional strategies with other teachers within your building?	1.91	0-34

Question 14: Do you feel that peer evaluation would provide any of the following benefits? Please check all that you feel would apply.	4.21	0-140
Question 15: Do you feel that peer evaluation would present any of the following challenges? Please check all that you feel would apply.	3.94	0-98
Question 16: What is your opinion of the peer evaluation process?	0.65	0-14

Based on this information, it is possible to draw several conclusions regarding the sample and the general population. The average teacher age is 2.62, which corresponds to an age range of 31 to 50. The average teaching experience is 4.15, which corresponds to 16 to 30 years. Within the sample, the average educational level being taught was 2.09, which corresponds to middle school. Within the general population, the average time spent sharing instructional strategies with other teachers within the building was 2.21, which corresponds to one to four hours per week. The average score for willingness to evaluate peers was 1.62, which corresponds to participants stating that they definitely would or most likely would be willing to evaluate their peers. The average score for willingness to be evaluated by peers was 1.68, which corresponds to participants stating that they definitely would or most likely would be willing to be evaluated by their peers. The average score regarding opinions of the increase of time spent sharing instructional strategies with other teachers due to the incorporation of peer evaluation was 1.91, suggesting that time spent definitely would or most likely would increase. In general, perceptions of peer evaluation benefits yielded an average of 4.21, which represents benefits of feeling more comfortable sharing with colleagues any challenges faced with regards to instruction. The benefits that were selected most by participants were more relevant feedback provided by their peers (27 selections), learning new strategies (27 selections), students benefitting academically from better instructional strategies being implemented (20 selections) and being able to share

instructional strategies with their peers (18 selections). Perceptions of peer evaluation challenges yielded an average of 3.94, which represents challenges relating to lack of time to conduct peer evaluations and inability to be objective when conducting peer evaluations. The most challenges that were selected by participants indicated they felt peer evaluation may present included lack of time to participate in peer evaluation (22 selections), fear of retaliation by peers if negative feedback were provided (18 selections), inability to be objective in the peer evaluation process (14 selections), and decrease in the level of trust among their peers (14 selections). For the final question regarding the overall support for implementing peer evaluation in the current model of formative evaluations, support of peer evaluation yielded an average of 0.65, suggesting that more information is needed by teachers prior to making a decision regarding providing their support behind implementing peer evaluation as a component of the current formative evaluation process.

Research Questions and Survey Findings

This study was implemented based on three research questions as identified below:

1. To what extent are teachers in the three study schools willing to participate in the peer evaluation process?
2. What potential benefits do teachers see in the use of peer evaluation?
3. What potential challenges do teachers see in the incorporation of peer evaluation into the current teacher evaluation process?
4. To what extent do teachers perceive that participating in peer evaluation would increase the amount of time they spend sharing instructional strategies with other teachers?

Focusing in on the first research question, the following hypothesis was created:

> **H1:** Teachers in the three study schools would indicate a willingness to participate in a peer evaluation process.

Based on the survey data in questions 11 and 12, the researcher has concluded that the hypothesis presented is true. When asked if participants would be willing to evaluate their peers, 58.83% indicated they definitely would or were most likely to be willing to do so. Within that majority, eight were assigned to an elementary school, five to a middle school, and seven to a high school. Seven respondents, or 20.59% were unsure if they were willing to evaluation their peers. The majority of the survey participants, 61.77%, reported they definitely would or were most likely willing to be evaluated by their peers. Females made up 19 of this group, and two were males. Respondents were once again spread over all three levels with eight being assigned to an elementary site, five to a middle school site, and eight assigned to a high school site.

Research question two asked what potential benefits teachers see in the use of peer evaluation. From the research question, the following hypothesis was created:

> **H2:** Teachers indicate that benefits, such as increased sharing of best practices of instructional strategies, more timely and relevant feedback, and reduced feelings of isolation will occur as a result of incorporating peer evaluation in the current model of formative evaluations.

In reviewing the survey data, it can be concluded that teachers feel that peer evaluation would provide them with feedback that was more relevant, the ability to learn instructional strategies from their peers, the benefit to the academic success of their

students, and the opportunity to share instructional strategies. Participants indicated that feedback on their performance would be timelier and they would feel less isolated, but these responses were not as popular as the other benefits previously identified. Survey participants were able to share other benefits in a free text response. Four participants chose to indicate other benefits such as "getting an additional amount of feedback in order to improve instruction" and "facilitates critical team approach to learning." Two other respondents wrote "getting another point of view that is not dependent on county guidelines that do not always give me enough or good feedback" and "being evaluated by someone that is actually in the classroom and is aware of the challenges today's teacher's face, as opposed to administrators, most of whom have lost touch." These free text comments align with benefits indicated on the selection list but reinforce the perceptions teachers in the survey have with regards to implementing peer evaluation. With the data and comments from the survey presented here, the researcher is compelled to uphold the hypothesis previously presented with regards to the benefits of peer evaluation as seen by teachers in the Lincoln public school system.

The third research question was centered on the potential challenges teachers see in the incorporation of peer evaluation in the current model of formative evaluations. From that research question, the following hypothesis was created:

> **H3:** Teachers identify challenges, such as lack of time to complete peer evaluations, personal bias, and a perceived feeling of needing to add yet another task to their already busy professional lives.

In reviewing the data collected from the surveys, a lack of time to complete peer evaluations was selected most frequently and representing 21.15% of the overall challenges

identified. Other challenges identified by the majority of participants were a fear that retaliation may occur if they would provide their peer with negative feedback, an inability to be objective in completing the evaluation of a peer, and an overall decrease in the level of trust among colleagues of peer evaluation were to be implemented. Time is certainly a major challenge, reflected both in the literature review and in the survey data. Four respondents chose to provide a free text response two of which directly address time as a challenge. Those two responses stated, "Absolutely no time. Our system has had so many cutbacks that has created a school in which the classes are filled to capacity. They would not allot time that would be needed to do this correctly or effectively" and "without proper training, this could be a free for all. We will lose class or planning time to perform this task. How will we be compensated?" One other free text addressed the retaliation fear and inability to be objective as challenges as they reported, "I would feel that there would be animosity from my peers if I gave any negative feedback, which, in turn, might persuade me to give a less-than-honest evaluation." The final free text response addressed an overall plan for implementing peer evaluation when they said, "I feel that there needs to be a solid plan on action with implementing peer to peer observations in order to face these challenges. Clarity in the purpose of this endeavor." As the researcher predicted in the hypotheses, time is a major challenge that must be addressed in the implementation of peer evaluation. As such, the third hypothesis regarding challenges teachers perceive is also upheld.

> **H4:** Teachers do feel that peer evaluation would result in an increased level of sharing of best practices of instructional strategies among other tenured teachers.

Based on the survey data and through examination of the survey data gathered from questions 10 and 13, the researcher has concluded that the final hypothesis presented is true. The mean of question 10 was 2.21 indicating that teachers currently spend between one to four hours sharing best practices among their colleague. Responses to question 13 regarding the possibility that an increase of sharing of best practices would result from implementing peer evaluation also demonstrates teachers feel peer evaluation would increase the amount of time spent sharing instructional strategies. The mean of this question was 1.91 indicating that teachers feel an increase would most likely or definitely would occur. With 58.82% of respondents indicating they felt peer evaluation definitely would or most likely would increase sharing of best practices, the researcher has proven the fourth hypothesis to be true. In looking further into the data regarding these two survey questions regarding sharing of best practices, some interesting trends appear in the data.

Question 9 asked participants to indicate if they had ever worked in a school system that implemented a peer evaluation process as a part of teacher evaluations. Two participants reported having previously worked in a school system that implemented peer evaluation. In looking more closely at those two responses, these two individuals did not feel that peer evaluation would result in an increase in sharing and were unsure if they would support such an initiative in this school system. Their responses could lead one to believe they did not have a positive experience with peer evaluation in the past but further information would need to be gathered from the individual respondents in order to make such a conclusion.

Question 10 asked participants the amount of time they currently spend sharing instructional strategies per week with other teachers in their building. Of the nine

individuals who responded they spend less than an hour, six were female and three were male. Only one respondent in this group was currently assigned to the elementary level while three were assigned to middle school and five were assigned to high school. Of the 15 survey participants who indicated they share between one and two hours, 13 were female and two were male. Two were assigned to elementary, six to middle and seven to high school. Five individuals (four female and one male) responded they currently share between three to four hours per week. Three participants were assigned to the elementary level and one each at the middle and high school levels. Those who reported sharing between four to five hours on average reflected four females and no males with three being assigned to the elementary level and only one assigned to the middle school level. The last group identified sharing more than five hours in a week with colleagues, and only one individual, who was female and assigned to an elementary, reported this average. This data indicates teachers assigned to the middle and high school levels spend less time sharing instructional strategies than those who are assigned to the elementary level.

When evaluating the responses to question 13 regarding an increase in sharing as a result of peer evaluation, the researcher has also identified trends in that data that will be examined more closely here. Three females felt that peer evaluation would definitely increase the amount of time spent sharing instructional strategies. Two of them indicated they had between 11-15 years of experience and one indicated 21-25 years of experience, one being an elementary teacher and two being high school teachers. Seventeen survey participants responded peer evaluation would most likely result in an increase in sharing of best practices. Females made up fourteen of these responses and three were males. Five respondents indicated they have between 6-10 years of experience and four respondents

indicated they have between 21-25 years of experience. The other respondents were scattered among the other experience levels. However, seven of the respondents were assigned to high school and six assigned to a middle school with the remaining four assigned to an elementary level. Five elementary teachers reported they felt peer evaluation would most likely or definitely would increase sharing of instructional strategies as compared to 15 secondary teachers at the middle and high school level, a ratio of 1:5. Eight respondents indicated they felt it was not likely that sharing would increase, six female and two males with three assigned to elementary, two assigned to middle school, and three assigned to high school. Only one respondent indicated they definitely did not think peer evaluation would result in an increase of sharing. That one respondent was in the 41-50 age group, identified as female with 26-30 years of experience and assigned as a high school teacher. Five respondents were unsure what impact peer evaluation may have on the amount of time sharing instructional strategies.

Discussion

The current evaluation frameworks used require that training occur for implementation, and administrators are increasingly knowledgeable regarding the instrument of evaluation. This knowledge includes perceptions of teachers relating to the instrument of evaluation, techniques used, and the ability to recognize needed areas of change. For example, within this specific study, the perceptions of peer evaluations are both positive and negative. Participants noted that benefits, such as increased sharing of best practices of instructional strategies, more timely and relevant feedback, and reduced feelings of isolation will occur as a result of incorporating peer evaluation in the current model of formative evaluations. This corresponds to the literature noting that perceptions

that have the most impact on evaluations are dependent on particular instructional practices. The study results showed that the average time spent sharing instructional strategies with other teachers within the building was 2.21, which corresponds to 1 to 4 hours per week, currently, without the implementation of peer evaluation as a component of the formative evaluation process.

Therefore, it may be suggested that, despite the assumption of a lack of best practices in the literature, educators tend to share their best practices through a wide range of opportunities. This recognition by individual educators of the importance of sharing best practices corresponds with the literature where those within the educational arena has an unexpected significance as compared to the concept within a business arena. Best training activities are characterized as the extensive variety of individual exercises, strategies, and automatic ways to accomplish positive changes in students' states of mind or scholastic practices. This umbrella term envelops the accompanying assignments that contrast on the level of evidence supporting students or institutional results: promising, approved, and modeled. Promising instruction activity contains definite data portraying the training and how to actualize it. Approved instruction hone is a promising training practice that has experienced thorough evaluation reporting positive student results in a single instructional setting. Exemplary instruction activity is an approved training practice effectively reproduced at various training settings with comparable positive student results (Arendale, 2016). In relation to this specific study, it is recognized by participants that teachers do feel that peer evaluation would result in an increased level of sharing of best practices of instructional strategies among other tenured teachers. This could occur due to the current usage of sharing practices already adopted by teachers in the Lincoln public school system.

There is a wide range of best practices in instructional systems that are available and effectively identifiable inside the surviving assortment of writing; however, there is no straightforward set number of best five best practices of instructional techniques that can be recorded or given, especially inside the setting of this investigation. The accepted procedures in instructional techniques are distributed, yet they change in light of determinations, from the best practice of instructional methodologies for instructing students in a classroom setting, to the best instructional systems for skilled youngsters at the center school level, or the best instructional practices for composing guidelines, or so on; each arrangement of best practices in instructional techniques is very individualized to the sort of classroom setting in which the students are taking in, the review level of the students, and the capabilities of the students, with the subject being shown assuming a part in the distinguishing proof of the same also (Graham, MacArthur, and Fitzgerald, 2013; Grisham-Brown and Hemmetter, 2017; Karnes and Bean, 2014). Based on the study results for this study, it is suggested that despite the awareness of the benefits of instructional practices, teachers do identify different challenges to sharing these practices with colleagues, such as lack of time to complete peer evaluations, personal bias, and a perceived feeling of needing to add yet another task to their already busy professional lives.

Many educational systems fuse a variant of peer evaluation as a major component of their evaluation of educators and rating instructor viability. The Montgomery County Public School framework is the main educational system in Maryland that has embraced a Peer Assisted and Review (PAR) program (Sullivan, 2012). Research around this point falls into four noteworthy classes: evaluation, peer evaluation and review, instructing and perception, and questioning and reflection. Each of these classes incorporates positive

impacts in educator evaluation, and also showing practices and expert development. It is toward the usage of a comparative model that this investigation examined, looking to decide if such an evaluation program would be generally welcomed among veteran teachers in the Lincoln public school system. Based on the results of this study, participants feel that benefits, such as increased sharing of best practices of instructional strategies, more timely and relevant feedback, and reduced feelings of isolation will occur as a result of incorporating peer evaluation in the current model of formative evaluations. Thus, it is assumed in this context that peer evaluations would be beneficial in the context of this study, despite the challenges associated with increased time required to complete peer evaluations.

The peer evaluation process has many supporters; however, it draws its share of cynics also (Day, 2015; Knoepfler, 2015; Kosolosky, 2015). One inquiry that is regularly raised when talking about the peer evaluation process is whether experts can be required to rate their associates adequately without predisposition of fellowship or the idea of securing their own advantages when it comes time for them to finish the peer evaluation process (Day, 2015; Knoepfler, 2015; Kosolosky, 2015). The University of Minnesota (2013) recognizes a couple of shortcomings and hindrances of peer evaluation. Employees may bring their very own predisposed convictions about evaluation or performance that cannot be silenced. Timing is additionally a challenge at the University of Minnesota (2013). Employees must organize their calendars to oblige peer evaluation inside planned courses and available time. It is essential that instructors experience a preparation procedure, showing them how to take part in the peer evaluation process, before beginning classroom observations of their peers. In this study, it has been recognized that peer evaluation is a

beneficial tool to use in conjunction with formal evaluation processes. For instance, participants, on average, stated that they definitely would or most likely would be willing to evaluate their peers and that they definitely would or most likely would be willing to be evaluated by their peers, suggesting immense support for the use of a peer evaluation process. The survey results show that 52.94% of participants had heard about peer evaluation while 85.29% of participants have never worked in a system that utilized peer evaluation. With 58.83% of participants being willing to evaluate their peers (definitely would or most likely), and 61.77% of participants being willing to be evaluated by their peers (definitely would or most likely), there is evidence in the data to show support of incorporating peer evaluation. However, the final survey question resulted in 55.88% of participants reporting they were unsure of their opinion regarding peer evaluation and would need more information in order to make a decision regarding their support of peer evaluation.

Further Research

As a result of this study, the researcher recommends further research to include a system-wide survey of teachers within the Lincoln public school system. Further, it is also recommended to survey and gather support for peer evaluation from the administrators, including principals, assistant principals, academic deans and supervisors of instruction, with regards to implementing peer evaluation as a component of the formative evaluation process currently in use. The school system could look to other models of peer evaluation that are currently in use in other school systems, primarily the use of the Peer Assisted and Review program currently in use in the Montgomery County Public Schools system in Maryland. By looking at a successful model, the school system within this study could

learn from the Montgomery County Public Schools system in areas such as identifying pitfalls to avoid, best practices to implement, and other information that could result in a positive and successful implementation of peer evaluation in the Lincoln public school system.

Implications for Practice

With the data collected from this study, the executive leadership of the Lincoln public schools could initiate a workgroup to begin looking at an implementation plan to include peer evaluation as a component of the formative evaluation system currently in use. The identified benefits as well as the identified challenges can be addressed specifically within such an implementation plan and shared with the workgroup. Representatives from the school system could work with representatives from other school systems that currently have a form of peer evaluation in use and that has proven to be successful. The school system would also need to include representatives from the teachers' association as changes to evaluation models must be negotiated by state law. Peer evaluation could bring many benefits to the school system if implemented properly and by addressing the potential challenges indicated in this study.

Summary

The study provides some evidence that teachers are willing to participate in a peer evaluation process and do feel that peer evaluation would result in an increased level of sharing of best practices of instructional strategies among other tenured teachers. Respondents also indicated that benefits, such as increased sharing of best practices of instructional strategies, more timely and relevant feedback, and reduced feelings of isolation will occur as a result of incorporating peer evaluation in the current model of

formative evaluations; and identify challenges, such as lack of time to complete peer evaluations, personal bias, and a perceived feeling of needing to add yet another task to their already busy professional lives. Given the small sample size, caution must be exercised when attempting to draw conclusions of the study. However, there is evidence to support further exploration of the potential for incorporating peer evaluation into the existing teacher evaluation system. This could be highly beneficial within the school district because teachers already use some components of peer evaluation, such as sharing of best instructional strategies. However, it will be important for the district to develop ways to address the concerns raised by the participants, primarily regarding the time consumption of peer evaluation, training, and objectivity concerns. Without addressing these concerns, there may be additional difficulties in ensuring that the implementation of peer evaluation is successful within the Lincoln public school system. A change in culture such as incorporating peer evaluation would also require extensive training with teachers and administrators. Given that this would represent a somewhat large cultural change within the school system, an important first step may be to create ways for teachers to share instructional strategies and provide feedback to one another within the school day and encourage them to do so for the benefit of their students.

Appendix A: Survey Questionnaire Participation Principal Email

RE: Teachers' Perceptions of Peer Evaluations Survey Questionnaire Participation

FROM: Dale P. Farrell (farrell4@umd.edu)

TO: Principals (Hollywood Elementary, Margaret Brent Middle, Chopticon High)

I would like to distribute surveys to teachers within your school that were previously assigned to the formative evaluation cycle during the 2016-2017 school year and were assigned to your school site. As a teacher in our school system, their responses will assist in my study to identify perceptions of teachers regarding the possible implementation of peer evaluation in the formative evaluation process currently in place. The information gathered from this survey questionnaire could assist our school system in enhancing the current model of formative evaluations to increase the sharing of best practices of instructional strategies with other teachers and providing meaningful performance feedback to peers.

This research is being conducted as part of my dissertation under the direction of Dr. Patricia M. Richardson, Professor, at the University of Maryland and has been approved by Dr. Jeff Maher, Chief Strategic Officer.

The research will consist of an online survey questionnaire administered to one elementary school, one middle school, and one high school. The survey questionnaire instrument for my study will be accessible through the University of Maryland's secure and confidential Qualtrics survey platform link. Each person who receives this email is able to directly access the survey through a specific link. Upon accessing the link each individual will find an Informed Consent form. Upon agreeing to participate, the survey will open. If an individual does not consent to participate, the survey questionnaire will close. Please note that the survey is being conducted through "Anonymous Distribution," thereby providing anonymity and confidentiality to the data collection process. The survey questionnaire will be available September 6-13, 2017.

If you would like to set up a time to discuss the study with me either in person or by phone, please let me know. I am willing to provide an overview of the study and discuss the timeline and expectations. If you prefer to discuss this directly with my advisor, please contact Dr. Patricia M. Richardson at the University of Maryland (mcgrath@umd.edu).

I would appreciate your assistance and support in allowing teachers at your sites to participate in my survey. If you object to the survey being distributed to your teachers, please let me know prior to September 1, 2017.

Respectfully,

Dale P. Farrell

farrell4@umd.edu

Appendix B: Teacher Survey Questionnaire Participation Recruitment Email

RE: Teachers' Perceptions of Peer Evaluations Survey Questionnaire Participation Invitation

FROM: Dale P. Farrell (farrell4@umd.edu)

TO: Teachers (Elementary School, Middle School, and High School)

DATE: TBD

I am inviting you, as a teacher in our school system, to assist in my study to identify perceptions of teachers regarding the possible implementation of peer evaluation in the formative evaluation process currently in place. The information gathered from this survey questionnaire could assist our school system in enhancing the current model of formative evaluations to increase the sharing of best practices of instructional strategies with other teachers and providing meaningful performance feedback to peers.

This research is being conducted as part of my dissertation under the direction of Dr. Patricia M. Richardson, Professor, at the University of Maryland and has been approved by Dr. Jeff Maher, Chief Strategic Officer.

The research will consist of an online survey questionnaire administered to one elementary school, one middle school, and one high school. The survey questionnaire instrument for my study will be accessible through the University of Maryland's secure and confidential Qualtrics survey platform link. Each person who receives this email is able to directly access the survey through a specific link. Upon accessing the link each individual will find an Informed Consent form. Upon agreeing to participate, the survey will open. If an individual does not consent to participate, the survey questionnaire will close. Please note that the survey is being conducted through "Anonymous Distribution," thereby providing anonymity and confidentiality to the data collection process. The survey questionnaire will be available September 6-13, 2017.

If you would like to set up a time to discuss the study with me either in person or by phone, please let me know. I am willing to provide an overview of the study and discuss the timeline and expectations. If you prefer to discuss this directly with my advisor, please contact Dr. Patricia M. Richardson at the University of Maryland (pmr20659@gmail.com).

I would appreciate your assistance and participation. Thank you for considering my request.

Respectfully,

Dale P. Farrell

farrell4@umd.edu

Appendix C: Teacher Survey Questionnaire

Informed Consent Form

Project Title: Teachers' Perceptions of Peer Evaluation

Purpose of the Study: This research is being conducted by Dale P. Farrell at the University of Maryland, College Park. We are inviting you to participate in this research project because you are a teacher that may have previously participated in the formative evaluation process. The purpose of this research project is to answer the following research questions:

1. Do classroom teachers perceive peer evaluation to be an effective process for sharing best practices of instructional strategies with other teachers?
2. What potential benefits do teachers see in the use of peer evaluation?
3. What potential challenges do teachers see in the incorporation of peer evaluation into the current teacher evaluation process?

Procedures: Your participation in this survey will include completing a 15 question survey including questions regarding your knowledge of peer evaluation, willingness to participate in peer evaluation, impact peer evaluation may have on the amount of time spent sharing instructional strategies, as well as benefits and challenges teachers relate to peer evaluation. The survey questionnaire will take approximately 15-20 minutes to complete.

Potential Risks and Discomforts: There are no more than minimal risks known to participants. In order to prevent breach of confidentiality, your responses will remain anonymous.

Potential Benefits: There are no direct benefits from participating in this survey. Results of this research project may aide in implementing peer evaluation in the current model of teacher evaluations in the future.

Confidentiality: All survey responses will be anonymous and reported in aggregate through analysis of all responses versus singular responses. Surveys responses will remain confidential with only the primary investigator having access to them. Data will be maintained in HIPPA-compliant, Qualtrics secure database until such time as it has been deleted by the primary investigator.

Participation and Right to Withdraw: Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, your employment status will not be in jeopardy. If you decide to stop taking part in the study, if you have questions, concerns, or complaints, please contact the investigator, Mr. Dale P. Farrell by email at farrell4@umd.edu.

Participant Rights: If you have questions about your rights as a research participant or do not feel comfortable asking the researcher, you may contact Dr. Patricia M. Richardson via

email at pmr20659@gmail.com. This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.

Statement of Consent: I have read and understood the above consent form and desire to participate in this study of my own free will.

- o I agree (Continue with the survey)
- o I do not agree (End the survey)

Condition: I do not agree (End the survey) Is Selected. Skip To: End of Survey.

Did you teach in this school system during the 2016-2017 school year?

- o Yes (Continue with the survey)
- o No (Thank you for participating, the survey has ended)

Condition: No (Thank you for participating, the survey has ended) Is Selected. Skip To: End of Survey.

Were you assigned to the Formative Evaluation process during the 2016-2017 school year?

- o Yes (Continue with the survey)
- o No (Thank you for participating, the survey has ended)

Condition: No (Thank you for participating, the survey has ended) Is Selected. Skip To: End of Survey.

Into what age range do you fall, as of your last birthday?

- o 21-30
- o 31-40
- o 41-50
- o 51-60
- o 61-70
- o 70+

What is your gender?

- o Male
- o Female
- o Prefer not to answer

How many years have you been teaching in total?

- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- 31+

What level are you currently assigned?

- Elementary (PK-5)
- Middle (6-8)
- High (9-10)

Have you heard of the use of peer evaluation prior to today?

- Yes
- No
- Unsure

Have you ever worked in a school system that implemented a peer evaluation process as a part of teacher evaluations?

- Yes
- No
- Unsure

Currently, how many hours, in an average week, do you share instructional strategies with other teachers within your building?

- Do not Share
- <1 Hour
- 1-2 Hours
- 3-4 Hours
- 4-5 Hours
- >5 Hours

The next two questions deal with your willingness to participate in peer evaluation as someone who would be willing to evaluate their peers, as well as someone who would be willing to be evaluated by your peers. For purposes of this survey, peer evaluation is defined below:

"Peer evaluation is a process of collegial feedback on quality of teaching. It is a purposeful process of gathering information and evidence about the effectiveness of teaching processes and the educational environment with a view to subjecting it to constructive critical scrutiny. It usually begins with people identifying what areas they would like feedback on, and works best where the process is reciprocal between peers. A key component of peer evaluation is peer review of current practice often based on peer observation of teaching interactions. It should always be viewed as an opportunity not a threat for both parties" (University of Michigan, 2013, p. 1).

Based on the definition of peer evaluation, how willing would you be to evaluate the teaching of your peers?

- Definitely would
- Most likely
- Not likely
- Definitely would not
- Unsure

Based on the definition of peer evaluation, how willing are you to have a peer evaluate your teaching?

- Definitely would
- Most likely
- Not likely
- Definitely would not
- Unsure

In your opinion, would incorporating peer evaluation as a component of the Formative Evaluation process increase the amount of time you spend sharing instructional strategies with other teachers within your building?

- Definitely would
- Most likely
- Not likely
- Definitely would not

- Unsure

Do you feel that peer evaluation would provide any of the following benefits? Please check all that you feel would apply.

- Feedback regarding my performance would be more timely than what I currently receive from my administrator.
- Feedback regarding my performance would be more relevant because it is being delivered by someone who has similar content/grade level knowledge.
- I would feel less isolated within my individual classroom.
- I would feel more comfortable sharing with my colleagues any challenges I am facing with regards to my instruction.
- I would be able to learn more strategies from my peers by observing their teaching practices.
- I would be able to share instructional strategies more often with my peers.
- Students would benefit academically from better instructional strategies being implemented.
- I do not feel that peer evaluation would provide any benefits.
- Other benefits: _____

Do you feel that peer evaluation would present any of the following challenges? Please check all that you feel would apply.

- I would not feel comfortable providing feedback to my peers regarding their performance.
- I would be afraid that if I provided negative feedback to my peers, they may provide negative feedback to me in an effort to retaliate against me.
- I feel that I do not have time within my duty day to provide peer evaluations.
- I would be afraid that I may not be able to provide honest feedback to my peers because I consider them my friends.
- I feel that I am unequipped with the skills necessary to evaluate my peers.
- Peer evaluations would result in less instructional time for me to spend with my own classes.
- I feel that peer evaluation would decrease the level of trust among my peers.
- I do not feel that peer evaluation would present any challenges.
- Other challenges: _____

What is your opinion of the peer evaluation process?

- I support incorporating peer evaluation into the current formative evaluation process.
- I do not support incorporating peer evaluation into the current formative evaluation process.
- I am unsure. I feel that I need more information.

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