

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

THE EFFECTS OF PERFORMANCE BASED PAY
ON TEACHER MOTIVATION
AND STUDENT OUTCOMES

A dissertation submitted in partial fulfillment of the requirements
for the Doctor of Education in Educational Leadership

By

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Abstract

THE EFFECT OF PERFORMANCE-BASED PAY ON
TEACHER MOTIVATION AND
STUDENT OUTCOMES

By

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Doctor of Education in Educational Leadership

A large urban charter school in Los Angeles, California, has implemented a non-traditional method of paying teachers through performance-based pay. Since its inception in 1998 (Odden & Kelly, 2002), the teachers' bonus pay was directly linked to an evaluation of their skills and knowledge. During this time, the school demonstrated increased student achievement (Kellor, 2005). However, at the start of the school year 2010-2011, this very complicated evaluation process repositioned bonus monies to add a component that awarded bonuses for student assessment results. The bonuses for student results changed the dynamics of the evaluation system and many teachers voiced their concerns. This mixed-method study explored the teachers' perceptions of the performance-based pay system. This study investigated the effect such a system has on teacher motivation using Vroom's Expectancy Theory of Motivation (Vroom, 1964); one of the most commonly used theories in work motivation. This research also gave voice to the teachers involved in this very complex evaluation system through the qualitative data collected.

Results indicated that teachers understand the evaluation system process and in particular they positively responded to the pieces of the assessment that provide teachers with the most growth

in their professional practice. Regarding the Vroom's Expectancy Theory, results demonstrated that teachers have high levels of expectancy indicating that they believe their work provided them with the results they expected. Results also showed that teachers had high levels of instrumentality indicating that teachers are motivated by their accomplishments and feelings of self-efficacy, and personal growth. They were less motivated by extrinsic rewards including the monetary compensation or opportunities for advancement or promotions. Results of the Valence Construct suggested that teachers valued the opportunity to improve their teaching skills through meaningful professional development. Results revealed that teachers are not necessarily averse to receiving a monetary compensation, but the negative reaction is more indicative of the belief that the local school districts pay teachers a higher salary. The teachers have a strong perception that they receive a lesser pay for the same amount of work compounded by the additional stress factors attached to this program. In summary, the performance-based pay system at this school has been reviewed and has developed over time in congruence with the school's own development and growth. The results of this study conclude that the effects on teacher motivation are positively aligned to the feedback and direction provided by their peers and administrators and negatively aligned with the existing bonus structure, specifically with the monetary rewards attached to student outcomes.

Chapter One: Introduction

There has been a national conversation about paying teachers for performance and for student test results. Politicians debate about paying teachers bonuses for student outcomes or merit pay is part of the rhetoric during campaigns in election years. As part of this conversation, it is important to know the long history of changes in teachers' salaries are determined and the reasons why teachers' salaries have evolved over time. For example, teachers' salaries transformed to meet the needs of the economic changes of the U.S. The economic trends of this nation have a definite influence on how teachers are paid.

Most teachers in the United States are paid by the single salary schedule. This salary schedule has been in place over 50 years with very little changes. The single salary schedule was developed to equalize the teacher workforce. The motto for the Interborough Association of Women Teachers in New York was "Equal pay for equal work" (Odden & Kelly, 2002, p. 32). Not only did the single salary served as an equalizer between gender, race, grade levels taught, and ethnicity; but it also removed the possibility of teachers being evaluated subjectively by administrators. The single salary has been stable and predictable which is possibly why school districts and unions support it and minor changes have occurred since its inception.

However, in the early 1980's, the government released *A Nation at Risk* ("ANAR," 1983). *A Nation at Risk* called for educational reform. This document supported policymakers to develop curriculum standards in all subjects. This report got tremendous public notice and was the beginning of an era of the criticism of the American public education. ANAR stated that the quality of education needed to improve; this meant that public education needed to improve and develop stronger high school graduation requirements. ANAR required students to adhere to higher standards for academic performance, conduct and devote more time to homework. For

teachers, it required that colleges preparing teachers have higher standards for entry into this profession, and teachers' salaries to be competitive with other high level professions ("ANAR," 1983). With the arrival of Bush's educational platform, *No Child Left Behind* (NCLB), the educational system moved towards standards based accountability. NCLB demanded states to improve teacher quality and student achievement (Eberts, Hollenbeck, & Stone, 1999). With the push towards accountability, there was a push to change the way teachers are compensated (Odden & Kelly, 2002). This push was in alignment to the pressure by the communities both business and policymakers for the educational system to produce results and link pay to performance (Eberts, et al, 1999; Gratz, 2009; Odden & Kelly, 2002). Needless to say, the issue of paying teachers for performance has been controversial at best and not well received among the teachers unions (Koppich, 2005).

In the beginning of his presidency, President Obama introduced "Race to the Top" (RTTT). RTTT maintains similar accountability requirements used in NCLB. However, in order to receive RTTT monies, the federal government asked states to develop teaching standards that prepare students to be competitive globally. The Department of Education introduced the Common Core State Standards in 2010 (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010). Currently, according to the Common Core website (www.corestandards.org, 2013), forty-five states, the District of Columbia, four territories, and the Department of Defense Education Activity, have adopted the Common Core State Standards (CCSS). As states and school districts tackle the shift to CCSS, they also must find ways to address the accountability issues as defined by RTTT. Included in the accountability portion of RTTT, is the way school districts define effective teaching and how effectiveness translates to student results as measured by assessments. According to [White House.org](http://WhiteHouse.org),

California enacted legislation to give school districts the ability to link student achievement data to individual teacher and principal performance ("race-top," 2009).

According to researchers, the single most important element in student achievement is teacher quality (Blankstein, 2004; DuFour & Marzano, 2011; Danielson, 2013; Jacob, 2012), nevertheless, identifying effective teachers has been limited to a very narrow list of indicators (Jacob, 2012). These indicators include teacher experience, graduate degrees, certification or licensure status (Jacob, 2012). According to Jacob (2012), these indicators have little or no correlation to student achievement. On the other hand, policy makers have made efforts to identify effective, high quality practice. Today, there are at least three well designed and useful teacher evaluation designs. These include: The National Board for Professional Teaching Standards, developed in 1987, The Framework for Teaching developed by Charlotte Danielson in 1996 (Danielson, 2013), and The Marzano Teacher Evaluation Model by Robert Marzano (2012). The above authors and educator groups outline teacher effectiveness through rubrics and descriptors identifying specific effective practices. Stecher, Garet, Holtzman, and Hamilton (2012), suggest that educational leaders know that teacher evaluations that really make a difference with students take more time than traditional checklist evaluations.

According to Odden and Kelly (2002), some districts and charter schools have used or adapted systems of evaluation to develop performance based pay systems to evaluate and pay teachers for their knowledge and skills. The initial performance-based pay program included “several knowledge-and skills-based pay elements, contingency pay, and a school-based performance award” (Odden & Kelly, 2002, pg.111). In 1999, the school used in this study adopted a version of Charlotte Danielson’s evaluation method. Their Peer Assistance and Review (PAR) committee has reviewed the instrument over time with very little changes to the

rubric. Some minor changes were approved to evaluate specific behaviors of teachers at the high school level. This school has used the PAR rubric with success as an indicator for their performance based pay system. Most recently, in 2011, the Peer Assistance and Review (PAR) committee at this school included a student outcome piece where thirty percent of the former bonus was placed in the student outcome element of the bonuses. The inclusion of the student outcome element and its impact on teacher motivation is the focus of this study.

Statement of the Problem

The implementation of a comprehensive performance based pay plan that includes several components for bonuses (*Figure 1.1*) is one that involves time, research and input from all stakeholders.

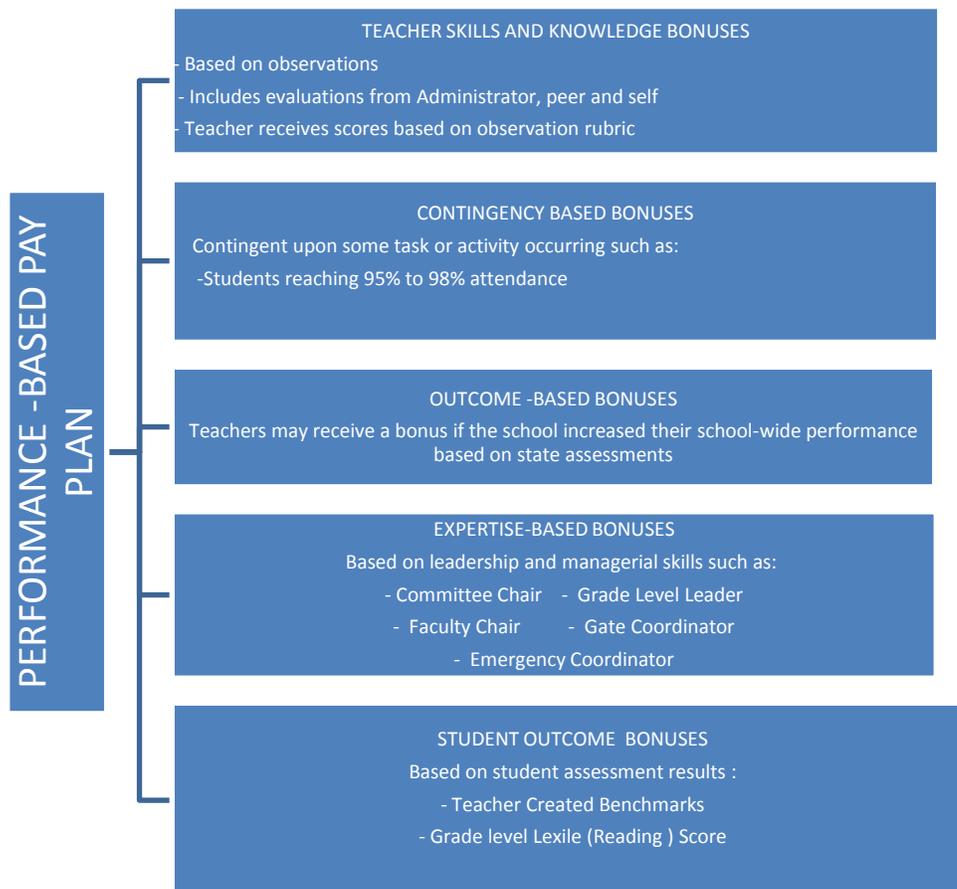


Figure 1.1: Performance Based Pay System

This study will focus on the motivation factors that have an influence on teacher effectiveness, teacher retention, and student achievement at one large urban charter school that has used with success a performance based pay program since 1998. The teachers who participate in this study are credentialed, have taught at this school for at least one year. This study will also include teachers who have left this charter school, have taught at the school for at least one year, and who are currently teaching at another school district.

Purpose of the Study

The purpose of the study is to determine the motivation factors that influence teacher effectiveness, teacher retention, and student achievement. The study will investigate the perceptions of teachers towards the implementation of the performance based pay program and in particular the student outcome piece that has been in place since 2011. The study will also make a correlation between teachers and student achievement through a value-added measure.

Research Questions

Is there a relationship between motivation and teacher improvement of personal skills? This study will define the relationship between the bonuses that are under teachers' control, such as their personal skills and knowledge; and those that are not under teachers' control, such as student outcomes. In order to guide this study, this research will focus on Vroom's Expectancy Theory (Vroom, 1964), which centers on Vroom's three motivational constructs of expectancy, instrumentality and valence. Basically, expectancy is termed as the perceived probability that effort will lead to a good performance. Instrumentality can be identified as the perception that a good performance will lead to desired outcomes. Valence is specified as the value an individual places on the rewards (Vroom, 1964). With Vroom's Theory of Motivation as a conceptual framework, five research questions were developed as follows:

1. Do teachers understand, and feel satisfied with the Performance-Based Pay evaluation system?
2. Do teachers believe that their effort will result in positive evaluations from their administrator and peer?
3. Do teachers believe that their performance will lead to bonuses and improved student outcomes?
 - Do teachers game the system in order to obtain the monetary bonus?
4. Do teachers value the rewards (bonuses)?
5. Is there a relationship between teachers earning a monetary incentive and their motivation to improve their professional skills?
 - Are there differences in motivation based on Age, gender, experience or marital status?

Significance of the Study

This large urban charter school has been in the forefront of alternate methods of pay for teachers. For over a decade the school was successful in maintaining a salary schedule with added bonuses for specific teacher knowledge and skills combined with classroom performance. Most recently, with the introduction of President Obama's *Race to the Top*, approximately 30% of the total bonuses were moved from the teacher knowledge and skills to student outcomes. This was done to satisfy the RTTT proposed requirement of linking teacher pay to student outcomes. Although the Peer Assistance and Review Committee explained the reasoning for the change extensively and the teachers agreed to the change, this process has brought a different dynamic to the motivational aspect of stakeholders. With districts around the United States currently exploring how to incorporate linking student outcomes to teacher pay, this study can provide

policy makers information on: (a) teachers' perceptions of performance-based programs, (b) teachers' motivational factors, and (c) considerations for implementation of pay for performance programs. The information from this study may inform lawmakers and state level officials when as they contemplate implementing performance-based pay programs and linking student outcomes to teacher pay in districts or charter schools throughout the country.

Assumptions

Some assumptions underlying this study are: (a) the respondents have been part of the performance based pay program for at least one year, (b) the respondents understand the performance based pay structure, (c) there will be varied points of view, both positive and negative towards this performance based pay system, and (d) the respondents will understand the survey questions therefore deeming the responses valid and the data obtained will be useful to policy makers when looking at future pay structures for public school teachers.

Delimitations

The delimitations to this study are these: (a) The population is limited to the charter school teachers at this particular site who have taught at the charter school for at least one year, (b) this study will include teachers who have left the charter school to work at other sites after the 2010-11 school year, (c) the sample taken will be dependent on the amount of responses received. The respondents will be given two weeks to respond to the survey.

Limitations

The limitations to this mixed method design study are the following: The study is limited to teachers who have worked at this charter school for at least one year; the return rate on surveys may be significantly less due to teachers' positive or negative perceptions of this study.

The study is based on teachers that have worked at this particular charter school and the results may not be generalizable for a larger population.

Definitions of Key Terms:

For the purpose of this study, the following key terms listed will be used as defined below. Applicable definitions have been taken from a few sources: (a) the charter school's PAR policy (2013), and Center for Educational Leadership (2012).

- ***Administrator:*** the person who is responsible for the management of the group within which the teacher works. The administrator is in charge of the evaluation of teachers, is accountable for the quality of teaching and ensures that teachers have the resources needed to perform their duties and responsibilities.
- ***Apprentice Level Teachers:*** teachers with an alternative credential or teachers with a Preliminary or Clear Credential in their first or second year of teaching.
- ***Content Knowledge:*** a deep understanding of the theories, principles and concepts of a particular subject.
- ***Curriculum:*** a comprehensive overview, including activities planned for students, the scope of the content, and the sequence of materials, interpretation of subject matter, and the instructional and assessment techniques to be used.
- ***Data:*** the information and evidence gathered during the assessment process for use in determining the level of teacher ability.
- ***Distinguished Teacher:*** teachers who have achieved or maintained the minimum following requirements to be eligible for "Distinguished" status:
 - Clear Credential

- 3.0 in each element of the four Domains on the skills and knowledge section of the evaluation
- 3.5 overall average of the four Domains on the skills and knowledge section of the evaluation
- Six years of teaching
- Employed at the charter school for at least two years

Teachers, who achieve all of the above criteria in the fall, are not evaluated in the spring and are waived for two subsequent years. Teachers meeting these criteria are evaluated again on the fall following the waived years.

- ***Effective Teaching***: teaching practices that lead to desired results, such as student learning as measured by assessments or projects.
- ***Evaluation***: the systematic process of determining the value or worth of someone or something.
- ***Evaluator***: A person, who assembles data and information about a teacher, analyzes the information, makes judgments to whether a teacher's performance level meets the pre-determined standards, and then prepares reports, writes recommendations, and provides feedback to the teacher.
- ***Exemplary Teacher***: a teacher whose level of performance is regarded as deserving of imitation or modeling. A distinguished teacher falls in this category.
- ***Expectation***: The anticipated performance of a teacher
- ***Feedback***: The information and recommendations provided to a teacher about his/her performance based on the results of that teacher's evaluation and designed to help the teacher improve her performance.

- **Goal:** a Statement of intent that a person or groups strives to attain.
- **Incentive Pay:** the allocation of special payments or salary increments to a teacher who does different types of work or assumes additional responsibilities.
- **Instruction:** The systematic provision of information, opportunities, and resources to promote the development of knowledge and skills.
- **Student Outcome pay:** the salary increments allocated to a teacher based on some form of student assessment that measures a teacher level of performance.
- **Observables:** examples of teacher or student behavior. Possible teacher and student observables are included to help teachers and administrators understand the performance level. For teachers observables are indicated in the comment section of the PAR Evaluation Matrix.
- **Observation:** one of several methods used to collect data about a teacher's knowledge and skills. This data is obtained while watching the teacher instruct in the classroom or in other settings.
- **Peer Assistance and Review (PAR) Committee:** The group of teachers and administrators who serve as guardians of this evaluation system. The teachers selected to this committee are teachers who have received distinguished teacher status and were nominated to the committee by their direct administrator. The teachers serve as peer observers and evaluators with the administrators. This committee reviews, reforms and propose changes to the PAR Evaluation System to the Charter's School Board. The Charter's School board has the final say on all changes.

- **Peer Assistance and Review (PAR) Matrix:** the evaluation tool used to measure a teacher's growth and effectiveness. The matrix was adapted from Charlotte Danielson's Framework for Teaching developed in 1996 (Danielson, 2013). The matrix has four domains (Appendix 2). The first three domains serve as the instructional framework that is used to measure quality instruction and is foundational to what observers pay attention to in the classroom. The first three domains are: Planning and Preparation, The Classroom Environment, and Instruction. The fourth domain is called Professional Responsibilities. This domain is associated with the activities and relationships that teachers engage in outside of instruction.
- **Peer observer:** a teacher selected to be a PAR committee member and who is assigned the duty of serving as a peer coach, assists assigned teachers in meeting their professional goals, and serves as an evaluator. The PAR member criteria includes possessing a Clear Credential, having three or more years of teaching experience, having achieved evaluation scores of 3.0 or above in all areas, and be willing to commit to a minimum of two years of service as a PAR evaluator.
- **Performance (Teacher):** that which a teacher does on the job, depending on the teacher's competence and abilities.
- **Performance levels:** four performance levels are provided with each indicator. The performance levels increase in specificity of practice, cognitive demand, roles of students, and/or frequency of use from Unsatisfactory (1) to Innovating (4). The performance levels are:
 - *Unsatisfactory (1):* the teacher demonstrates an unacceptable or poor level of instructional practice resulting in delayed or little learning for some students.

- *Basic (2)*: the teacher demonstrates an essential foundation for instructional practice, using research-based strategies and tools to create solid learning for all students.
- *Integrating (3)*: the teacher demonstrates competent and skilled instructional practice, using research-based strategies and tools to create solid learning for all students.
- *Innovating (4)*: the teacher demonstrates exemplary and consistent instructional practice, using research-based strategies and tools to create optimal learning for all students.
- ***Professional Development***: a process designed to improved specific professional skills or the overall competence of a teacher.
- ***Proficiency***: sufficient expertise in an area or adequate mastery of skills with regard to a standard or set of standards.
- ***Questionnaire***: an instrument consisting of a series of statements that is used to collect data and information from a teacher concerning factors such as educational background, goals, and attitudes and opinions.
- ***Reward***: that which is given to recognize deserving performance.
- ***Self-evaluation***: teachers use the *PAR Matrix* as a tool for reflection, to develop a growth plan and to open clear communication between the teacher being observed, the peer observer, and the administrator. The self- evaluation gives teachers the opportunity to describe their program, identify their strengths and weaknesses, and describe their overall focus and objectives for the year.
- ***Skill***: The ability to use knowledge in a practical manner.

- **Stakeholders:** those individuals who have an interest in teacher evaluation and in the quality of teaching.
- **Teacher Effectiveness:** the attribute of a teacher who has the potential of having a positive impact on student learning and achievement.
- **Teacher Evaluation:** the systematic appraisal of a teacher's performance in relation to the teacher's defined role and responsibilities.
- **Teacher Evaluation Structure:** a complete approach to the evaluation of teachers including its purpose, rules and regulations that apply, the group being evaluated, the domains to be covered, the procedures and methods used, the instruments used, the people involved, and the types of reports and feedback to be provided.

Summary of the Problem

There is much research that shows that the single most important factor in student achievement is teacher effectiveness (DuFour & Marzano, 2011; Jacob, 2012; Odden & Kelly, 2002; Stecher, et al., 2012). Current educational trends are pushing towards teacher accountability through student achievement as evidenced by President Obama's *Race to the Top* which calls for measures to link teachers and principals directly to student outcomes and in turn award successful teachers with a monetary award ("race-top," 2009). The subject of changing teacher compensation is one that has been in the forefront of policymakers for many years now. According to Odden and Kelly (2002) there is a push to professionalize teaching and changing teacher compensation is a way to change the current context of teaching. Compensating teachers for what is considered good teaching is one way to elevate the profession (Odden & Kelly, 2002). The notion that compensating teachers will motivate them to improve their teaching is a notion brought in from the business industry. Other white collar industries reward high

achievers with monetary rewards. If this works for the private sector, could this work for the public teaching profession? Will providing teachers with incentives draw in people with higher levels of education? There are several theories of motivation that explain possible reasons teachers may be motivated by such incentives. Some motivation theories this study explores are: (1) the Hierarchy of Needs Theory, (2) the Acquired Needs Theory, (3) the Two Factor Theory, (4) the Equity Theory, (5) the Expectancy Theory, and (4) the Goal Setting Theory (Schermerhorn, Hunt, & Osborn, 2008). These theories connect the worker motivation through both intrinsic and extrinsic elements. (Odden and Kelly, 2002). This research studied the connection of both intrinsic and extrinsic motivators of teachers. This research also studied the relationship between motivators and student outcomes, as well as; teachers' motivation to improve their skills and knowledge.

The purpose of the study is to determine the motivation factors that influence teacher effectiveness, teacher retention, and student achievement. The information learned from this study will assist and inform policy makers when addressing the factors and issues involved with linking pay to teacher performance based on student outcomes.

Chapter Two: Review of the Literature

Based on the research questions this literature review addresses the issues of teacher pay from a historical perspective and then addresses the following themes found in this study's queries: (1) history of teacher compensation, including performance based-pay, (2) history of teacher unions (3) defining high quality teachers, (4) motivation factors, (5) teacher effect on student achievement, and (6) teacher burnout.

This review is based on research obtained through education, business and economics, and sociology databases such as ERIC (EBSCO), Business Source Premier (EBSCO), Google Scholar, and Sage Journals Online. Most sources, except those used as historical primary sources, were published within the years 2000 and 2014 and all are peer reviewed. Additionally, books and other sources such as websites, online blogs, and government fact sheets pertinent to this research were utilized.

Historical Perspective on Teacher Compensation

Teacher compensation in the United States has evolved over the years. The Consortium for Policy and Research in Education (CPRE) identified three major shifts in teacher pay. Each shift was aligned to changes and needs in society (Consortium for Policy Research in Education at the University of Wisconsin-Madison [CPRE], 2012). The shifts were identified and labeled by Odden and Kelly (2002) as the "boarding 'round" method of teacher pay (p.28), the "grade based salary schedule" (p.29), and finally the "single-salary schedule" (p. 32).

Boarding 'Round. The first shift can be identified as the "boarding 'round" (Odden & Kelly, 2002, p. 28) and it occurred in the early 1800s. During this period, teachers were expected to provide basic skills and moral education. At that time, teacher compensation consisted of providing room and board. During this period, teachers lived with a local family and this

arrangement served a purpose. For example a teacher, would move in with families from week to week. This served the purpose of the community verifying that the teacher was of good moral standing. This period was known for the one- room school house were located in rural areas where most of the population lived. The school calendars were developed to accommodate the agricultural cycles (CPRE, 2012, Odden & Kelly, 2002). According to Gutek (1972), this system was provided to benefit and possibly control the lower socioeconomic groups. The control was provided by the imposition of “the knowledge and values of the dominant socio-economic group which were mostly English-speaking and Protestant” (Gutek, 1972, p. 454). Most of the teachers had an elementary education and they had control of what they taught (Odden & Kelly, 2002). Teacher evaluation was measured by their social standing in the community. An advantage of this system was that teachers could move in and out of teaching for periods of time and instead work in the agricultural field when the opportunity arose. Eventually, the United States economy started to shift into an industrial economy. With this shift, school reformers saw the need to provide a “community institution based on shared ideas, experiences, beliefs, aspirations and values.”(Gutek, 1972, p.456). This period of school reform would establish uniform standards and specialized teacher training institutions. The pay for teachers which was previously provided by the individual communities was now changing to having citizens pay taxes for a common educational system (Gutek, 1972).

Grade-Based Salary. This shift of teacher pay was bound to occur due to the changing economic and educational systems and took place from the late 1800’s through the early 1900’s. The economic changes that the United States faced in the early 1900’s transformed education to meet the needs of the development of urban and industrial settings. This period changed the one –room school houses into graded, consolidated schools where students would be placed in

classrooms by age and ability. These schools were known as “Common Schools” (Harris & Neiman, 2000, para. 3). Previously church groups or private schools had provided most education for children, the common schools was funded by taxes and special fees paid by parents (Harris & Neiman, 2000, para. 3). With the economic changes and the demands for an improved education, local communities required teachers to earn a teaching certificate. Additionally, instructional days increased which made white males less interested in seasonal teaching positions as an added job. Consequently, women found the salary and the additional cost of earning a certificate appealing due to their “limited occupational alternatives” (Odden & Kelly, 2002, p. 31). This resulted in a hierarchical educational system with mostly female teachers and male administrators (Odden & Kelly, 2002). The educational reformers posit that women were better suited to be teachers because of their nurturing and maternal features. Additionally, teachers were “moral exemplars, the models and instructors of upright living” (Harris & Neiman, 2000, para. 6). The pay system was designed to pay teachers for the position they held based on their years of experience, gender, race, and grade level taught. This system was known as the “grade-based salary” (Odden & Kelly, 2002, p. 29). As a result, this system paid white male teachers much more than white female teachers and definitely much more than a single African American woman. During this time, there was a form of merit pay, but it was considered subjective since it was factored in by the school administrator or superintendent (Odden & Kelly, 2002).

In the early phases of this era, some of the major educational shifts were the advances in teacher education. In Massachusetts, James G. Carter, a legislator, proposed and introduced the establishment of normal schools and created the State Board of Education (Guttek, 1972). Through the normal schools of education, future teachers learned a “curriculum consisting of

reading, writing, grammar, arithmetic, geography, spelling, composition, vocal music, drawing, physiology, algebra, philosophy, methodology and scriptural reading” (Guttek, 1972, p. 474). Eventually other states adopted Massachusetts pattern of normal school teacher education. The course of study was usually completed in two years (Guttek, 1972). As this system developed and the nation went through economic changes, the emergence of high school was recognized as a need by the colleges and universities. With this new essential, educational prerequisite, new programs were developed to qualify secondary teachers. Higher institutions developed four-year degree programs. Additionally, colleges and universities added an educational program (Guttek, 1972). This became the beginning of “professionalizing” the teaching community. This movement included raising entrance requirements to include high school education, and adding liberal arts and educational theory to the curricular requirements (Guttek, 1972).

In addition to higher requirements, the improvement in education allowed female teachers to become more forceful (Odden & Kelly, 2002). Many teachers voiced their resentment of the inequality of the “differentiated teacher pay” (Odden & Kelly, 2002, p. 32). The teaching workforce led by females and African American teachers demanded higher salaries under the principle “equal pay for equal work” (Odden & Kelly, 2002, p. 32). This teacher movement, and with the development of our nation’s sense of equity, led to the single-salary schedule method of pay, still used today by many school districts in the nation (CPRE, 2012; Odden & Kelly, 2002).

Single Salary Schedule. According to Odden and Kelly (2002) the single salary schedule was first developed in Denver and Des Moines in 1921. The name referred to the fact that all teachers with the same qualifications received the same salary regardless of their race, gender, or grade level taught. This type of salary exclusively referred to the teacher’s years of experience and academic preparation (CPRE, 2012; Odden & Kelly, 2002). By 1950, after the growth of the

women's movement and organizations such as Women Teachers Organization, most states had adopted the single salary schedule. During this period, United States experienced a variety of educational philosophies promoted by John Dewey, William H. Kilpatrick and George S. Counts. These educational leaders promoted the scientific method and believed that education was a "social enterprise" that was intimately connected to culture and society (Guttek, 1972, p. 492).

A possible reason the single salary schedule has lasted for such a long time is because it is an equitable system that is easy to maintain and administer. The problem of teachers pay being based on the administrative decision was eliminated and it promoted the "cooperation and collegiality" among teachers (Odden & Kelly, 2002, p. 34). According to Odden and Kelly (2002) this type of teacher pay has remained with minor changes until today is because of the "neutral, objective and understandable" features it possesses (Odden & Kelly, 2002, p. 34).

Performance Based Pay. CPRE (2012) adds that in the early 1990's the nation was introduced to accountability systems that demanded results. For example, in 1983 *A Nation at Risk (ANAR)* was published (Ravitch, 2010). *ANAR* (1983), warned US citizens that our public educational system was at best mediocre. It proposed that four-year colleges and universities raise their admission requirements, urged that students needed more time for learning, more homework, a longer school day, and a longer school year (p. 1/8 – 8/8). This document also stated that teachers' salaries should be increased and be "professionally competitive" ("*ANAR*," 1983, p.5/8). According to Podursky and Springer (2007), there is a disparity between the teacher salary schedules and other professions. For example, in the medical field doctors are paid according to specialty and in other professions bonuses are regularly awarded for performance. According to Odden and Kelly (2002) teachers' salaries should be considerably at a higher level

than any other career because all teachers are college graduates and a large percentage of teachers achieve a master's degree. Additionally, most teachers continue their learning by participating in ongoing professional development. Teachers seek to improve their professional expertise. Yet, although teachers are possibly the most educated group in our economic work force, they are generally paid less than other occupations with similar levels of education and training such as attorneys and engineers and accountants (Odden & Kelly, 2002).

With this in mind, changing the way teachers are paid has emerged from the thought that teaching as a profession can be compared to other organizations that expect results. For example, if a company provides their employees a bonus for higher sales results, then possibly a teacher could be paid a bonus for achieving high student results. High performance organizations or industries in the private and nonprofit sectors have developed structures that involve an improvement in productivity with a focus on results (Odden & Kelly, 2002). These organizations usually organize their production teams and hold them accountable for results or certain skills. For example, in the banking industry, administration will give their bankers production goals which may include retaining clients and accounts. If the bankers meet their goals they will receive a bonus for achieving the goal (Heneman & Ledford, 1998; Odden & Kelly, 2002). Accordingly, proponents of performance based pay systems believe that this type of management and result oriented expectations can be applied in educational settings (Johnson, 2010; Odden & Kelly, 2002; Podursky & Springer, 2007).

The Development of Teacher Unions

The history of teacher pay cannot be complete without speaking about the development of teacher unions. Teacher unions have a great impact on the development of teacher salaries, and are currently the “target of measures intended to limit their power or even eviscerate them”

(Tucker, 2012, p. 17). Teacher organizations existed since the mid 1800's. According to the NEA, in 1857, there was a "national call to unite as one voice in the cause of public education" ("History of the NEA," n.d., Chapter 1). This call to unite was sent to the nation and was restricted to males only. This restriction lasted nine years. ("History of the NEA," n.d., Chapter 1).

Later on educational reformers such as Horace Mann, James Carter, Henry Barnard and Catharine Beecher sought to make education "democratic, universal, and non-sectarian" (Harris & Neiman, 2000, para. 2). They formed the Common Schools which were public schools. During this time, there were not enough schoolmasters to staff them. The educational reformers also realized that they needed to staff these schools with not only teachers but better teachers. Therefore, as men continued to pursue other types of professions, the greatest pools of teachers were found in women. This gave way to the feminization of education. The Common School reformers clutched on the idea of hiring women for the new schools and cited femininity as the most important teaching qualification (Harris & Neiman, 2000). The fact that many women were in the teaching work force and the educational field showed a shocking degree of "sex antagonism" (Oram, 2007, p. 663), this was exemplified by the "hierarchical, graded school system with an almost exclusively female teaching force and a male-dominated administration" (Odden & Kelly, 2002, p. 31).

Gender Inequities. According to the PBS, *Only a Teacher Timeline*, women had great influence over changes in the teaching profession because at this time women did not see teaching as a longtime career. Most women did not have a vested interest or a voice and in a way were outsiders in the educational field. However, they "formed associations, went to summer institutes, exchanged ideas and formed friendships" (Harris & Neiman, 2000, p.13).

Inconspicuously, female teachers started to make changes in their community and changes in the profession. Women started to see themselves as a force (Harris et al., 2000).

In the early 1900's, with the growth of teacher organizations and women's labor organizations, efforts to provide equal pay for equal work led to the development of single salary schedules. One example of a mayor battle towards equal pay occurred in the early 1900's in New York. The Interborough Association of Women Teachers (IAWT) assisted teachers in collectively demanding higher salaries and better working conditions in New York (Odden & Kelly, 2002). Male organizations such as the Association of Men Teachers and Principals of the City of New York fought equal pay because they were afraid that the equalization would cut their own salaries. They stated that women did not require equal pay because they did not have the same standard of living as men. They also claimed that men needed to support their families while women would chose not to marry so they could work. They also claimed that women were intellectually inferior to men. (Odden & Kelly, 2002). What they did not consider was that a great proportion of female teachers were supporting their elderly parents which they viewed as a moral obligation. Also, female teachers were very aware that they had the same or above qualifications as their male counterparts (Oram, 2007). Finally in 1911, Democrats John Alden Dix and George B. Gaynor supported a bill establishing equal pay for teachers. The bill was signed into law and allowed teacher organizations across the nation to lobby for equal pay across the nation. By 1925, 80% of the female teachers were given equal pay for equal work through single salary schedules (Odden & Kelly, 2002).

Race Inequities. In the mid 1800's learning to read and write was considered a luxury for most children. However, education for children of color was a crime. In many states, even for free African Americans, education was heavily controlled by both literate and illiterate white

(Butchart, 2007). After the Civil war, southern African –Americans challenged the idea of education being a “social boundary” (Butchart, 2007, p. 63). The newly freed men looked at education as a symbol of emancipation and independence. On the other hand, the southern white men saw education as an accomplishment reserved for select whites (Butchart, 2007). Nevertheless, there were efforts to educate the thousands of newly freed slaves for their participation in post-Civil War society. One such effort occurred in St. Helena Island. The education of the freedmen included literacy, economic independence and civil rights. This effort to bring the freedmen into “white society” was known as the Port Royal Experiment (Harris et al., 2000). There were groups of white women who taught freemen in the south; however, African- American teachers outnumbered the white teachers. Butchart (2007) wrote “the work of black teachers required a level of initiative, administrative savvy and creativity that has gone largely undocumented” (p. 73). African American educators would come to build and support their own schools. Actions like these came to become a symbol of the remapping of social relationships. Regardless of these gains, the African American teacher would come to realize that their gains were not necessarily what they demanded and needed. The African American teacher would be sent to the poorest schools; some would have the least amount of education, and receive less pay than their white counterparts.

Unions and the Left. Union organization was guaranteed in 1935 through The Wagner Act. However, during that decade, many schools dismissed teachers who joined the AFT or who worked on school board election campaigns. This was largely due to William Randolph Hearst’s publications constantly cautioning readers of Communist infiltration in American Schools (Cain, 2012, p. 1). According to AFT History, in 1941, the AFT dealt with “allegations of communist infiltration in some locals” (“AFT History,” n.d., p. 1). Because of these allegations, teachers

were asked to sign loyalty oaths “attesting to their loyalty to the United States” (Cain, 2012, p. 1). During this period, many teachers were obligated to promise not to join a union. In 1947, the Taft- Hartley Act modified The Wagner Act, but still reflected the system of mass production characteristic of the United States Industries. This included mass production of goods. This meant that management dealt with “how the work was going to get done, workers were regarded as interchangeable and skilled craftsmanship was minimized” (Tucker, 2012, p. 17). The Wagner and Taft-Hartley Acts allowed workers to organize to bargain for wages and working conditions. Teacher unions then negotiated contracts that were close to what the industrial sector practiced (Tucker, 2012). These provisions included defining hours of work, seniority, which would be laid off when staff size was reduced. They also included the summer off, teacher pensions, and tenure. These conditions are still important, however; over the course of decades, teacher unions have controlled the management’s capacity to hire, promote, deploy, and discipline teachers. Most importantly, unions dictate how school districts can fire teachers when they are not doing their jobs (Tucker, 2012). These are considered the non-monetary benefits of teaching.

According to Murnane and Steele (2007), one of the issues many school districts in the United States face is the unequal distribution of high quality teachers. These researchers state that there is inequity in the education of poor children and children of color. This is due to inexperienced teachers or those with less preparation being assigned in the lower income areas where teaching underprivileged is a challenge. Attracting high quality or effective teachers is a reason many researchers state as the main reason to implement performance based pay (Eberts, Hollenbeck, & Stone, 1999; Odden & Kelly, 2002; Murnane & Waters, 2007). For this purpose, investigation of what scholars consider effective or high quality teaching must be examined.

High Quality Teachers.

The definition of high quality teachers is necessary to delineate the characteristics needed to quantify this item regarding performance based pay. How can we measure quality? The Center for High Impact Philanthropy, defined high quality teachers as:

“A quality teacher is one who has a positive effect on student learning and development through a combination of content mastery, command of a broad set of pedagogic skills, and communications/interpersonal skills. Quality teachers are life-long learners in their subject areas, teach with commitment, and are reflective upon their teaching practice. They transfer knowledge of their subject matter and the learning process through good communication, diagnostic skills, understanding of different learning styles and cultural influences, knowledge about child development, and the ability to marshal a broad array of techniques to meet student needs. They set high expectations and support students in achieving them. They establish an environment conducive to learning, and leverage available resources outside as well as inside the classroom” (The Center for High Impact Philanthropy, 2010, p. 7).

Some scholars such as Marzano and Waters (2009) indicate that the measurement of quality has been associated to licensing and experience, teacher program accreditation and subject matter knowledge. For example in the state of California, an elementary teacher is considered “highly qualified if he or she completes a multiple-subject teacher preparation program, and passes the Reading Instruction Competence Assessment (RICA) and the California Subject Examination for Teachers (CSET). A highly qualified teacher in this case does not need to have classroom experience, but is considered “highly qualified” (www.ctc.ca.gov). , et al. (2007) propose that teacher effectiveness should be measured through identified behaviors.

According to Heneman & Ledford, (1998), some indicators include the improvement of professional skills, changing classroom behavior and producing positive student outcomes. Professional skills are identified as the skills teachers bring to their day to day job performance. These include content knowledge and pedagogy. Charlotte Danielson (2013) affirms that high quality teachers are aware of how concepts and skills are interrelated. Hightower, Delgado, Lloyd, Wittenstein, Sellers and Swanson (2011), sustain that “teaching quality constitutes a set of actions and activities that improve student outcomes” (p.5). Robert J. Walker (2008), in his qualitative study of pre-service teachers identified as effective those teachers “who have been the most successful in helping respondents to learn” (Walker, 2008, p. 63). The above scholars propose that effectiveness is observed through a teachers’ set of actions and strategies rather than a document and test that states that they are effective. Consequently, if a school district measures effectiveness through documentation and infrequent evaluation observations, then the principals will not be able to accurately evaluate if a teacher teaching at a high level. According to Winters (2011) most evaluations at the district levels only have two ratings: “Satisfactory” or “not satisfactory” (p.1). In addition, these measures do not accurately tell if a teacher is teaching at a high level and with this type of measure evaluation, approximately 99 percent of the teachers received a positive evaluation while only one percent received a negative one (Winters, 2011).

Value Added. A feature that has been of interest to policy makers, and school administrators in measuring a teacher’s effectiveness is “value added” (Murnane & Steele, 2007, p. 24). Value added is a way to measure the effectiveness a teacher has in raising students’ test scores. According to Murnane and Steele (2007), currently many companies have created data bases with the ability to store long-term information that links students with their teacher records. This enables districts to estimate the value added measures (VAM) of teachers. Murnane

and Steele (2007) posit that VAM should be used by schools to evaluate teachers carefully after their first or second year on the job. This is recommended because typically in the United States, teachers are granted tenure after their third or fourth year of teaching. A teacher with tenure does not have a guaranteed job for life, however; it does offer protection from termination without meticulous documentation of due cause. Having VAM as a form of documentation would prevent a school district from keeping an ineffective teacher beyond the third or fourth year.

On the other hand, opponents of changing the pay system state that measuring a teacher's value is nearly impossible. Tucker and Stonge (2005) observed that teaching is a "partnership between teachers and students" (p. 15), in other words, students also hold responsibility for their learning. Other researchers such as Jacob and Levitt, 2003 found that when districts put pressure on teachers to increase their students' test scores, this caused four to five percent of the classrooms to cheat. Other factors that negatively impact change are the ones that teachers feel they have no control over. For example, a teacher working at a campus where the majority of students are of low socio-economic status or students that do not have the English Language Skills developed will have a more difficult time raising the scores of their students. Other negative impacts teachers voice are: difficult or challenging students, bias and favoritism, on the part of administrators, an unhealthy competitive environment, gaming the system, and the fact that having a pay plan that depends on bonuses may become very expensive and difficult to maintain over time (Gratz, 2009; Murnane & Steele, 2007; Podursky & Springer, 2007).

Scholars involved in research regarding new systems of teachers evaluations and pay, believe that these systems can be designed to focus on teacher effectiveness. For example, The Bill and Melinda Gates Foundation have launched a study that will focus on measuring teacher effectiveness. This project is called the "Intensive Partnerships for Effective Teaching Initiative".

This initiative proposes that educators can measure effectiveness. In doing so, we can also affect student achievement. Stecher, et al. (2012), acknowledged in their article that evaluations with a focus on multidimensional measures of effectiveness coupled with strategies to support and improve the teacher workforce have a positive effect on student achievement. This initiative posits that we can measure effectiveness through the use of “direct measures of teaching” coupled with “classroom observations and value added estimates” (Stecher, et al., p.40). This initiative is currently studying four sites to develop their own measure of teacher effectiveness over the next six years. Multidimensional measures of effectiveness have been a topic that several scholars have done work over. The next section of this literature review will cover the topic of teacher evaluation.

Teacher Evaluations

Two very recognized scholars who have worked on developing strategic teacher evaluations are Robert Marzano and Charlotte Danielson. Robert Marzano approaches his model as an extension of his previous works which promote scientifically based practices that have been shown to increase student achievement (Marzano, 2012). Charlotte Danielson has developed a framework for teaching that identifies everyday teacher responsibilities that promote “improved student learning” (Danielson, 2013, p. 3). Danielson’s first publication through ASCD in 1996 was immediately accepted by policymakers, administrators, and university teacher preparation programs throughout the United States. Today her work is still the most widely used model adopted in the United States.

The Marzano Model. According to Marzano (2012), there is a push to develop and implement teacher evaluation systems. Marzano (2012) also recognizes that this is a result of two goals that former evaluations failed to achieve: (a) Teacher evaluation systems have failed to

measure teacher quality, and (b) Teacher evaluation systems have not assisted in the advancement of a highly skilled teacher workforce. Likewise, Marzano (2012) believes that those developing teacher evaluations must do so with caution because teacher evaluations designed primarily for measurement will be different from teacher evaluations designed for teacher development. Marzano focused on developing an evaluation system that improves teacher development. This system also acknowledges and rewards teacher growth. The system has four domains: “Domain One: Classroom Strategies and Behaviors, Domain Two: Planning and Preparing, Domain Three: Reflecting on Teaching, and Domain Four: Collegiality and Professionalism” (p.1). Each of these main components has sub-components and descriptors that explain the main behaviors that need to be occurring. For example “Domain One” (p.2) focuses on “classroom strategies and behaviors that impact student achievement” (p.2). This Domain has forty- one elements that clearly accentuate the behaviors teachers and observers want in occurring in the classroom. Each of the elements in all four domains is then categorized into smaller groups to bring organizational clarity to the teacher using this model as a reflection of their teaching, and for the observer or evaluator. For example in Domain One: Classroom Strategies and Behaviors, Marzano has developed three segments in which all forty-one elements are categorized. The three segments are: “(a) segments involving routine events, (b) segments addressing content, and (c) segments enacted on the spot” (p.2).

According to Marzano (2012), developing and measuring teacher effectiveness is very important. However, as previously mentioned, Marzano’s main focus is to develop teachers. If an evaluation program develops teachers, then the program will focus on the teacher’s growth by observing and mentoring them in various instructional strategies. Consequently, if teachers

improve their instruction, then it is expected that their teaching will have a direct effect on student achievement (Danielson, 2013; Hightower et al., 2011; Marzano, 2012).

Charlotte Danielson’s Model. Another evaluation system used by many developers including the Bill and Melinda Gate’s Foundation’s Measures of Effective Teaching (MET) is Charlotte Danielson’s Framework (Danielson, 2013). Danielson has released several versions of her framework over the last eighteen years. In her latest edition, developed in 2013, she tackled the instructional implications that followed the adoption of the Common Core State Standards. Danielson’s Framework has four main domains: (1) Planning and Preparation, (2) The Classroom Environment, (3) Instruction, and (4) Professional Responsibilities. Each domain is fully described and has several sub-domains. For example: under the domain Planning and Preparation, there are six sub domains: “(1a) Demonstrating Knowledge of Content and Pedagogy, (1b) Demonstrating Knowledge of Students, (1c) Setting Instructional Outcomes, (1d) Demonstrating Knowledge of Resources, (1e) Designing Coherent Instruction, and (1f) Designing Student assessments.” (p. 9 – 31). Additionally, within each sub-domain, there are extensive descriptors with examples levels of performance identified as: “(1) unsatisfactory, (2) Basic, (3) Proficient, and (4) Distinguished” (p. 3). There are many school districts that have adopted a form of Danielson’s framework including the Pennsylvania Department of Education, the State of New York (Viviano, 2012). Some charter schools, including the urban charter school involved in this study, have adopted an evaluation matrix based on Danielson’s model.

Other Teacher Evaluation Models. According to Viviano (2011), another tool that is widely used to certify excellence in teaching is the National Board Professional Teaching Standards (NBPTS). The NBPTS has five core propositions. These propositions are: “(a) teachers are committed to students and their learning, (b) teachers know the subjects they teach

and how to teach the subject to students, (c) teachers are responsible for monitoring and organizing student learning, (d) teachers learn systematically about their practice and learn from their experience, and (e) teachers are members of learning communities”(p.115). Teachers select to become national board certified and they put themselves through a rigorous assessment program over a course of one or several years (<http://www.nbpts.org>). The NBPTS has the goal to “advance the teaching profession by establishing and maintaining the definite standards of accomplished teaching” (<http://www.nbpts.org>). Through this national program, teachers earn an advanced teaching credential. This process is “heuristic” (Viviano, 2012, p. 116), since it requires teachers to reflect and analyze their teaching context and students’ needs. Requirements include the development of an electronic portfolio with videotaped examples of their lessons and written reflections. According to Viviano (2012), the program offers teachers the opportunity to choose between sixteen subject matter areas, in various developmental levels. There are a total of twenty-five certificates offered and the certificates are to be renewed every ten years. Critiques of this program have stated that the program is expensive and that there is no guarantee that teachers that go through the NBPTS program will benefit students, however; independent reviewers managed by the RAND Corporation showed a positive correlation between board-certified teachers and student success (Boyd & Reese, 2006).

James H.Stronge also developed a framework called *Qualities of Effective Teachers* (Tucker & Stronge, 2005). This framework includes six domains with specific elements and descriptors. The six domains are: “(1) Prerequisites of Effective Teaching, (2) The Teacher as a Person, (3) Classroom Management and Organization, (4) Organizing and Orienting for Instruction, (5) Implementing instruction, and (6) Monitoring Student Progress and Potential” (p.103-107). Each domain has elements with specific descriptors. For example, under the domain

“Teacher as a Person” (p.104), two elements are listed. The descriptors are provided in bulleted form:

- “Numerous studies have demonstrated the importance of caring in the eyes of teachers and students.
- Supervisors place priority on how teachers show students they are caring and supportive.
- Specific characteristics that are important include: listening, gentleness, understanding, warmth and encouragement, love for children.” (p.104)

This literature review presented four samples of teacher evaluation frameworks that specific and that emphasize teaching practices used across school districts in the United States. The most recognized framework is Charlotte Danielson’s framework because it was developed over eighteen years ago as a result of the conversation highlighted by the document *A Nation at Risk* (“ANAR,” 1983). *A Nation at Risk* recommended that the nation review the teacher salaries to attract, retain, and prepare new teachers. This document influenced the educational leaders and pushed to develop policies of educational reform with a focus on creating a “learning society” (“ANAR,” 1983, p. 20). With this in mind, teacher evaluation should have the goal to provide teachers with actionable feedback which in turn will allow schools to identify the factors and strategies that will link the teacher practice to student achievement (Hightower et al., 2011).

Teacher Effect on Student Achievement

Hightower et al., (2010) commented on the growing interest to link student achievement directly to teacher effectiveness. Robert Marzano proposed that schools can have a huge impact on student achievement, and one of the contributing factors is the decision made by any individual teacher of his/her “instructional practice, classroom

management and classroom curriculum design” (Marzano, 2003, p. 71). Literature on this issue definitely links teacher quality to student achievement (Jacob, 2012). One such study was found in Tennessee where the effect of teacher on student achievement was measured and it was found that there were measurable differences between schools and teachers, that the teacher effect as measured by the data correlated closely with the evaluation by the administrator, and that the gains were “not related to the students’ ability or achievement levels” (Sanders & Horn, 1994, p. 300). Du Four and Marzano (2011) propose that student achievement goes hand in hand with teacher improvement. According to Fullan (2010), the development of teachers in sharing effective practices that focus on teaching strategies that make a difference, should be the focus of the leadership working with teachers.

Theories of Motivation

Salary gaps between teachers and other professions have a definite impact on recruiting high level candidates into teaching. Some critics of performance based pay state that teachers are not motivated by monetary incentives, while proponents state that higher salaries will motivate high level people to enter the educational field (Gratz, 2009, p. 78). In order to understand what motivates teachers, it is important to identify what moves people to become highly motivated to produce in their jobs or in their personal lives. Several behavioral scientists have developed theories of motivation that attempt to explain the conditions of motivation. According to Schermerhorn, Hunt, and Osborn, (2008) motivation is defined as “the individual forces that account for the direction, level, and persistence of a person’s effort expended at work” (p.111).

According to Schermerhorn, et al. (2008), the theories can be divided into four types: (1) Needs Theories of motivation, (2) Acquired Needs Theory, (3) Two –Factor Theory, (4) Equity theory of Motivation expectancy theory of motivation, and (4) goal-setting theory of motivation. The premises of the theories of motivation include the awareness on the part of organizations to assure they understand employees’ needs.

Needs Theories of Motivation. One example of this type of theory is Maslow’s hierarchy of needs theory. According to this theory, people in general have two types of needs. The first is identified as higher order needs which could be intrinsic in nature such as the need to be fulfilled, to experience personal growth, and to have the respect and recognition of others (Maslow, 1970). The second type are lower-order needs that may include the need to be part of a group, the need to feel safe and protected, and the ‘need for basic needs such as water, food, and sustenance’ (Schermerhorn, et al., 2008, p.112).

A second theory in this realm of motivation theories is the Acquired Needs Theory developed in 1940 by psychologist David I. McClelland. This approach identifies three types of needs: (1) need for achievement, (2) need for affiliation, and (3) need for power (McClelland, 1961).

A third theory of motivation is the Two- Factor Theory also known as the “Motivation- Hygiene Theory” (Herzberg, 1965, Schermerhorn, et al, 2008). This theory reflects on the issues that determine job dissatisfaction. These issues that interfere with a person’s ability to be happy in the work environment are called hygiene factors. According to Herzberg, these were the main focus of industries before the 1960’s and that there was a need to understand the motivators. (Herzberg, 1965). Included in the hygiene factors were the “organizational policies, supervision, working conditions,

wages, relationships with peers/subordinates, status and security.” (Shermerhorn, Hunt, and Osborn. 2008, p. 115). The issues that provide the positive influences of job satisfaction are called the motivators. Some of the motivators as described by Shermerhorn, et al. (2008) are “achievement, recognition, the work itself, responsibility, advancement, and growth (p.115).”

Equity Theory of Motivation. This theory developed by J. Stacy Adams (1963), postulates that people’s behavior is directly correlated to their perception of equity or inequity. People will be motivated to perform in ways that maintains an equitable result. Within this theory there are many possible responses by people when they feel there is inequity. For example if a person feels that there is a negative equity issue, or that they are being treated unfairly, they may change their production level, they may quit, or they may work harder to achieve better results (Adams, 1963;Shermerhorn,et al. 2008).

Goal Setting Theory of Motivation. This theory functions with the premise that specific high level goals motivate people to perform because they require us to “attain more in order to be satisfied” (Locke &Latham, 2006, p. 265). According to Locke and Lathman, goal setting has high intrinsic and extrinsic value. This theory is one that is very familiar in schools today because of the use of goal setting strategies known as SMART goals. SMART is an acronym for specific, measurable, attainable, realistic, and timely goals. Schools and other business organizations develop SMART goals within their industries to motivate their employees to set and achieve goals. (O’Neill, 2000). Having measurable goals allow people to test their own effectiveness in a quantifiable manner. According to Locke and Lathman (2006), the success of setting goals depends on the efficacy and applicability of such goals.

Expectancy Theory of Motivation. This theory was developed by Victor Vroom in 1964 and it theorizes that a person's behavior is a conscious choice. These choices are made on the premise that humans motivation comes in the form of effort if they believe that a favorable performance will result in a desirable reward and that the reward will satisfy an important need. Vroom identified three key concepts: (1) Expectancy or the person's level of confidence about what he/she is capable of accomplishing. (2) Instrumentality or the perception of the person as to whether they will receive the reward promised by their superior. (3) Valence or the emotional orientation individuals have towards work rewards. These can be intrinsic such as satisfaction or recognition, or they can be extrinsic such as money, promotions, or benefits. (Institute for Manufacturing, 2012; Shermerhorn, et al. 2008; Vroom, 1964). Vroom's motivational theory is the model selected for this study because it has been widely used to explain the process individuals used to make decisions on various behavioral choices and because it has been used widely to explore employees' motivation. The expectancy theory is usually presented as follows:

“Motivation Force = Expectancy x Instrumentality x Valence” (Chiang, 2006, p.82).

Vroom's expectancy theory will provide a general framework for assessing, interpreting and evaluating teacher motivation in the context of performance-based pay.

Chapter Three: Research Design and Methodology

Purpose of the Study

The purpose of this study was to investigate if performance based pay and bonuses motivate teachers to improve and persevere in the pursuit of excellence in their individual practice. This study explored the factors teachers perceived as motivators using a conceptual framework (Figure 4.1) based on Vroom's Theory of Motivation (Vroom, 1964). Vroom (1964) hypothesizes that people put forward effort if they believe there will be satisfactory outcomes. The motivation to perform may be extrinsic with rewards such as monetary bonuses, higher salaries, and improved benefits. On the other hand, the motivation may be intrinsic with benefits described as personal professional growth, participation in professional learning communities, camaraderie, peer and administrator support, etc. The urban charter school involved in this study has established a performance based pay program since 1998. The program links teacher evaluation with monetary bonuses. Prior to 1998, the teacher evaluations were taken seriously and teachers were used to observations and rubrics to evaluate teacher performance. After the pay for performance program was piloted, the program evolved over the years and has remained steady since the 2003. This pay for performance program is identified as their Peer Assistance and Review program (PAR). This school's PAR committee adapted a version of Charlotte Danielson's *Framework for Teaching* (Danielson, 2013), by incorporating a rubric containing four domains and four skill levels by which all teachers were evaluated. In 2011, as a response to *Race to the Top* ("race-top," 2009), under the advisement of the school's PAR committee and the Charter's Executive Director, the school's board approved and adopted to take a percentage of the money previously allocated for the teachers' skills and knowledge evaluation and attached it to student assessment results. This study explored the impact this school site experienced when

thirty percent of the bonuses previously earned through a teacher's performance, were placed as monetary incentives or bonuses for student outcomes based on benchmarks designed by the teachers. This study used three sources of data: (1) a survey, (2) document review, and (3) results of open ended questions which provided this study with the teachers' point of view. This study explored the impact of this school's PAR program on teacher motivation, their perception of this factor and its effect on teacher retention at this school site.

The organizational purpose behind having a viable "compensation system are to attract, motivate, and retain employees" (R. Moore, personal communication, June 25, 2014), therefore, this study is designed to describe how teachers perceive the relationship between motivation and the improvement of their personal skills. Additionally, this study will explore the relationship between teacher's perception of the bonuses received through their teacher evaluation rubric, and those bonuses received for student outcomes.

Context of the Study

The school site selected for this study has been under the performance-based pay system since 1998. In the initial phase of this program, the pilot teacher evaluation protocol focused on evaluating the teachers' knowledge and skills (Kellor, 2005). At the time, it was appropriate for the school, which was a K-5 elementary, to evaluate teachers with multiple subject credentials on specific knowledge and skills. Concerned about following the academic gains of their students who left the elementary to a low performing middle school, the school decided to add a middle school in 2003. With some teachers now having single subject matter credentials, the former evaluation tool was no longer suitable (Kellor, 2005). The school then changed the protocol using some elements of Charlotte Danielson's *Framework for Teaching* (Kellor, 2005) and adapting it for this particular school's purpose. This protocol offered a focus on more general

instructional areas and the pay would reflect the four domains: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction, and (4) Professional Responsibility. By 2006, the school had added ninth grade and by 2009 would have the first graduating class. The addition of high school highlighted the need to make another adjustment to the evaluation rubric. Moreover, the school recognized that the full evaluation rubric did not meet the needs of new teachers. New teachers were identified as apprentices. Apprentices are defined as: “Teachers with an alternative credential or teachers with a preliminary or clear credential in their first or second year of teaching” (Vaughn Next Century Learning Center Peer Assistance and Review Committee [VNCLC PAR Committee], 2013, p. 1). The committee decided to adjust the document to focus on the essential components of teaching (Figure 3.1)

<p>Component 1D- <i>Designing Coherent Instruction</i></p> <p>Element: Instructional Materials and Resources Element: Lesson Structure Element: Instructional Groups</p> <p>Component 2C- <i>Managing Classroom Procedures</i></p> <p>Element: Management of Instructional Groups Element: Management of Transitions and Materials/Supplies Element: Supervision of Volunteers and Paraprofessionals</p> <p>Component 2D – <i>Managing Student Behavior</i></p> <p>Element: Behavioral expectations Element: Monitoring Student Behavior Element: Response to Student Misbehavior</p>	<p>Component 3C – <i>Engaging Students in Learning</i></p> <p>Element: Representation of Content Element: Activities and Assignments Element: Delivery and Pacing</p> <p>Component 4A – <i>Reflecting on Teaching</i></p> <p>Element: Self Reflection Element: Accuracy</p> <p>Component 4F – <i>Showing Professionalism</i></p> <p>Element: Attends Scheduled Meetings Element: Punctuality Element : Uses Release Time with Discretion Element : Prepares Lesson Plans for Substitute Element: Adheres to Dress Code</p>
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Figure 3.1 Components included in the Apprentice PAR Matrix

Evaluation Protocols

The Peer Assistance and Review (PAR) evaluation consists of three main evaluation tools, the Apprentice PAR Evaluation (Appendix 1), and the Elementary PAR Evaluation

(Appendix 2) and the Secondary PAR Evaluation. The apprentice evaluation focuses on the main components featured in table 1. The Elementary and Secondary PAR Evaluation Rubrics are more complex and focus on four domains: (a) Planning and Preparation, (b) The Classroom Environment, (c) Instruction (d) Professional Responsibilities. Each Domain has two to nine elements and each element is rated on a four point scale: (1) unsatisfactory, (2) basic, (3) proficient, and (4) innovating. As previously mentioned, in 2006, the school added a high school and the evaluation protocol went through some changes to meet the evaluation needs at the secondary level.

Procedures for the Skills and Knowledge Based Evaluation

Every teacher is assigned a peer observer and an administrator. At the beginning of each year every teacher fills out a PAR matrix as a self-reflection document and shares it with his peer observer and administrator in a pre-observation meeting. The three members of the evaluation team then decide on areas of focus and goals for the year. The peer and administrator then visit the teacher at random times within a window of time, in the beginning of the fall and spring semesters, for informal observations or assistance visits. After each visit, the peer and administrator meet with their assigned teachers to provide feedback from the checklist (VNCLC PAR Committee, 2013, p. 1).

During the conferences, the feedback provided serves as the points of reference for areas of growth. The peer and administrator use two types of observation tools during this informal window: (a) The Marzano Observation Standards for the Teaching Profession (Appendix 3), and/or (b) the PAR Checklist (Appendix 4). These tools are specifically used for feedback. No scores are given at the informal evaluation. The informal evaluation is used to provide apprentice level teachers enough information to improve their practice. For the more experienced teachers it

provides areas of focus or growth. The administrator, the peer or the teacher may identify one or two areas they would like to improve. The feedback is documented and used as focus areas for the formal observations (VNCLC PAR Committee, 2013, p. 1). There should be at least a six week window of time before the formal observations occur.

The formal observations are held towards the end of each semester. The observers use the goals set as focus points for teacher observations. At the same time, the teacher being observed is asked to reflect using their formal observation tool. Teachers are asked to support their scores through artifacts especially if they are scoring themselves a “4”. Conversely, if the peer observer or administrator scores the teacher a “1” they must demonstrate evidence of assistance provided and observations made. After the formal observations, the administrator meets with the observed teacher to discuss the final results of their observations. These meetings occur in December for the fall semester and at the end of May for the spring semester (VNCLC PAR Committee, 2013, p. 1).

Teacher Levels

Teachers are assigned levels according to their expertise and years of experience. There are four levels: (a) Apprentice Level, (b) Level 1 teachers, (c) Level 2 teachers, and (d) Distinguished Teacher level.

Apprentice Level. Apprentices are described as “teachers with an alternative credential or teachers with a Preliminary or Clear Credential in their first or second year of teaching” (VNCLC PAR Committee, 2013, p. 1). The “First Year Apprentice Level Teachers” (VNCLC PAR Committee, 2013, p. 2), are given the opportunity to select and be evaluated on two of the components described in Table 1. The “Second Year Apprentice Level Teachers” (p.2) are evaluated in all components as described in Table 1. All teachers at this level are expected to

receive a score of 2 and above. The bonuses are given to teachers who score a 3 or above in the selected focus area. Any Apprentice Level Teacher, who receives a score of one in any element of the evaluation, does not receive a contract for the following year.

Level I Teacher. A “Level I Teacher” (p.2), is one who has two or more years of teaching experience. Level I Teachers must accomplish or sustain a minimum of the following requirements: (1) obtaining or working towards obtaining a Clear Credential, and (2) obtain a 3.0 score in each element of the four Domains. If a Level I Teacher receives a score of 2.5 or below in any element, the teacher then is “required to establish a Professional Growth Plan with the evaluators and demonstrate growth in the areas identified” (VNCLC PAR Committee, 2013, p. 2). However, if growth is not demonstrated by the second semester, then the teacher will be placed on Step 1 of the Assistance and Intervention program for teachers.

Level II Teacher. A level II Teacher is described as a teacher who has maintained the following criteria: (1) a Clear Credential, (2) a 3.0 in each Element of the four Domains, and (3) a 3.5 overall average of all four Domains. If a teacher achieves the criteria, then they are able to have the following options: “not being evaluated in the spring, or being evaluated in the spring with the purpose of gaining the Distinguished Teacher eligibility” (VNCLC PAR Committee, 2013, p. 2). Again, if a Level II teacher’s score falls to a 2.5 or less in any element, then that teacher will be obligated to develop an assistance program with his/her evaluators and is expected to demonstrate improvement. If improvement is not demonstrated by the next formal evaluation then the teacher is placed on the “Step 1 of Assistance and Intervention for Teachers Program” (VNCLC PAR Committee, 2013, p. 2).

Distinguished Teachers Level. Teachers who achieve the level of “Distinguished Teachers” (VNCLC PAR Committee, 2013, p. 2), becomes automatically eligible to be waived

from being evaluated by his/her peer and administrator for the next two years. In order to be eligible for the Distinguished Teacher Level, the teachers must have achieved the following requirements: (1) 5 complete years of teaching experience, (2) possess a Clear Credential, (3) have scored a 3.0 or above in each element of the four Domains on the Skills and Knowledge section of the evaluation, (4) must have received a 3.5 average of all four Domains in the Skills and Knowledge section of the evaluation, and (5) must have been employed by the school for a minimum of two years and be at least on their sixth year of teaching (VNCLC PAR Committee, 2013, p.2). A teacher who has achieved the “Distinguished Teacher Level” must be willing to assist and mentor their colleagues during the time they are not being evaluated. Also mentioned in the policy is the fact that the waiver does not limit the administrators’ obligation to observe and monitor the classroom. In fact, if an administrator sees a decline in academic rigor, then the administrator can reinstate the formal evaluation process anytime during the waived period of time.

Other Processes of the PAR Program.

The Peer Assistance and Review Program have stipulations to make the program feasible for all teachers at this school site. The Assistance Program delineates the ways mentors and administrators can assist teachers who need to improve. Some types of assistance include: “Peer coaching, Grade level Leader assistance, clinical supervision, release days for observation, training, articulation, or planning, mandatory participation in “Teacher Learning Communities” (VNCLC PAR Committee, 2013, p. 3), and any other means of assistance provided by the administrator or peer observer.

In addition to assistance, the evaluation program also has developed guidelines for various situations such as waiver requests, the selection and responsibilities of Peer Observers, a

definition of the PAR Advisory Board, policies for an appeal process, request to change PAR evaluators, instructions on preventing score discrepancies and a policy on the contingency based-attendance bonus.

Compensation

Every year the Budget Committee reviews the teacher's salary scales, makes adjustments if needed and recommends approval from the school's board. Prior to 2010, the teachers with two years or more of experience could earn bonuses up to \$12,050. During the 2009 – 2010 school year, with the federal push for "Race to the Top", the school decided to be proactive and approved to reposition \$5,500 dollars of the total bonuses in the following manner: \$1,500 was added to the base salary, \$1,000 dollars was added to a graduation rate bonus and \$3,000 dollars was placed in student outcomes. This occurred without the school waiting to see if California would win a grant or not. This change of pay plan for this school meant that teachers with two years of experience or more who previously would receive up to \$12,050 for skills and knowledge bonuses would now have a higher base salary but a lower bonus of \$ 6,550 based on the evaluation of their skills and knowledge, and the \$3,000 dollars more were now contingent on the results of their students' benchmark assessments (Figure 3.2). It is also important to note that the school's budget was severely affected for the 2011-2012 school year and the 2012-2013 school year. During these two years, the personnel at this school decided to freeze the base salaries in order to maintain all positions. While large school districts were giving their teachers pink slips, this school maintained and hired teachers to build capacity for a school that was growing in student population and size.

As an added note, the present school year, 2014-2015, the base salaries have been restituted to provide each teacher the correct pay for their years of experience.

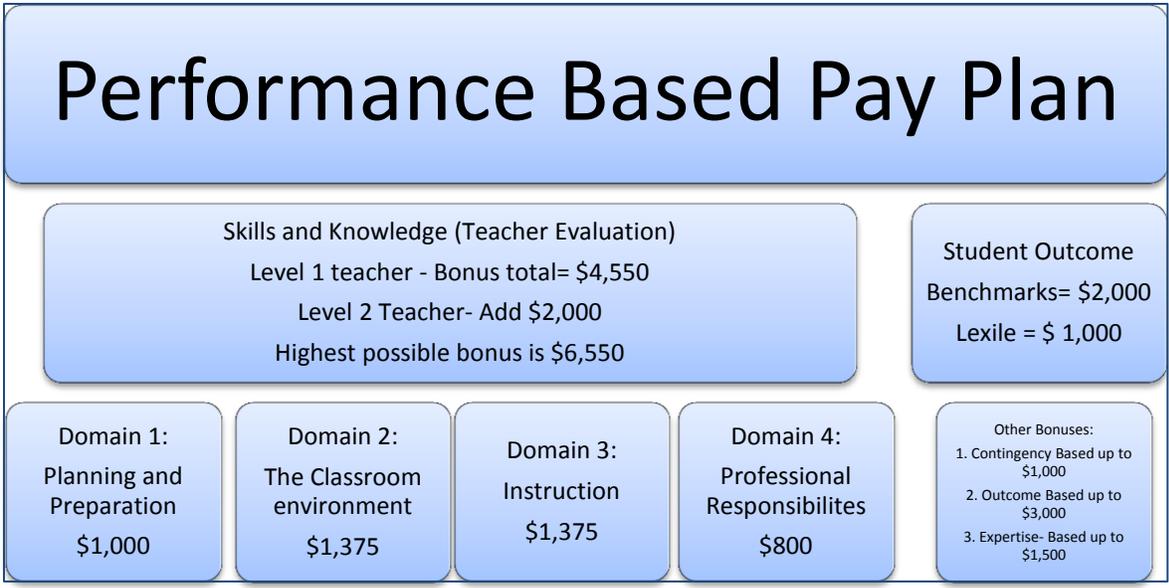


Figure 3.2 Performance Based Pay Plan for Teachers at Level 1 and Above

Also, of much significance is the fact that Apprentice Level teachers, receive up to \$2,000 dollars in bonuses for skills and knowledge and they are not eligible for the student outcome.

The student outcomes portion is possibly the most controversial piece of the motivation factor for teachers at this school site. On June 8, 2010, the PAR committee at the school site was advised to change the bonus system to include a student outcome piece (Peer Assistance and Review Committee [PAR Committee], 2010). The main reason was Obama’s “Race to the Top” proposal to tie merit pay to student outcomes and the PAR committee wanted to be proactive in this issue. For teachers, this meant that they would still be able to access the amount of \$5,500 at the end of the school year, however; this amount depended on what their students did on tests. Although the amount is considered a small portion, many teachers expressed concern that they would not receive what they had grown accustomed to in terms of salaries. Nevertheless, the committee agreed to the change and the bonus structure was changed to show the inclusion of the new pay structure based on student outcomes. This pay structure has been in place since the 2010-2011 school year and is entering its fifth year for the school year 2014 – 2015.

Assumptions

Some assumptions that underlie this study are: The respondents to the survey are teachers that have been employed by this school for at least one year. This study assumes that the participating teachers understand the structure of the performance based pay system and may have strong opinions for or against the added student outcome bonuses. Additionally, the subjects of this study may also have strong opinions on the fact that apprentices do not receive a student outcome bonus and therefore do not put as much effort in working towards achieving the Lexile bonus. The Lexile is a reading comprehension measure. The Lexile bonus is given when 80% of the students from each grade level demonstrate any growth in reading comprehension over a one year period. The Lexile bonus is given at the end of the school year.

Delimitations of the Study

The delimitations to this study are these: The population is limited to the teachers who have worked at this site for at least one year. These teachers include Apprentices 2, Level 1 teachers, Level 2 teachers, and Distinguished Level teachers. Also included are teachers who left the school to work for other districts or schools. Apprentices 1 are starting their experience with this system and they have not undergone a full cycle of evaluations and earning bonuses, therefore they did not participate in the study. Participating teachers were given an online survey and the data gained from the surveys may have been limited in scope.

Limitations of the Study

The limitations of this study are these: The research portion only used the data provided from the 2010-11 school year to the 2013-14 school year. Also, this study was limited to the responses obtained through the survey. Since the survey depends on teachers voluntarily responding we cannot verify if the data received is representative of the entire population of

teachers at this site. In addition, this study did not use the data provided for the current school year of 2014 – 2015 because the performance based pay cycle would not be completed by the time this research needed to be finalized.

Research Design

This study is a mixed methods research design (Figure 3.3) known as “Convergent Parallel Design” (Creswell, 2012, p. 541) This mixed method design was chosen because the quantitative and qualitative data was collected, merged and used to understand the research problem (Creswell, 2012.). The quantitative data was obtained through a survey and a document review of teachers’ overall evaluation results and their student outcome results for each semester. The qualitative data was obtained through open ended questions added at the end of the survey.

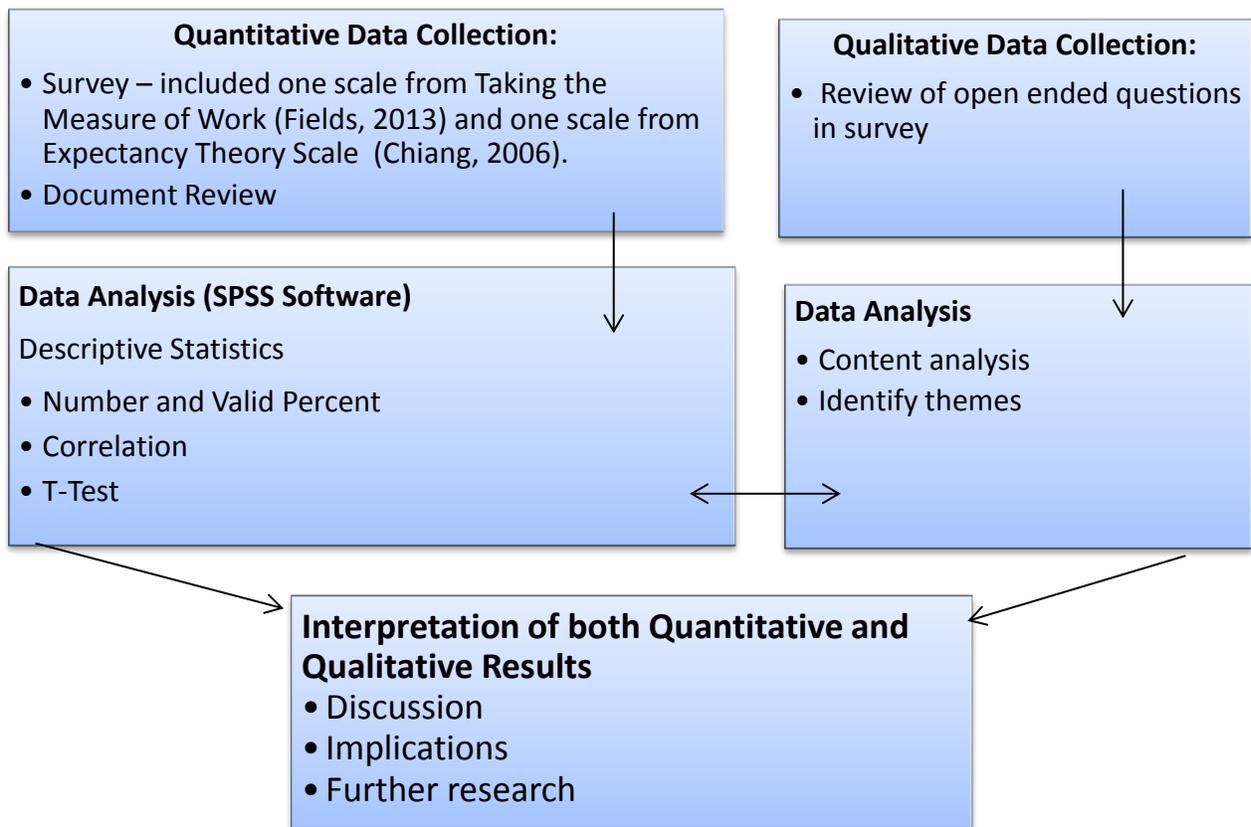


Figure 3.3 Mixed Method Design: Convergent Parallel Design

The Survey

The questionnaire (Appendix 6) is divided into five sections with specific themes: (a) Background Information, (b) Teacher Motivation, (c) Teacher Perception on the Performance Based Program, (d) Understanding of the PAR System (e) Your Opinion Matters, which includes open ended questions to allow for teacher voice. The questionnaire includes demographics and background of the anonymous participants and it answers the research questions pertaining to motivation, job satisfaction, and organizational understanding.

The survey included a validated and proven scale obtained from the book *Taking the Measure of Work* (Fields, 2013). The scale used is the *Performance Appraisal System Knowledge (PASK)* developed by Williams and Levy (1992). The PASK measures the extent to which employees perceive they understand important aspects of the evaluation system related to their job. The reliability of this measure shows coefficient alpha values ranging from .85 to .89. According to Fields, PASK positively “correlates with job satisfaction, organizational commitment, and perceptions of fairness” (Fields, 2013, p. 110). PASK obtains the results using a 7-point Likert-type scale where 1=strongly disagree and 7= strongly agree. In addition to PASK, this survey included the *Expectancy Theory Scale* developed and tested by Chun-Fang Chiang (2006). This scale is based on Vroom’s *Expectancy Theory of Motivation*. Chiang measured hotel worker’s motivation in the context of instrumentality, expectancy and valence. This scale had an alpha of .84 for expectancy and instrumentality, and a .96 for valence. (Chiang, 2006). For the purpose of this study, the questions were slightly changed to fit the context of teachers. Furthermore, feedback received from peers and professors regarding this study, strongly suggested to include the teacher’s individual voice and perceptions of this program, therefore, four open ended questions were added at the end of the survey.

This questionnaire was tested with a small group of teachers. The preliminary results gave us variance in the data obtained and took an average of 15 minutes to complete. Feedback from the group was positive in that it was easy to read, and the questions were relevant to the research questions. The survey was distributed through an online program called Survey Monkey®. The online survey method was chosen because it is quickly and easily distributed to all staff, including former staff members; results were obtained within a short period of time, and the online survey was compatible with the SPSS program which was used to run the number and valid percent, T-tests, and correlations for this study.

Document Review

This study obtained teacher scores for the last four years of the skills and knowledge portion as well as the student outcome scores. The procedure for the collection of the documents was the following: under the supervision of the Charter Executive Director, an office clerk randomly selected one hundred files from current teachers and former teachers working at the site since 2010. The office clerk selected only the Skills and Knowledge information sheets and the Student Outcome results from each file. The clerk removed all identifiable information and assigned each file a number. Once this was done, the clerk recorded all the scores from the fall of 2010 to the present. The excel sheet was saved on a thumb drive and given to this researcher.

Data Collection

In December of 2014, during a faculty meeting, this researcher presented the main purpose of this research to all staff including eligibility to participate. A copy of the Adult Consent to participate was provided to all teachers. Within five days, the online survey link was sent to the Charter Executive Director who send it out to all staff. At the same time, the invitation to participate, the adult consent form and a link to the survey was sent to former staff

members. The survey was open to receive responses for two weeks. The survey took approximately twenty minutes to complete.

In addition, within the same time frame, the office clerk, under the supervision of the executive director of this school, collected the information for the document review. The data obtained was cleaned and placed on a spread sheet and entered in the SPSS program.

Data Analysis

The survey results were obtained through Survey Monkey®. The online program is compatible with SPSS. The process in reviewing the data involved “describing, organizing and interpreting the information obtained” (Salkind, 2011, p. 7).

First the data was cleaned to remove outlying values and other possible data problems. Next, descriptive statistics was used to calculate all variables in order to organize and describe each variable used in the analysis. In addition, the descriptive statistics was used to describe teacher attitudes towards the pay for performance systems overall. In order to measure internal consistency, a Cronbach’s alpha test was be used (Salkind, 2011). The alpha test was calculated for each scale to test for reliability on each of the scales used for dependent measures. As mentioned before, the survey included two validated and proven scales. One scale used was the *Performance Appraisal System Knowledge* (Williams & Levy, 1992) which measures the extent to which employees perceive they understand important aspects of the evaluation system related to their job. The second scale used was the *Expectancy Theory Scale* (Chiang, 2006).

Bivariate analysis was be used to “examine how two variables relate to each other” (Bhattacharjee, 2012, p. 122). Bivariate comparisons using T-tests and correlations were used to compare the response of key subgroups as described in the research questions. For example, the

analysis tested for significant differences on the dependent measures between men and women, elementary and secondary teachers, and different levels of experience and expertise.

Finally, the regression analysis was used to analyze if receiving a bonus predicts motivation while controlling for demographic differences.

The open ended questions were also analyzed and used to elaborate on the results obtained by the survey questions. The qualitative part of this research identified themes relating to teacher motivation and the levels of understanding of the performance-based program in relationship to student outcomes. The importance of using this method was to merge and integrate both quantitative and qualitative findings to acquire a better and well-rounded understanding of this study.

Chapter Four: Results

Study Description

This mixed method research design used a survey with open ended questions, and a document review to analyze the effect of performance –based pay on teachers’ motivation. The survey included validated scales that have been widely used and proven in multiple studies.

Research Sample

The research sample was taken from the current and past employees who worked at the school site between 2011 and 2014. The eligible employees were teachers who had worked at the site for at least one year in this period. The survey received seventy-seven online responses out of one hundred-three eligible elementary and secondary teachers in the sample which is a response rate of seventy-four percent.

The demographics of the respondents are described below.

Table 4.1

Respondents’ Demographic Variables and Response Rate, Descriptive Statistics

Variables	N	Percentage
Gender		
Male	14	20%
Female	56	80%
Total	60	100%
Age Range		
20 – 30	18	23%
31 – 40	33	43%
41 – 50	17	22%
51-60	8	10%
61 – 70	1	1%

Variables	N	Percentage
Total	77	100%
Grade Level		
Elementary	46	60%
Secondary	31	40%
Total	77	100%
Teacher Level		
Apprentice	13	17%
Level 1	5	6 %
Level 2	18	24%
Distinguished Teacher	40	53%
Total	76	100%
Total number of eligible teachers	103	
Total number of respondents	77	74%

Eighty percent of the respondents were female, twenty percent were male. Forty three percent belonged in the thirty-one to forty year old age range. The second largest age group was the twenty to thirty- year- old range group making up twenty- three percent of the total group. This means that the great majority of respondents are teachers in the twenty to forty- year -old age range.

Respondents were asked their years of experience. The responses ranged from one year to thirty-one years of experience. The largest group of respondents had two years of experience with the second largest group having taught twelve years.

Of the seventy- seven respondents, fifty-nine percent are elementary grade teachers, with the rest being secondary level teachers.

The survey also asked teachers to state their PAR level. The PAR levels are: (1) Apprentice, which includes teachers who have been teaching for one or two years; (2) Level 1 teachers are teachers that have two or more years of experience and are working towards obtaining their clear credential and they are working towards obtaining a 3.0 and higher on their evaluation; (3) Level 2 teachers are those who have obtained a clear credential, and nothing less than a 3.0 in each element of the four domains and a 3.5 average in all four domains; (4) Distinguished Teachers have at least five complete years of teaching experience, have a clear credential, must have a 3.5 average in all four domains. Of the respondents fifty- three percent were Distinguished Teachers, twenty- four percent were Level two, six percent were Level one teachers, seventeen percent were Apprentices and one person declined to answer.

With this general information we continued the survey to address the research questions.

The Conceptual Framework

The conceptual framework based on Vroom's Theory of Motivation (Figure 1); is designed to understand the assumptions, beliefs, expectations, and habits teachers hold as a result of participating in the complex evaluation system used at this particular school and described in chapter 3. Vroom's expectancy, instrumentality, and valence model has been widely used to explain organizational behavior (Chiang, 2006; Eberts, Hollenbeck, & Stone, 1999; Gratz, 2009).

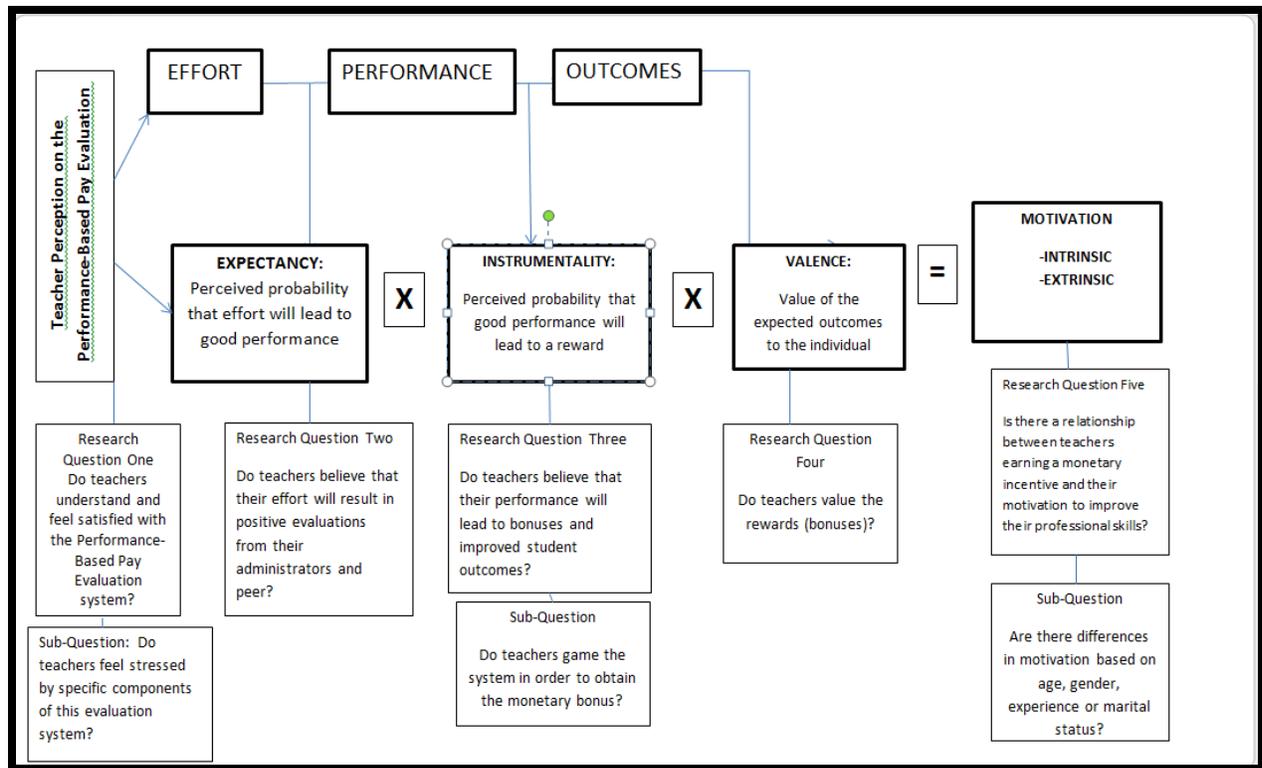


Figure 4.1 Conceptual Framework: Vroom's Theory of Motivation

The conceptual framework, based on Vroom's Theory of Motivation; will guide this research in understanding teachers' motivation as viewed by the constructs of expectancy, instrumentality, and valence. This framework will also explore the teacher's motivation to improve their teaching skills and how their practice may push their students to achieve higher academic gains.

Additionally this study will explore the teachers' understanding and value placed on this evaluation system and pay for performance program.

The purpose of this research is to further explore how this evaluation program influences the way teachers view and perceive their own motivation towards improving their teaching skills, how it consequently affects their performance, and ultimately how it affects their students' outcomes.

Research Question One

Do teachers understand, and feel satisfied with the Performance-Based Pay evaluation system?

To answer this question, this research used the Performance Appraisal System Knowledge and the results are described individually. In addition to the survey results, this question was also addressed through the teacher’s open-ended responses.

Performance Appraisal System Knowledge Measure.

The Performance Appraisal System Knowledge Measure (PASK) was developed by Williams and Levy (1992). This scale measures the “extent to which employees perceive and understand important aspects of their job” (Fields, 2013, p.110). The alpha values ranged from .85 to .89 (Kacmar & Ferris, 1991; Levy & Williams, 1998). The scale “correlated positively with job satisfaction, organizational commitment and perception of fairness” (Fields, 2013, p. 110). This study used the scale’s questions but modified it slightly to fit the context of this school’s evaluation system. For example, question one was changed from “I understand the performance appraisal system being used in my agency” to “I understand the PAR evaluation system being used at my school site”. Table 4.2 shows the results of the PASK using descriptive statistics. The scale used a 7- point Likert-type scale where 1= strongly disagree and 7=strongly agree.

Table 4.2

Performance Appraisal System Knowledge- Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I understand the PAR evaluation system being used at my school site	59	2.00	7.00	6.00	1.13

	N	Minimum	Maximum	Mean	Std. Deviation
My administrator and I concur on the meaning of the criteria used in the rubric	59	2.00	7.00	5.41	1.30
I have a real understanding of how the PAR evaluation rubric works	59	1.00	7.00	5.73	1.36
I do not understand how my last evaluation rating was determined	59	1.00	7.00	5.42	1.92
I know the criteria used by the rubric to assess my performance	59	3.00	7.00	6.05	.95
My administrator clearly communicates to me the objectives of the evaluation matrix	59	1.00	7.00	5.44	1.36

Note. Valid N (listwise) = 59

The Performance Appraisal System Knowledge (1992) helped this research understand the teachers' perceptions and understanding of this evaluation system. This measure was developed by Williams and Levy (1992) where the coefficient alpha values ranged from .85 to .89. Results support the fact that most teachers have an understanding of the evaluation system, and the criteria used to evaluate them. Most teachers felt they concurred with their administrator on the criteria used in the evaluation. The results demonstrate that most teachers understand the evaluation criteria, the rubric used and the process. The statement that received a lower mean score was the question relating to how the teacher and administrator concur on the score. The lower score does not mean that there is a strong disagreement or lack of understanding of this evaluation matrix.

Sub-question one: Do teachers feel stressed by different components of this evaluation system?

The answer to this question is best demonstrated by the responses provided by the teachers in the open ended portion of the survey. One teacher stated:

“From my understanding the evaluation is supposed to make the teacher feel that they are getting support in best teaching practices, but in my opinion it only adds extra stress to our already very stressful work. I have had different administrators and peer teacher evaluators in my years teaching at this school. I have felt at more ease when being observed with some more than others. I have always felt nervous when being evaluated, but with some more than others. I would eradicate the entire bonus and put the entire monetary amount in the base salary. I feel that having the pay attached to the observations makes it very stressful. I feel the observation should be a positive experience. If someone is observing me to help me, it should feel that way, rather than feel like I am being judged. The experience is always stressful and very negative. I hope I don’t make my students feel the way I feel when being observed.

The observations should feel like a positive experience if my observer’s position is to help me be a better teacher and it never has. Please consider a PAR system without attached pay. I felt very comfortable when I was a student teacher. My master teacher gave me suggestions, strategies, reviews, ad constructive criticism. I welcomed her comments and I always felt like her intention was to help me become a great teacher. The PAR system should foster the same relationship between the administrator, peer and teacher being observed.” (Teacher 26)

Another teacher stated: “All is too stressful. A higher base pay would eliminate the extra unnecessary stress. Teachers are doing their best without assistants; we have to go home and spend at least 3 hours a day grading papers, we have limited resources, limited copies and student school yard misbehavior” (Teacher 49). Teacher 35 simply stated: “I would eliminate all of this system because it is unnecessary stress”. In all of these comments, the teachers’ reference to stress was directly connected to the evaluation method and the tie to monetary bonuses. The other clear reference to stress had to do with the relationship between the evaluator and the teacher. Some reference was made to the additional work added to their job day and the lack of resources.

Research Question Two

Do teachers believe that their effort will result in positive evaluations from their administrators and peers?

This question deals with the expectancy construct of Vroom’s Theory of Motivation. The expectancy construct is defined as a subjective probability of an action or effort leading to an outcome or performance. In order to answer this question, this research used the Expectancy Theory scale.

Expectancy Theory Scale.

This scale was developed and tested by Chun-Fang Chiang (2006) and it is based on Vroom’s Expectancy Theory of Motivation. . Chiang measured hotel worker’s motivation in the context of instrumentality, expectancy and valence. This scale had an alpha of .84 for expectancy and instrumentality, and a .96 for valence. (Chiang, 2006). The research questions are based on Vroom’s Expectancy Theory and the results of this scale will be discussed as we respond to each

of the research questions. The scale was based on a 7 point Likert scale with 1 = “strongly disagree” and 7= “strongly agree”. The results are shown on Table 4.3.

Table 4.3

Expectancy Construct, Descriptive Statistics by Item

	N	Minimum	Maximum	Mean	Std.
	Statistic	Statistic	Statistic	Statistic	Deviation
If I listen to my administrator and my peer observer, my teaching performance will significantly improve	68	1.00	7.00	5.54	1.35
If I apply the strategies I learn through PD, the quality of my teaching performance will be greatly enhanced	68	1.00	7.00	5.64	1.94
If I apply the strategies recommended by my peer or my administrator the quality of my teaching performance will be greatly enhanced	67	1.00	7.00	5.72	1.13
If I put more effort into my teaching, my students’ results will improve significantly	66	1.00	7.00	6.14	1.32

	N	Minimum	Maximum	Mean	Std.
	Statistic	Statistic	Statistic	Statistic	Deviation
If I put more effort into my teaching, I will definitely be regarded as an effective teacher	65	1.00	7.00	5.65	1.44

Note. Valid N (listwise) = 64

Results indicate scores on the expectancy items ranged from 5.4 to 6.1. These results indicate relatively high levels of expectancy by teachers. This supports the expectancy construct in that teachers feel that if they made effort to improve their teaching, they would see the results they expected. The item that received the highest statistic was the item that stated “If I put more effort into my teaching, my students’ results will improve significantly”. This reveals how teachers trust their own efforts and abilities to be effective teachers. On the other hand, the lowest mean score was 5.54 for the expectancy construct that indicates that listening to their administrator or peer observer was not a major influence in the improvement of their individual teaching capacity. Although this was the lowest score, it falls in the “slightly agree” category. Overall, this section indicates that teachers believe that their efforts will lead to the results they expected.

In the open ended portion of the survey teachers often reported a positive view of the PAR system. There were sixty respondents to the open ended questions. In the open ended question: What area of the Performance-Based Pay System (PAR) at Vaughn do you consider valuable. Of the sixty respondents, thirty two mentioned that they valued the feedback and accountability this system provides. Teacher 9 stated: “This school makes great quality teachers because aspects of the PAR system allows teachers to grow and improve on their practice”. Teacher 3 stated: “Although this system can put pressure on teachers, I do consider the feedback

from my administrator and my peer observer to be valuable. I also appreciate the accountability that this system places on teachers. It motivates me to strengthen my craft by trying new things and seeking resources /advice from my peers”. Teacher 30 stated: “I value that I am able to obtain a bonus based on the performance I have teaching my students.” In conclusion, teachers overall have confidence in their own efforts to achieve positive outcomes, and although listening to their administrators came out lowest in the survey, teachers still feel that the input they receive from their administrator or peer observer does assist them in their development and growth as educators.

Research Question Three

Do teachers believe that their performance will lead to bonuses and improved student outcomes?

Instrumentality indicates the extent to which teachers believe that their actions will result in a positive or negative reward. . The results are indicated in Table 4.4.

Table 4.4

Teacher Motivation: Instrumentality Construct, Descriptive Statistics by Item

Performing well results in:	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	
Receiving monetary bonuses	67	1.00	7.00	5.61	1.53
Opportunities for advancement and promotion	66	1.00	7.00	4.92	1.66
Recognition /praise from others	66	1.00	7.00	5.20	1.51

Performing well results in:	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation
Personal growth and development	67	1.00	7.00	6.16	1.10
Feeling satisfied with my teaching	67	1.00	7.00	6.40	1.09
Feeling accomplished in my teaching	67	1.00	7.00	6.31	1.13
Feeling in control of what happens in my classroom	67	1.00	7.00	5.88	1.29

Results of the Instrumentality construct descriptive statistics indicate that teachers believed if they performed well they would receive rewards. Teachers appear to be motivated by their own accomplishments or feelings of self-control, self-efficacy and personal growth and less motivated by extrinsic stimulators such as monetary bonuses, praise from others or opportunities for promotion or advancement. This research will look at the perceived results in terms of the teachers' perception of intrinsic outcomes or extrinsic outcomes.

Intrinsic outcomes. The survey question that received the highest mean was: "Feeling satisfied with my teaching". This answer received a mean score of 6.40, with the second highest being: "Feeling accomplished with my teaching" which received a mean score of 6.31. This result is supported by the open ended answers teachers provided in the survey. Five respondents stated that they valued the opportunity for self-reflection. One respondent wrote: "I value growing professionally and self –reflecting on my teaching. I value receiving constructive criticism that assists me on becoming a better teacher." Six respondents stated that they valued the

accountability this program provides. One response stated: “I want all my colleagues to feel equally held accountable so that I do not always feel that I am working harder but being paid the same. I feel that I get paid for what I do.”(Teacher 3)

Extrinsic Outcomes. Teachers appeared to have less belief in the concept that if they performed well they would receive the extrinsic rewards such as bonuses, recognition, and opportunities for advancement. The question receiving the lowest mean score was: “Having opportunities for advancement and promotion”. One probable reason teachers have a lower belief that performing well will lead to a promotion or advancement. One possible reason for this result is the fact that this charter school has very few administrative positions available and the possibility of obtaining an administrative position is limited. The open ended questions provided some responses that support the teachers view on extrinsic motivators. For example, one respondent wrote: “I value all the components of PAR, except for the attachment to bonuses.” Of the sixty respondents to this particular open ended question, three respondents mentioned monetary bonuses as a positive effect. One responded stated: “I appreciate that I am able to self-reflect and receive a bonus for my efforts. Another teacher stated: “I appreciate all of it, except for the attachment to money”. These open ended responses indicated that most teachers have a positive view of the evaluation system for the opportunities for them to collaborate, receive feedback, self-evaluate, and communicate with their peers and administrators about their teaching. The teachers’ responses indicate that they can expect results based on their actions.

Sub-question: Do teachers game the system in order to obtain the desired outcomes?

This question is important because a performance-based pay system creates the incentive for teachers to give themselves higher scores on their self-evaluation form in order to make their bonuses. This practice is counterproductive to the establishment of this system which expects

teachers to use their professional judgment and understanding of the evaluation rubric to seriously reflect on their teaching practices. According to scholars such as Marzano and Waters (2009), and Henemann III, Milanowski, and Kimball (2007), an important aspect of teacher development is the improvement of professional skills that teachers bring to their day to day preparation and performance. With this in mind, there were three questions posed pertaining to the pressure of teachers to obtain the monetary bonuses. The questions did not directly ask teachers to state if they personally had ever rated themselves higher or done some gaming; rather the questions asked if they believed that other teachers rated themselves higher in order to game the system and obtain the reward. Tables 4.5, 4.6 and 4.7 indicate the results.

Table 4.5

Gaming the System I, Number, and Valid Percent

Do teachers rate themselves higher in their self-evaluation rubric so they can attain their bonus?	N	Valid Percent
Strongly Disagree	4	6.5
Disagree	10	16.1
Slightly Disagree	3	4.8
Neutral	9	14.5
Slightly Agree	11	17.7
Agree	12	19.4
Strongly Agree	13	21.0

Note. N=62

This is a difficult question to answer because the nature of this question requires stating their perceptions on gaming. Results show that 58.1 percent of the teachers believe that teachers rate themselves higher so they can attain their bonuses while twenty-seven point four percent

disagree. About fourteen percent remained neutral in their opinion. One open ended response stated the following about this topic:

“I would eliminate the informal period of self-evaluation. Teachers tend to rate themselves lower so as to show improvement throughout the semester. It is also baffling to me how someone can rate themselves lower than where they ended up the previous semester just to show improvement. One reason may be that it is frowned upon if you rate yourself too high, however; is it not possible that you begin a semester where you left off the previous one? For teachers who have taught for many years and have reached the highest levels of the system, they also tend to rate themselves lower (especially at the beginning of the year) when they were most likely almost all fours at the end of the previous years.” (Teacher 55)

The next frequency table measured if teachers perceived other teachers rated themselves higher in order to obtain their bonuses.

Table 4.6

Gaming the System 2, Number and Valid Percent

Teachers feel pressured to rate themselves higher so they can attain their bonus	Frequency	Valid Percent
Strongly Disagree	2	3.2
Disagree	10	16.1
Slightly Disagree	7	11.3
Neutral	7	11.3

Teachers feel pressured to rate themselves higher so they can attain their bonus	Frequency	Valid Percent
Slightly Agree	8	12.9
Agree	12	19.4
Strongly Agree	16	25.8

N=62

Results of this measure show that 58.1 percent of the respondents report they believe teachers are under pressure to rate themselves higher to achieve a bonus. Thirty percent disagreed with the statement, and 11.0 percent neither agreed nor disagreed. Although the open ended questions allowed teachers to give their opinion on the evaluation system, only two teachers mentioned “gaming” the system. One teacher stated “I would eliminate the money portion. Attaching money to performance opens the door to a lot of manipulation of numbers, dishonesty, and resentment” (Teacher 36).

The next area explored was the perceived pressure teachers have to focus on marginal students to make the benchmark bonus. The question refers to the teacher practice of focusing on students that are close to reaching the desired level of performance.

Table 4.7

Gaming the System³ Frequency and Valid Percent

Teachers are pressured to focus on marginal students to make the benchmark bonus	Frequency	Valid Percent
Strongly Agree	3	4.8

Teachers are pressured to focus on marginal students to make the benchmark bonus	Frequency	Valid Percent
Disagree	5	8.1
Slightly Disagree	2	3.2
Neutral	10	16.1
Slightly Agree	13	21.0
Agree	14	22.6
Strongly Agree	15	24.2

Note. N=62

The results show that 42 respondents or about 68% of the respondents slightly agreed to strongly agreed that that they are pressured to focus on marginal students to make the benchmark bonuses. Although the open ended questions did not mention teachers having to focus on marginal students, teachers mentioned that they would like the student outcomes or bonuses based on student outcomes eliminated from the program. One teacher stated: “I would eliminate student outcome based pay. It is dependent upon class and the skills they (students) come in with and the percentage of students required to meet goals” (Teacher 16). Another teacher stated “Student outcomes should not determine bonuses. I am not sure about the accuracy of the benchmarks” (Teacher 24).

Research Question Four

Do teachers value the rewards obtained?

This question directly relates to the valence construct. Valence indicates the extent to which teachers value specific rewards of the performance-based pay program. The results of the descriptive statistic measuring the valence construct indicate that most teachers value having a higher base pay rather than receiving bonuses for student outcomes. The results also indicated that teachers value the opportunity for personal growth through meaningful and purposeful staff development.

Table 4.8

Valence Construct, Descriptive Statistics by Item

How desirable are the following aspects of the evaluation system?	N	Minimum	Maximum	Mean	Standard
	Statistic	Statistic	Statistic	Statistic	Deviation
Having a good salary with or without bonuses	60	1.00	7.00	6.35	1.26
More monetary bonuses	61	1.00	7.00	5.82	1.47
An increase in base pay rather than monetary bonuses	61	1.00	7.00	6.43	1.16
Bonuses for student outcomes	59	1.00	7.00	4.61	1.88

How desirable are the following aspects of the evaluation system?	N	Minimum Statistic	Maximum Statistic	Mean Statistic	Standard Deviation
Opportunities for advancement/promotions	61	1.00	7.00	5.74	1.48
Full use of my skills and abilities	60	1.00	7.00	5.97	1.46
Job security	61	1.00	7.00	5.95	1.74
Recognition/praise from others at work	61	1.00	7.00	5.13	1.60
Feelings of accomplishment	62	1.00	7.00	5.94	1.56
Personal growth and development	61	1.00	7.00	6.11	1.39
More control over what happens in my classroom	61	1.00	7.00	5.90	1.61
Opportunities for useful and purposeful staff development	60	1.00	7.00	6.05	1.50

Note. Valid N (listwise) 57

Results indicate that teachers value intrinsic rewards such as opportunities for personal growth and development, personal satisfaction knowing that their students performed well, self-effort

and efficacy more than extrinsic rewards such as bonuses. This was also reflected in the open ended question: “what area or elements of the Performance- Based Pay System (PAR) do you consider valuable? Most respondents indicated that they valued the feedback and collaboration they receive. Others indicated that it was a good tool for self-reflection and accountability. One teacher stated: “I consider peer and administrator feedback valuable” (Teacher 21). Another teacher indicated: “It offers me the opportunity to reflect on my teaching; I am learning to be an effective or better teacher” (Teacher 23). Another teacher stated: “New teachers benefit from PAR because they are new at teaching and need the guidance/feedback from a peer or administrator” (Teacher 4). Teacher 32 stated: “I value growing professionally and self-reflecting on my teaching. Also, I value receiving constructive criticism that assists me on becoming a better educator.”

The lowest scoring item indicated that many teachers did not value monetary incentives especially bonuses that were provided for student outcomes. In fact most teachers valued the idea of having no bonuses. Instead they indicated a preference to having a higher base salary rather than bonuses for performance. This was strongly reflected in the open ended question: “What areas of the PAR system would you improve or change? Please add reasons why.” Although this question had a variety of responses, there were twenty-one responses that mentioned eliminating bonuses for student outcomes. Some teachers mentioned that the reason they had negative feelings towards bonuses was the fact that they do not receive the same pay as teachers that work for a school district. For example one respondent wrote: “If the teacher performance pay is to continue, then the teacher wage should be increased compared to neighboring districts. It makes no sense to make the same amount or even less money for doing more of the same job elsewhere and with less pressure.” Another responder stated: “I really enjoyed the PAR System. I think it

pushed me to be a better teacher. I only wish the bonuses provided would have felt like a gain/bonus. In the end, I felt that I had to work really hard to make my bonus just so I could be paid close to or at the same level as the district (no bonus system) If I could change it, I would increase the bonus amount so that teachers really do feel like it pays to really work hard (work late hours, work on extra projects, take on leadership positions, mentor, tutor, etc.).”

Research Question Five

Is there a relationship between teachers earning a monetary bonus and their motivation to improve their teaching skills?

This research measured Vroom’s constructs first by running descriptive statistics on the constructs of expectancy, instrumentality, and valence. Next, this researcher performed a T-Test to compare the average score on each construct of those receiving and not receiving bonuses, and those who did not receive bonuses in the in the skills and knowledge evaluation. .

The next table measures the expectancy aspect of motivation in conjunction with those teachers receiving the bonus for student outcomes and those teachers who did not receive a bonus.

The next table measures the expectancy aspect of motivation in conjunction with those teachers receiving the bonus for student outcomes and those teachers who did not receive a bonus.

Table 4.9

Expectancy Construct: Average Score for Teachers Earning a Bonus and Not Earning a Bonus

Based on Student Outcomes bonus: T-Test, mean, Standard Deviation

Fall 2013	N	Mean	SD	T	P
Expectancy					
Earned English					

Fall 2013	N	Mean	SD	T	P
Language Arts (ELA)					
bonus	25	5.83	.871	-.788	.825
Did not earn ELA bonus	9	6.09	.743		
Expectancy	25	5.83	.871	-.788	.754
Earned Math bonus	9	6.09	.744		
Did not earn Math bonus					
Spring 2014					
Expectancy					
Earned ELA bonus	25	5.88	.871	-.261	.684
Did not earn ELA bonus	9	5.96	.798		
Expectancy					
Earned Math bonus	25	5.88	.871	-.261	.521
Did not earn Math bonus	9	5.97	.798		

One difficulty found with this measure is the fact that we had a small number of teachers who did not receive a bonus. This research had to separate the elementary teachers from the secondary teachers because of what was measured by the school for teachers to receive their bonuses. Elementary teachers received bonuses for the results of their students' English Language Arts and Math benchmark scores. Secondary teachers received bonuses for their

subject matter benchmark results. Secondary teachers had no results because all the teachers received their bonuses. Elementary teachers had a small number of teachers who did not receive the bonuses.

However, the results obtained indicate that there is no significant difference in motivation between teachers who did not receive a monetary bonus and their expectation or probability of their actions and efforts leading to an outcome or performance. This is supported by a theme regarding expectations that emerged in the open ended responses from teachers. One teacher stated:

“Our Performance Based System does not take into account the effort of teachers going above and beyond to help their students, or that we stay before and after school to help those students in need, and yet, students show very little progress. It is very easy to teach to a test and meet the expectations to receive your bonuses; but what about those teachers that teach life- long skills, and endurance but yet might not be reflected on the test because the students are not good test-takers?” (Teacher 5)

The next motivation construct is instrumentality. Instrumentality is defined as the outcome-reward association. In this study, it means do teachers believe that if they perform well they will get an outcome or reward. Descriptive statistics were used to compare the mean, the standard deviation. We also used a T-Test to find any significance between the instrumentality construct and receiving bonuses. Table 4.10 reveals the results of this construct and the results indicate that there is a significant difference at .10 between instrumentality and teachers receiving and not receiving a bonus in English Language Arts in the spring of 2014.

Table 4.10

Instrumentality Construct v. Teacher Receiving a Monetary Bonus for Student Outcomes: Mean, Standard Deviation, T-Test

Fall 2013	N	Mean	SD	T	P
Instrumentality					
Earned ELA bonus	22	5.54	.842	-1.98	.826
Did not earn ELA bonus	11	6.01	.674		
Instrumentality					
Earned Math bonus	24	5.57	.813	-1.80	.754
Did not earn Math bonus	9	6.11	.748		
Spring 2014					
Instrumentality					
Earned ELA bonus	24	5.66	.833	.662	.085
Did not earn ELA bonus	9	5.25	1.80		
Instrumentality					
Earned Math bonus	24	5.67	.833	-.662	.157
Did not earn Math bonus	9	5.87	1.80		

In this case, teachers receiving a bonuses are more satisfied that those who did not receive a bonus. However, there are no significant differences between teachers receiving or not receiving a monetary bonus in all the rest of the periods and subjects and the instrumentality construct scores. It is interesting to note, that while this difference was not statistically significant, that the teachers who did not get the bonus report somewhat higher levels of

motivation. It may be the stigma of not getting the bonuses is more motivating, then actually getting the bonus. However, the results from the descriptive data show that teachers do believe that performing well results in positive outcomes. One teacher responded that “growing professionally and self- reflecting on teaching was important. The opportunity to receive feedback resulted in becoming a better teacher”.

Finally a T-test was used to find any significance in Valence between teachers who did and did not receive bonuses. Results as indicated in Table 4.11 indicate that there is no significant relationship between valence and teachers earning a bonus for student outcomes.

Table 4.11

Valence Construct v. Teacher Receiving a Monetary Bonus for Student Outcomes: Mean, Standard Deviation, T-Test

Fall 2013	N	Mean	SD	T	P
Valence					
Earned an ELA bonus	20	5.68	1.34	.057	.342
Did not earn an ELA bonus	11	5.64	1.51		
Valence					
Earned Math bonus	21	5.70	1.31	.721	.505
Did not earn Math bonus	10	5.59	1.60		
Spring 2014					
Valence					
Earned ELA bonus	21	5.86	1.13	.986	.965

Fall 2013	N	Mean	SD	T	P
Did not earn ELA bonus	10	5.25	1.80		
Earned Math bonus	21	5.86	1.13	.986	.877
Did not earn Math bonus	10	5.25	1.80		

In other words, teachers that did not receive the bonuses report they value the bonuses as much as those teachers that did receive a bonus. It is also important to note that most teachers at this school site receive the bonuses for skills and knowledge and for student outcomes. An emerging theme in this study is that teachers in this system consider valuable the feedback from their peers and administrators. In the open ended answers thirty-two of the sixty respondents mentioned feedback as a valuable resource. Six of the sixty respondents mentioned collaboration and accountability. Five of the sixty respondents mentioned the opportunity to be reflective in their teaching practice.

Sub-Question: Are there differences in motivation based on Age, gender, experience or marital status?

To measure the difference in motivation based on age, gender, experience and marital status, this researcher used T-Test to measure each variable against each of Vroom’s motivation construct.

Age. To address the age and motivation correlations, this research ran a simple correlation between age and the test results. Table 4.12 reports the correlation co-efficient and its significance. Results indicate that there is no significant correlation between age and the expectancy construct. However there is a negative correlation between age and instrumentality

Table 4.12

Motivation and Age, Correlation

Age	N	Correlation Coefficient	P (2-tailed)
<hr/>			
Motivation			
Construct:	58	-.191	.150
Expectancy			
Motivation			
Construct :	58	-.328	.012
instrumentality			
Motivation			
Construct: Valence	50	-.458	.001

This can be interpreted as the younger the teacher is the more they believe that if they perform well, they will receive their reward. Conversely, the older the person is, the less motivated they are by the monetary reward. There is also a negative correlation between age and valence, this can be interpreted as the younger the person is the more value they place on receiving the rewards, while the older the person is, the less value they place on the reward. The relationship between age and motivation is supported by the open-ended responses. One teacher, who identified him/herself as a distinguished and experienced teacher stated the following: “If I could change something from this evaluation system, I would change being evaluated by the same evaluation matrix after being distinguished for so many years. I feel that a veteran teacher that has been at a distinguished level should not have to be evaluated every other year. There

should be another form of being able to follow up with these teachers other than being evaluated again and again” (Teacher 30). Another teacher stated a similar thought: “I consider valuable the feedback I receive from my peer and administrator. However I am distinguished, so based on the matrix, they can find little to help me improve. I think that after the first five years, the matrix elements become habit and the process of evaluating everything on the matrix becomes a waste of time. Experienced and high scoring teachers probably find the scoring unhelpful” (Teacher 46).

Gender. The first variable we tested was gender. Results showed that there was no significant difference between men and women on the constructs of expectation, instrumentality, and valence.

Table 4.13

Motivation and Gender, T-Test

	N	Mean	Std. Deviation	Std. Error Mean	T	P
Assume equal variances						
Motivation Construct:						
Expectation						
Male	10	5.08	.460	.145	.903	.370
Female	50	4.84	.823	.116		
Motivation Construct:						
Instrumentality						
Male	11	5.87	.577	1.74	.244	.808
Female	50	5.79	1.03	.150		

	N	Mean	Std. Deviation	Std. Error Mean	T	P
Motivation Construct:						
Valence						
Male	10	5.99	.636	.201	.505	.616
Female	43	5.76	1.22	.187		

Years of Experience. The next variable measured was years of experience. The results demonstrated no significant relationship between years of experience and motivation except for experience and the valence construct. The negative correlation indicates that the older the teacher, the less value is placed on the rewards, in this case the monetary bonuses.

Table 4.14

Motivation and Years of Experience, Correlation

	N	Correlation Coefficient	P
Motivation construct:			
Expectancy	55	.087	.528
Motivation construct:			
Instrumentality	55	-.113	..410
Motivation construct:			
Valence	55	-.198	.176

Grade Level. The next variable measured was grade level. The results showed no significant differences between elementary teachers (T1) secondary teachers (T2) on the constructs of expectation, and instrumentality. There was a significant difference between elementary and secondary teachers on valence. Secondary teachers had a significantly higher mean on valence. Valence is the value a person places on the rewards. In this case secondary teachers value the rewards more than elementary teachers.

Table 4.15

Motivation and Grade level, T-Test

	N	Mean	Sig. (2-tailed)	Std (Error) Mean	T
Motivation construct:					
Expectancy					
Elementary	41	4.90	.708	.106	.376
Secondary	23	4.83		.	
Motivation Construct :					
Instrumentality					
Elementary	41	5.69	.267	.118	-1.12
Secondary	24	5.96			
Motivation Construct Valence					
Elementary	38	5.67	.122	.208	-1.57
Secondary	19	6.16			

The final T-Test was to measure differences in marital status and how it affects the three motivational constructs. This research grouped teachers that were single or divorced together in one group(S) and teachers who were married or partnered (M) into a second.

Results showed no significant differences between teachers who were single or divorced on the motivation constructs.

Table 4.16

Differences in Motivation by Marital Status T-Test

	N	Mean	Sig. (2-tailed)	Std. Error Mean	T
Motivation Construct –					
Expectancy	21	4.96	.542	.166	.613
Single/Divorced	42	4.83			
Married/Partnered					
Motivation Construct:					
Instrumentality					
Single/Divorced	22	5.92	.542	.170	.718
Married/Partnered	43	5.73			
Motivation Construct-					
Valence	18	5.90	.761	.324	.306
Single/Divorced	39	5.80			
Married/Partnered					

Researching the motivational effects on teachers and student outcomes provided us with many significant insights. The following chapter will provide a summary and recommendations for the school, for schools and districts and questions for further research.

Chapter Five: Summary and Recommendations

This chapter presents a summary of this study results, and important conclusions drawn from the research presented in chapter four. Additionally, this chapter discusses implications for action and recommendations for designing and managing pay for performance systems, and recommendations for further research on pay for performance in the field of education.

Statement of the Problem

Knowing that the most important factor in student achievement is teacher effectiveness, the purpose of this study is to investigate how a specific pay for performance system influenced teacher motivation and effectiveness. The findings of this study will help policy makers address the issues involved when monetary bonuses are linked to student outcomes. As the debate about merit pay or performance-based pay continues, this study will help policy makers to make decisions about pay for performance by creating a better understanding of how such programs affect teachers' motivation to improve their skills and knowledge which ultimately affects student achievement.

Purpose Statement

How teachers should be compensated has been debated in the political arena for several decades. The business concept of motivating employees through monetary compensation or bonuses has been proposed for the educational field (Heneman & Ledford, 1998; Henemann III, et al., 2007; Odden & Kelly, 2002; Urbanski & Erskine, September, 1999). Compensating teachers for high student achievement has been promoted as a way to elevate the teaching profession and possibly bring people into the profession who otherwise would not consider teaching due to traditionally low pay for teachers (Consortium for Policy Research in Education at the University of Wisconsin-Madison [CPRE]; Odden & Kelly, 2002). This study will provide

further understanding of how pay for performance affects teacher motivation and the improvement of teachers' skills and knowledge. Also, this study will provide guidance to school districts, charter schools and other educational entities when making decisions on teacher compensation and evaluation systems.

Research Questions

The research questions were developed using the conceptual framework focused on Vroom's Expectancy Theory (Vroom, 1964). This theory centers on three motivational constructs which are expectancy or the perceived probability that effort will lead to a good performance, instrumentality or the perception that a good performance will provide desired outcomes, and finally valence which refers to the value individuals place on rewards.

Methodology

This study was Convergent Parallel Design (Creswell, 2012, p541), it employed a mixed methods research design that combined quantitative and qualitative data to answer the research questions. The quantitative data was obtained through a survey and a document review of teacher's overall evaluation results and their student achievement results for two semesters in the 2013 – 2014 school years. The qualitative data was obtained through open ended questions added at the end of the survey. The open ended questions provided this researcher with enough data therefore no focus group was necessary.

Teachers who had worked for the school for at least one year were invited to participate in the study, including teachers who left the school site but had experienced the performance-based pay system. This study had seventy seven respondents out of one hundred three eligible teachers or a seventy-five percent response rate.

The quantitative data was analyzed with the SPSS statistical package. The open ended questions were analyzed and themes were uncovered. The emerging themes were grouped by commonalities and then used to help explain the quantitative results. The triangulation process involved analyzing the survey results, the open ended questions and the document review with precision to obtain findings with confidence. The process of triangulation emphasized the various themes found through the various sources (Creswell, 2012).

Summary of the Findings

Results from this mixed research study of the effect of performance based pay on teacher motivation and student outcomes provided some significant results. First, in order to understand the motivational effects on teachers in this performance-based pay program, it was important to investigate if teachers understood their evaluation system. Results of this study indicate that teachers understand the evaluation process and have generally positive reactions to the program. Furthermore, what the teachers appreciated the most in this type of evaluation were the feedback, collaboration and accountability this system provides. This is important because according to the center for High Impact Philanthropy (2010), quality teachers usually reflect on and understand their craft. This organization posits that teachers prefer measures that assist them in meeting the high expectations and support their students achieving such high expectations. Robert Marzano, (2003), stated that individual teachers have a high impact on student achievement based on the daily decisions they make on their instructional practices and classroom management. Other researchers concur that student achievement is directly correlated with teacher improvement. Improvement comes directly from teachers sharing effective teaching strategies (DuFour & Marzano, 2011; Sanders & Horn, 1994; Fullan, 2010). Therefore, results confirmed that most teachers think positively about some of the features of this evaluation. In particular, most

teachers positively respond to the pieces of the evaluation that provide them with the most growth in their professional practice. This was congruent with the article written by Stecher, et al. (2010) which acknowledged that when evaluations have a focus on different measures of effectiveness coupled with strategies to support the teacher, then the result may be positive results on student achievement.

The study used Vroom's motivational constructs to measure teacher motivation (Vroom, 1964). The results of this study provided several insights and findings about teacher motivation and how it affects their instructional practices. This research will review each of the results based on the conceptual framework guiding this study.

Expectancy. Results demonstrate that teachers participating in this study have high levels of expectancy. Teachers believe that their hard work will provide them the results they expect. Under this construct, teachers believe that if they put effort and improved their teaching skills it would improve their students' results, and their evaluation results.

Instrumentality. Instrumentality is interpreted as a subjective probability of an action or effort leading to an outcome. Results indicate that teachers are intrinsically motivated by their own accomplishments or feelings of self-control, self-efficacy and personal growth. Likewise, the teachers were less motivated by the extrinsic rewards including the monetary compensation or even opportunities for advancements or promotions.

Valence. Valence is interpreted as the affective orientations towards outcomes. This construct involves the importance, attractiveness, desirability, or general satisfaction towards the rewards.

Results indicate that most respondents value having a higher salary over receiving bonuses.

Results also indicate that teachers value the opportunity for personal growth through meaningful

dialogue with their administrator or peers more than financial bonuses. This type of interaction is built into the skills and knowledge component of the PAR evaluation. They also value the opportunity to improve their teaching skills through meaningful professional development. Additionally, teachers valued the intrinsic rewards received through their personal growth and development, and the knowledge that their students performed well. On the other hand, the least desirable outcomes were the monetary bonuses for student outcomes. An interesting result indicates that the teachers are not necessarily averse to receiving a monetary compensation, but the adverse reaction is more indicative of the belief that the unified school district pays teachers a higher salary and that they receive a lesser pay for the same amount of work and the additional stress factors that are attached to this program.

Teacher Motivation

This study found few differences between demographic groups in their motivation. The two significant differences the study did find were with the valence construct. First, the study found that the more years of experience a teacher had, the less value they placed on the financial rewards in this particular evaluation system. The second significant difference was that secondary teachers valued the monetary rewards more than the elementary school teachers.

The teachers valued most the elements of collaboration, self- reflection and accountability that this program offers. Teachers value the feedback they receive from their administrators and their peers. Teachers mentioned that they valued the time provided by their peer or administrator to discuss areas of improvement and growth. Most teachers believe that the feedback provided them with specific guidance to improve their effectiveness as teachers. On the other hand most teachers tended to have negative views about the bonuses for student outcomes. Some teachers believe that having student outcome bonuses added stress to the

already stressful situation that is common in charter schools. Some teachers also mentioned belief that this system promoted gaming behavior such as giving themselves higher self-evaluation scores or focusing on students who were at the edge of achieving the benchmark needed for the teachers to achieve the bonuses. Others mentioned that although they liked the evaluation system, the bonuses for skills and knowledge added to their base pay equaled the amount they would be getting paid through the local district. In other words, they would be getting paid the same amount at the local district without having to go through the performance based pay evaluation and student outcome elements.

At the end of the open ended questions, teachers had an opportunity to express any additional thoughts about the PAR system. Many teachers had positive comments about the accountability and growth this system provides. One teacher stated: “This system makes great quality teachers because aspects of this system allows teachers to grow and improve on their practice, unfortunately, with time the same teachers rather go elsewhere and get paid more money in other districts. When they leave, they are given more out of the classroom opportunities to grow professionally” (Teacher 9). More experienced teachers stated that the observation of distinguished teachers who consistently scored high was time wasted. They stated that time should be focused on teachers who really needed the assistance and that other ways of evaluating the distinguished teachers should be explored. Others stated that the system is so large and time consuming that the system needs to be reevaluated. “This system was useful when our school was smaller. The school is so unwieldy and large now; it seems that all the participants are scrambling to get the process done instead of really providing a service to teachers” (Teacher 11).

In summary, the performance-based pay system at this school has been in place for over a decade. The system was put in place when the school was an elementary school with only about forty- five teachers to evaluate (Kellor, 2005). At this time the school has over one hundred teachers from Kindergarten to twelfth grade being evaluated. One of the reasons, this teacher compensation program is maintained with a degree of success is due to the involvement of stakeholders of this charter school. The teacher evaluation system is reviewed and revised consistently by the PAR committee consisting of teachers and administrators. With the growth of this school, the system has been transformed and gone through changes. More changes will continue as this school is consistently pursuing to improve their students' academic gains. The results of this study conclude that the effects on teachers' motivation are positively aligned to the feedback and direction they receive by their peers and their administrators and negatively aligned to the existing bonus structure, specifically with the bonuses attached to student outcomes.

Recommendations for the Charter School in the Study

1. The school should continue the practice of reviewing and updating their teacher evaluation protocols and policies.

This very successful charter school is entering its twenty-third year as an independent charter school and it has successfully implemented a Performance- based program since 1998. The charter school names this program the Peer Assistance and Review program or PAR. Unlike the sponsoring's district's program in which PAR targets teachers who need to improve their skills, in this program all teachers participate. The program has gone through several changes; the program is constantly being reviewed by the Peer Assistance and Review (PAR) Committee. The committee is made up of the administrators and peer reviewers. The committee is in charge of assuring the quality and congruence of the evaluation system. For example, the evaluation tool

is updated to meet the diverse needs of a school that spans grades kindergarten to twelfth grade. Hence, the recommendation is that the PAR committee reviews this study and considers the results to inform their decisions regarding the future of this pay for performance program. The success of this school has been linked to the peer and administrator's observations and guidance of each and every teacher. This study recommends that the committee continues to meet regularly to assure that the quality of this program continues and that it maintains current with the needs of the school as a whole.

2. Provide a base salary comparable to the school district and reconsider the amount provided for the bonuses for skills and knowledge

According to the research results; most teachers understand the Performance-based pay evaluation program and value the feedback, collaboration and accountability such evaluation method provides. Some teachers expressed that they liked to receive bonuses for a job well done. However an important finding is that teachers voiced and expressed concern that their salaries are less than the local district. With that in mind, many teachers stated that they would be paid in base salary what they make with the bonuses, without having to go through this extensive evaluation system, if they worked for the local district. The school recently lost and will continue to lose excellent teachers to local districts if it does not mitigate this issue.

Therefore this recommendation is to raise teacher salaries to equal or be approximate to the salaries of neighboring districts. Doing this might benefit the school by retaining valuable teachers. This school has invested time and resources to train teachers in an extensive and focused professional development program. This school would benefit from retaining teachers that are assets to the school community. If the school does raise the salaries, then the bonuses for the skills and knowledge evaluations can be a set amount, such as an equivalent of five to ten

percent of their gross salary. This will allow for the bonuses to be viewed as a bonus teachers earn when they meet the specified criteria and not something they deem as part of their salary.

At the end of last school year, 2014 -2015; the school and the board approved a raise in salary for the teachers and added additional salary points to provide teachers additional monies for advancing their education. Additionally, they approved apprentices earning the student outcome bonuses. These are steps in the right direction.

3. Eliminate or modify the bonuses for student outcomes.

The respondents in this study voiced their dissatisfaction with the student outcome pay that was added in 2011. Additionally, this research found that teachers who got bonuses did not report higher levels of motivation at any of Vroom's model's constructs including: expectancy, instrumentality and valence. There were demographic characteristics associated with motivation and the bonus system. There was a negative correlation between age and instrumentality. This indicates that the older the teacher is the less motivated they are by the monetary reward. Conversely, the younger the teacher the more motivated he or she is by receiving a bonus. With this in mind, there appears to be no motivational value to continuing with bonuses for student outcomes.

4. Review the policy so that teachers are not inclined to game the system.

This research suggests that some teachers may game the system by working with students who are almost at the proficient level to bring them up to the next level instead of assisting all students by differentiating. Another example of this gaming behavior is that teachers may not encourage their students to do well in the pre- test so that they can show growth in the post test. One change is already in effect at the time of this writing. Due to the state's elimination of the STAR test, the California Department of Education required charter schools to have a way to

measure students' achievement. Hence, this school adopted the Northwest Evaluation Association (NWEA) in 2013-14. With this adoption, the school decided to change the use of teacher-made benchmark tests. Use of this test is a step in the right direction since it is a normed, online test. Teachers are no longer creating the benchmark tests. This prevents some of the gaming behaviors such as having students not try their best on the first test and push them to do their best on the post tests. The NWEA is a growth model test that students take in the beginning of the year and provides students with goals to reach that are based on the student's personal results.

5. Design an evaluation protocol for teachers performing continuously and consistently at a “distinguished level” that includes participating in a Professional Learning Community (PLC) with the purpose of developing and strengthening a self-selected area of interest

The research shows that teachers highly value the collaboration and feedback that this evaluation system provides. However, the research supports that the more experienced a teacher is the less valuable the process of evaluation in the teacher's view. In fact several teachers voiced that they knew what they had to do to receive the bonuses, but that it added no value to their growth as teachers. Therefore, if the purpose of this program is to assure that all teachers continue to develop as teachers for the benefit of the students, a possible recommendation is to develop an alternate evaluation plan for teachers who have received the status of “distinguished” for a set number of evaluation cycles.

According to DuFour and Marzano (2011), the development of professional learning communities (PLC) is an essential factor in dramatically improving the overall performance of schools. PLCs improve the engagement of students and in turn give teachers a sense of their own effectiveness. According to Richard DuFour and Michael Fullan (2013), PLCs offer each

participant an opportunity to enter a process that involves “continuous improvement (p.3). Therefore, a recommendation is to design an evaluation for teachers performing continuously at a “distinguished level” to become part of a PLC with the purpose of developing a self-selected area of interest. As a result, teachers can in fact become “experts” in their area of interest. As a result these expert teachers can practice their area of interest in their classrooms and then share their learning with the PLC members. After a year of working on a specific area, the PLC teachers could present their finding, learning, student samples with other teachers at a professional development day. With this process, these teachers become mentors to new teachers or facilitators in their areas of expertise. This recommendation promotes teacher’s choice and voice in the way they are evaluated; it builds capacity of leadership, and it offers a meaningful way to evaluate distinguished teachers and provide the school with leadership capacity by promoting continuous growth and learning in this educational community.

Recommendations for Policy Makers, School Districts, and Charter Schools

The results found in this study provide information for recommendations for policy makers in the field of education. This research will make two recommendations.

1. Avoid pay for performance programs involving student outcomes.

This research found that most teachers do not find this type of bonus system motivating. Additionally, research demonstrated that there were no significant differences in motivation based on, gender or marital status. Research demonstrated that there was a significant difference in the value teachers place on receiving the monetary bonuses based on experience and age. The results showed that the more experience a teacher had, the less value they placed on the expected reward, similarly, the younger a teacher was, the more value they placed on the expected reward, while the older the teacher placed less value on the expected reward. Therefore, if the extrinsic

rewards are of lesser value and therefore less motivating for a teacher, then why invest in such a program? If a school district or charter school believes that a higher pay would attract higher quality teachers, then they should pay teachers higher salaries (Heneman & Ledford, 1998; Odden & Kelly, 2002).

2. Provide opportunities for teachers to collaborate and learn from each other.

This research found that teachers highly valued the collaboration and opportunities to improve their craft with their peer or administrator. Teachers should be given opportunities to develop expertise and apply it in their classroom under the mentorship of other teachers with the same goals and objectives. Robert Marzano (2012) stated that most teacher evaluations are not designed to develop teachers. It is apparent that teachers viewed this system as designed to provide them with the ability to reflect and receive feedback from their peer observer and from their administrator. A good use of funds would be to allow teachers the time to meet with professional learning communities within their school or their district and develop a specific skill or strategy to improve their students' achievement.

Implications for Further Study

This study provides us with many implications that can be addressed in future research study. Below are three implications for further study.

1. Fairness of Pay for Teachers in Relationship to Similar Professions

The results of this study reveal that the performance-based pay system is not a factor that directly affects teachers' motivation to improve their teaching skills, at this particular charter school. However, the fact teachers are paid much less than other professionals with the same level of degrees (Odden & Kelly, 2002, Podursky & Springer, 2007), remains an issue for

education. Therefore the issue of how and how much to pay educators is one that needs further study and investigation.

Additionally, this study revealed that most teachers did not see the bonuses as a bonus, but as part of their salary because of the perceived lower pay scale. An additional study could investigate if it would be more motivating to teachers if a school district or charter school offered a market rate pay and bonuses that provided a salary comparable to higher paid professionals.

2. The Effectiveness of Administrator's Supervisory Actions

This study found that collaboration, feedback, and accountability that this review program provides do have a direct effect on teacher motivation. Teacher effectiveness is linked directly to student achievement. Du Four and Marzano (2011) propose that if teachers develop their skills, and put the skills to practice in their classrooms, their students will demonstrate gains (DuFour & Marzano, 2011;Marzano, 2003;Sanders & Horn, 1994). However, according to Michael Fullan (Fullan, 2010), “the role of the school leader is to enable, facilitate, and cause peers to interact in a focus manner” (p.36). Further research could focus on the effectiveness of administrators’ supervisory actions in helping teachers figure out how to improve their practice and improve the overall schools’ achievement. It would benefit the educational community to assess the effectiveness of the feedback provided and compare it to the interaction with teacher’s peers in professional learning communities (PLC). The PLC focuses on teachers developing their skills with the assistance of peers.

3. Administrators and Peers’ Point of View in Regards to the Benefits of Performance-Based Pay Programs

This study did not address the administrator’s point of view, or the factors that may affect them directly when evaluating teachers within a performance –based pay system. This study did

not address the peer evaluator's point of view or the value they see in their participation in such an evaluation system. Therefore it would be pertinent to study the training and application of evaluation systems and their effect on all stakeholders. A study in the training of the teacher evaluators and administrators on this system would be valuable.

Finally, there are a variety of performance-based pay systems in different districts, and states across the nation. The success of such systems depends greatly on the leadership's purpose and support of such programs. . This study covered the system of one charter school that has demonstrated academic success. The school's leadership believes that part of the success is due to the teacher evaluation program. This particular PAR program provides teachers with training, feedback, and support from administrators and high level peers. This study has made recommendations for consideration, however; the issue of paying teachers higher salaries is one that has to be considered at a national level.

The PAR system at this school has and continues to develop high level teachers. However, this program also contributes to stress factors and teacher attrition, so the school is in constant flux. This study will assist the school and schools considering such type of programs a meaningful way to decide if performance-based pay is an option and how to implement it in a way that it will retain the teachers they train and value.

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Appendix A: Apprentice PAR Evaluation

 VAUGHN NEXT CENTURY LEARNING CENTER Apprentice PAR Matrix		High Objective Uniform State Standard of Evaluation				
Name of Teacher _____		Room _____		Grade(s) _____		
Name of Peer Reviewer _____		Evaluation Type: _____		Self _____	Peer _____	
Name of Administrator _____		Date _____		School Year _____		
Domain I: PLANNING AND PREPARATION						
Component 1D: Designing Coherent Instruction						
ELEMENT	INNOVATING (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Instructional Materials and Resources	All materials and resources support the instructional goals and engage students in meaningful learning. There is evidence of student engagement, ownership, selection, bringing in newspaper articles, museum material, or guest speakers. Consistently make accommodations in differentiated resources for all learners.	Most materials and resources support the instructional goals and engage most students in meaningful learning. Accommodations & differentiated resources are utilized most of the time for all learners.	Some of the materials and resources support the instructional goals and some engage the majority of students in meaningful learning. Accommodations & differentiated resources are utilized some of the time.	Materials and resources do not support the instructional goals or engage students in meaningful learning. Use of accommodations & differentiated resources are not evident.		
Lesson and Unit Structure, Planning	Learning activities are highly aligned with state standards and student goals. The lesson or unit's structure is clear and allows for different pathways according to student needs. Lesson plans are used for reflection on success or need for growth.	Most of the learning activities are aligned with state standards and student goals. The lesson or unit has clearly defined structure with relevant & meaningful activities. Time allocations are reasonable. Lesson plans demonstrate short & long term plans. Comprehensive lesson plans are consistently accessible for instructional reference.	Some of the learning activities are aligned with state standards & student goals. The lesson or unit has a recognizable structure, although the structure is not uniformly maintained. Time allocations are reasonable. Lesson plans are comprehensive generally visible for instructional reference. Pacing plans are used in planning.	Learning activities are not suitable to align with state standards or student goals. The lesson or unit lacks clearly defined structure or the structure is chaotic. Time allocations are unrealistic. Lesson plans are not comprehensive and/or may not be accessible for reference during lessons. Pacing plan not followed.		NOTE: Accessible means that hard copies or computer file are immediately available to admin/peer reviewer.
ELEMENT	INNOVATING (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Instructional Groups	Instructional groups are varied and appropriate for different instructional goals. Evidence of student choice (when appropriate). Heterogeneous and homogeneous groups evident across curriculum.	Instructional groups are varied and appropriate to the different instructional goals. There is mobility among groups per student needs/needs.	Instructional groups are recognized in suitability to the instructional goals and offer minimal variety. There is some regrouping based on evaluation of student needs.	Instructional groups do not support the instructional goals and offer no variety throughout the semester with no changes in groups.		
Domain II: THE CLASSROOM ENVIRONMENT						
Component 2C: Managing Student Procedures						
ELEMENT	INNOVATING (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Management of Instructional Groups	Groups work independently and productively engaged at all times with students assuming responsibility for efficient operation.	Tasks for group work are organized and groups are managed so most students are engaged at all times.	Tasks for group work are partially organized resulting in some off-task behavior when teacher is involved with one group.	Students not working with the teacher are not productively engaged in learning.		
Management of Transitions and Materials / Supplies	Transitions and routines for handling materials are explicit with students assuming some responsibility for efficient operation.	Transitions and routines for handling materials occur smoothly with little loss of instructional time.	Transitions are sporadically efficient resulting in some loss of instructional time. Routines for handling materials and supplies function moderately well.	Much time is lost during transitions. Materials are handled inefficiently resulting in loss of instructional time.		
Supervision/ Collaboration Support Staff/ Paraprofessionals (If Applicable)	Support staff and/or para-professionals make a substantial contribution to the classroom environment and student learning.	Support staff and/or para-professionals are productively and independently engaged in work that benefits the students.	Support staff and/or para-professionals are productively engaged during portions of class time. Instructional routines are not evident or fully followed.	Support staff and/or para-professionals have no clearly defined duties or do nothing most of the time.		
Component 2D: Managing Student Behavior						
ELEMENT	INNOVATING (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Behavioral Expectations	Standards of conduct, consequences and rewards are clear to all students and consistently reinforced with student participation.	Standards of conduct, consequences and rewards are clear to all students. Expectations are developmentally appropriate.	Standards of conduct appear to have been established for most situations but most students seem to understand them.	No standards of conduct appear to have been established or students are confused about the standards and rules. Consequences and rewards are developmentally inappropriate.		
Monitoring of Students Behavioral	Monitoring by teacher is subtle and preventative. Students monitor their own and their peers' behavior concerning one another respectfully.	Teacher is alert to student behavior at all times.	Teacher is generally aware of student behavior but may miss the activities of some students.	Students behavior is not monitored. Teacher is unaware of what students are doing.		
Response to Student Misbehavior	Teacher's response to misbehavior is effective and sensitive to student individual needs, student behavior is promptly addressed.	Teacher's response to misbehavior is appropriate, consistent and successful. Teacher respects the student's dignity. Student behavior is generally appropriate.	Teacher attempts to respond to student misbehavior but with uneven results. No serious disruptive behavior occurs.	Teacher does not respond to misbehavior or the response is inconsistent overly repressive or does not respect the student's dignity.		
Component 4F: Showing Professionalism						
ELEMENT	INNOVATING (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Attends Scheduled Meetings	Dependable, consistently attends and participates in all scheduled meetings.	Attends most scheduled meetings. Usually dependable, participates and contributes.	Inconsistent attendance and participation in scheduled meetings.	Often misses scheduled meetings. Un dependable. Minimal participation.		
Punctuality and Adherence to Work Hours (Per Handbook)	Consistently on time for arrival, dismissal, student pickup and dismissal of students. Completion of scheduled work hours.	Adheres to work hours. Pickup students on time from recess and lunch (elementary). Starts and dismisses students on time (secondary).	Inconsistently adheres to work hours. Is inconsistent dismissing and picking-up students on time.	Often fails to arrive on time in the a.m. Often fails to dismiss or pickup students on time. Regularly does not complete hours of scheduled workday.		
Uses Illness/ Release Days with Discretion	Demonstrates excellent attendance. Always exhibits consideration of class needs when unable to attend.	Demonstrates good attendance. Is considerate of class needs when absent.	Demonstrates average attendance. Some consideration of class needs is evident.	Inconsistent attendance without substantiated evidence or domestic rationale. Does not exhibit consideration of class needs.		
Prepares Lesson Plans for Substitute Teacher	Substitute folder and/or lesson plans are consistently accessible and available. Complete, contains activities that are up-to-date and relevant. Includes information on instructional needs of students with 504s and IEPs.	Substitute folder and/or lesson plans are accessible available and up-to-date. Includes information on instructional needs of students with 504s and IEPs.	Substitute folder and/or lesson plans are available but contains minimal information or may not be up-to-date.	No substitute folder or lesson plans are available.		
Adheres to Dress Code per Handbook	Consistently dresses professionally. Is neat, clean and well-groomed.	Usually dresses professionally. Is neat, clean, and well-groomed.	Inconsistent in professional dress and/or grooming. Sometimes too casual.	Attire is usually inappropriate and excessively casual. May not always appear well-groomed.		
Professional Conduct	Demeanor reflects courtesy towards adults and students. Contributes to environment of collegiality, community, and professionalism.	Models professional behavior towards adults and students.	Generally polite toward adults and students.	Behavior towards other adults and students detracts from an atmosphere of collegiality.		

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Appendix B: Elementary/Secondary PAR Evaluation. The secondary PAR evaluation has some minor changes to the rubric; however, for the purposes of this research, the elementary PAR

rubric will be displayed.

PAR Matrix							High Objective Uniform State Standard of Evaluation
		Room _____		Grade(s) _____			
Name of Teacher _____		Evaluation Type: _____		Self _____		Peer _____	
Name of Peer Reviewer _____		Date _____		School Year _____		Administrator _____	
Name of Administrator _____							
Domain I: PLANNING AND PREPARATION							
Component 1A: Demonstrating Knowledge of Content							
LEVEL OF PERFORMANCE							
ELEMENT	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS	
Knowledge of Content and Prerequisite Skills	Teacher displays extensive content knowledge and actively builds on previous skills when describing or reviewing concepts for student understanding.	Teacher displays solid content knowledge and prerequisite skills of topics and concepts. Demonstrates understanding of ELD impact on student learning.	Teacher displays basic content knowledge but cannot articulate connections with other disciplines. Prerequisite skills may be incomplete or inaccurate.	Teacher makes content errors or does not connect content across disciplines. Teacher displays little understanding of prerequisite skills important for student learning.			
Component 1B: Demonstrating Knowledge of Students							
ELEMENT	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS	
Knowledge Varied Approaches to Learning	Teacher consistently uses appropriate knowledge of students varied approaches to learning in instructional planning, including those with special needs. Teacher consistently differentiates instruction using a variety of instructional tools.	Teacher uses effective differentiated strategies for learning to meet students diverse needs. Consistent use of some instructional tools, checks for understanding, connects to prior knowledge, use of charts, Thinking Maps, graphic organizers, and other activities as well as technology.	Teacher displays general understanding of the different approaches to learning that students exhibit and uses some approaches or strategies with mixed results.	Teacher is inconsistent with different approaches to learning that students exhibit, such as learning styles, modalities, and multiple "intelligence".			
ELEMENT	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS	
	Teacher displays awareness of students' interests and cultural heritage. Demonstrates awareness of student skills and knowledge including those students with special needs. Consistently uses information from IEP/504 goals, CELDT levels, GATE and/or ELD levels as well as student background knowledge.	Teacher displays awareness of student skills and knowledge for groups of students and individuals, and recognizes the goals of this knowledge including IEP/504 goals, CELDT levels, GATE, ELD and student background knowledge.	Teacher recognizes the value of understanding the background of the class, but does not have awareness of individual student strengths and challenges.	Teacher displays little awareness of students' interests or cultural heritage. Skills and knowledge are clear but indicate that such knowledge is valued.			

WORLDWIDE STANDARDS FOR EDUCATIONAL PRACTICES						
ELEMENT	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Value, Clarity, and Suitability	Content and language objectives are well designed. Teacher clearly articulates how objectives establish high expectations and relate to curriculum frameworks and Common Core State Standards.	Content and language objectives are suitable for level of expectations, conceptual understanding and importance of learning. Learning goals and objectives match Common Core State Standards and are clear to students and teacher.	Objectives are moderately suitable in either their expectations or conceptual understanding for students and in the importance of learning. Learning goals/objectives match Common Core State Standards.	Objectives are not suitable or clear in either their expectations or conceptual understanding for students. No alignment with CCSS or unclear.		
Component 1D: Designing Coherent Instruction						
ELEMENT	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Instructional Materials and Resources	All materials and resources support the instructional goals and engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials for example, sharing of websites, bringing in newspaper articles, museum materials, or guest speakers.	Most materials and resources support the instructional goals and engage most students in meaningful learning.	Some of the materials and resources support the instructional goals and some engage the majority of students in meaningful learning.	Materials and resources do not support the instructional goals or engage students in meaningful learning.		
Lesson and Unit Structure, Planning	Learning activities are highly aligned with CCSS and student goals. The lesson or unit structure is clear and allows for different pathways according to student needs. Lesson plans are used for reflection on success or need for growth.	Most of the learning activities are aligned with Common Core State Standards and student goals. The lesson or unit has a clearly defined structure with relevant, meaningful activities. Time allocations for materials are reasonable. Lesson plans book annotations short & long term plans.	Some of the learning activities are aligned with CCSS & student goals. The lesson or unit has a recognizable structure, although the structure is not uniformly maintained. Time allocations are reasonable. Lesson plans book annotations materials are easily accessible. Pacing plan used in planning.	Learning activities are not suitable to students or instructional goals. The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic. Lesson plans book annotations are incomplete or inaccurate. Pacing plan not followed.		
Instructional Groups	Instructional groups are varied and appropriate for different instructional goals. Evidence of student choice (when appropriate). Heterogeneous and homogeneous groups evident in state curriculum.	Instructional groups are varied and appropriate to the different instructional goals. There is mobility among groups per student needs/interests.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety. There is some regrouping based on evaluation of student needs.	Instructional groups do not support the instructional goals and offer no variety. Student groups tend to be stagnant throughout the semester with no changes in groups.		
Most Element: Project Based Learning	Teacher has had prior had having inquiry and/or problem solving with students. Teacher plans and implements PBL throughout the year. Planning for PBL includes authentic learning experiences, strong teacher conditions and students are taught important success skills to complete the PBL unit.	Teacher plans and implements PBL throughout the year. Planning for PBL includes authentic learning experiences, strong teacher conditions and students are taught important success skills to complete the PBL unit.	PBL instruction takes place at least twice a year. Teacher has planned PBL to include teacher and student assessment, but with mixed results. Teacher is still developing level with PBL.	Teacher does not implement PBL as part of teaching practice, or there is only some token use of the instructional methods.		

ELEMENT	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Criteria and Standards	Assessment criteria and standards are clear and have been communicated to students via consistent use of formulating, guided, analyzed work, on display posters, etc.	Assessment criteria and standards are clear and have been communicated to students via consistent use of formulating, guided, analyzed work, on display posters, etc.	Assessments criteria and standards have been developed but they are not clear or have not been clearly communicated to students.	The proposed approach contains no clear criteria or standards.		
Assessment and Evaluation	Students are aware of how they are meeting standards on assessments, projects or other performance tasks. They actively participate in the evaluation process to plan their learning goals. Teacher uses data consistently to improve student achievement. Formative and summative assessments are used consistently.	Teacher evaluates assessment results to plan for individuals as well as group goals. Teacher uses data to improve student achievement. Formative and summative assessments are used.	Teacher generally evaluates assessment results to plan for the class as a whole. Teacher shows some evidence of evaluation.	The assessment results have a minimal effect on planning and goal setting. Assessments are given but there is hardly any evaluation of results.		* Example of assessment criteria and scoring forms, processes, and performance products.
Domain II: THE CLASSROOM ENVIRONMENT						
Component 2A: Creating an Environment of Respect and Rapport						
ELEMENT	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Teacher-Student Interaction and Student-Student Interaction	Teacher-student interactions are friendly and demonstrate genuine warmth, caring and respect. Teacher addresses students respectfully. Such interactions are appropriate to developmental and cultural norms. Students demonstrate genuine caring for one another as individuals and as students.	Teacher demonstrates genuine caring for the whole student. Students exhibit respect for teacher, peers and respectful. Teacher works to develop a sense of community and caring among students.	Teacher-student interactions are generally appropriate but may reflect occasional insensitiveness, favoritism, or disregard for student cultural and/or language needs. Students exhibit only basic respect for teacher and one another.	Teacher interaction with some students is negative, demeaning, sarcastic or inappropriate to the age, culture and language needs of the students. Students exhibit disrespect for teacher. Student interactions are characterized by conflict, animosity or put-downs.		
Access to Student Health, Socio-Emotional	Teacher is highly proactive in serving the whole student. Consistently communicates students needs to learn and utilizes services available to students.	Teacher is proactive in serving the whole student. Generally communicates student needs to learn and utilizes services available to students.	Teacher attempts to service the whole student as necessary. Sometimes communicates students needs to learn.	Teacher is not alert to students' needs and does not utilize services available to the team.		

ELEMENT	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Expectations for Learning and Achievement	Planning of learning activities, interactions and the classroom environment convey high expectations for the learning of all and are established and maintained by both students and teacher. Current quality student work is exhibited with pride and with evidence of reflection.	Instructional goals, activities, interactions and the classroom environment convey high expectations for student achievement. Students produce quality work that is current and is exhibited with pride. Projects, demonstrations, reports, presentations, plays, etc. are some ways students demonstrate work.	Instructional goals, activities, interactions and the classroom environment convey moderate expectations for student achievement. Students demonstrate minimal pride in their work. Most displayed student work is current.	Instructional goals, activities, interactions and the classroom environment convey only the lowest expectations for student achievement. Students demonstrate no pride in their work. Displayed student work is not current.		
Component 2C: Managing Student Procedures						
ELEMENT	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Management of Instructional Groups	Groups work independently and productively engaged at all times with students assuming responsibility for efficient operation.	Tasks for groups work are organized and groups are managed so most students are engaged at all times.	Tasks for group work are partially organized resulting in some off-task behavior when teacher is involved with one group.	Students not engaged with the teacher are not productively engaged in learning.		
Management of Transitions and Materials / Supplies	Transitions and routines for handling materials are seamless with students assuming some responsibility for efficient operation.	Transitions and routines for handling materials occur smoothly with little loss of instructional time.	Transitions are sporadically efficient resulting in some loss of instructional time. Routines for handling materials and supplies function moderately well.	Much time is lost during transitions. Materials are handled inefficiently resulting in loss of instructional time.		
Work with Resource, Support, Volunteer and Professional Staff (If Applicable)	Resource, support, and others make substantial contribution to the classroom environment and student learning.	Staff/volunteers are productively and independently engaged during the entire class to work that benefits the students. There is frequent communication with teacher.	Staff/volunteers productively engaged during portions of class time but require frequent supervision.	Staff/volunteers have no clearly defined duties or do nothing most of the time.		

ELEMENT	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Behavioral Expectations	Standards of conduct, consequences and rewards are clear to all students and appear to have been developed with student participation.	Standards of conduct, consequences and rewards are clear to all students. Expectations are developmentally appropriate.	Standards of conduct appear to have been established for most situations and most students seem to understand them.	No standards of conduct appear to have been established or students are confused about the standards and rules. Consequences and rewards are developmentally inappropriate.		
Monitoring of Students' Behavior	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior concerning one another respectfully.	Teacher is alert to student behavior at all times.	Teacher is generally aware of student behavior but may miss the activities of some students.	Student behavior is not monitored. Teacher is unaware of what students are doing.		
Response to Student Misbehavior	Teacher's response to misbehavior is highly effective and sensitive to students' individual needs. Student behavior is readily appropriate.	Teacher's response to misbehavior is appropriate, consistent and successful. Teacher respects the student's dignity. Student behavior is generally appropriate.	Teacher attempts to respond to student misbehavior but with uneven results. No serious disruptive behavior occurs.	Teacher does not respond to misbehavior or the response is inconsistent overly repressive or does not respect the student's dignity.		
Component 2E: Organized Physical Space						
ELEMENT	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Safety, Arrangement of Furniture and use of Physical Resources	The classroom's safe and furniture arrangement allows for flexible groupings and accommodation of students' needs. Both teacher and students use physical resources optimally and cooperatively to ensure that learning is accessible to all.	The classroom's safe and furniture arrangement supports learning activities. Teacher uses physical resources skillfully and learning is equally accessible to all students.	The classroom is safe and furniture is adjusted for the lesson. Teacher uses physical resources adequately and at least essential learning is accessible to all students.	The classroom is unsafe or the furniture arrangement is not suited to the lesson activities. Teacher uses physical resources poorly and learning is not accessible to some students.		

Domain II: INSTRUCTION						
Component 3A: Communicating Clearly and Accurately						
LEVEL OF PERFORMANCE						
ELEMENT	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Directions and Procedures	Teacher directions and procedures are clear to students and anticipate possible misunderstandings.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are confusing to students.		
Oral and Written Language	Teacher's spoken and written language is correct and expressive using well-chosen vocabulary that models academic language enriching the lesson.	Teacher's spoken and written language is audible and legible and builds interest for student academic language development.	Teacher's spoken language is audible or written language is legible. Both are used correctly. Vocabulary is correct and appropriate to student ages and backgrounds.	Teacher's spoken language may be inaudible or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague or used incorrectly, leaving students confused.		
Component 3B: Questioning and Discussion Techniques						
ELEMENT	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Quality of Questions	Teacher's questions are uniformly high quality with adequate time for students to respond.	Most of teacher's questions are of high quality. Adequate time is available for students to respond. Teacher listens actively to responses.	Teacher's questions are drawn from a variety of levels of understanding (Bloom's taxonomy). Inconsistent use adequate response time.	Teacher's questions are usually all poor quality. Teacher does not listen to student responses.		
Discussion Techniques of Student Participation	Students assume considerable responsibility for the success of the discussion, initiating topics making spontaneous and relevant contributions ensuring that all voices are heard.	Classroom interaction represents true discussion with teacher taking appropriate role as facilitator. Teacher successfully engages all students in the discussion.	Teacher makes some attempt to engage students in a true discussion with uneven results and limited success.	Interaction between teacher and student is predominantly monologic with teacher mediating all questions and answers. Only a few students participate in discussions.		
Component 3C: Engaging Students in Learning						
ELEMENT	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Representation of Content	Representation of content is effective. Students are intellectually involved with the content and actively engaged in the construction of understanding.	Representation of content is appropriate and links well with students knowledge and experience.	Representation of content is inconsistent in quality. Some is done skillfully with good examples, other portions are difficult to follow.	Representation of content is inappropriate and unclear or teacher uses poor examples and analogies.		

Activities and Assignments	The activities and assignments in their exploration of content. There is evidence of problem-based learning, student choice, depth of knowledge, authenticity and relevance.	appropriate to students, across all students are cognitively engaged in them.	appropriate to students and engage them, but others are not.	inappropriate for students in terms of their age or backgrounds. Students are not engaged.		
Delivery and Pacing	The lesson structure is highly coherent allowing for student reflection and closure as appropriate. Pacing of lesson is appropriate for all students.	Lesson delivery has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	Lesson delivery has a recognizable structure although it is not uniformly maintained throughout the lesson. Pacing of lesson is inconsistent.	Lesson is poorly structured or the pacing of the lesson is too slow or rushed or both.		
Component 3D: Feedback to Students						
ELEMENT	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Providing Feedback to Students	Accurate, constructive, substantive, specific and timely feedback is consistently provided to all students. Students make use of feedback in their learning.	Regularly provides feedback, corrective encouragement/legitimate praise to students in their learning. Feedback timely enough to prevent misunderstandings and to promote academic growth.	Feedback is inconsistent in quality. Some feedback is specific, encouraging and helpful, while some feedback is not. Timeliness of feedback is inconsistent.	Feedback is either not provided or is consistently of poor quality. Feedback is not provided in a timely manner, making it of little or no use to student.		
Component 3E: Demonstrating Flexibility and Responsiveness						
ELEMENT	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Lesson Adjustments	Teacher uses many opportunities to enhance learning. Teacher builds on student questions, interests, and/or integrates related events to successfully increase understanding.	Teacher makes minor adjustments to a lesson and the adjustments occur smoothly. Teacher successfully accommodates students' questions or interests.	Teacher attempts to adjust a lesson with mixed results. Teacher attempts to accommodate student questions or interests. The effects on the coherence of a lesson are uneven.	Teacher adheres rigidly to an instructional plan even when a change will clearly improve a lesson. Teacher ignores or brushes aside students' questions or interests.		
Modifications and Flexibility	Teacher persists in seeking effective approaches for students who need help. Teacher uses an extensive repertoire of strategies and solicits additional resources from the school.	Teacher persists in seeking approaches for students who have difficulty learning. Teacher possesses a moderate repertoire of strategies, including use of technology.	Teacher accepts responsibility for the success of all students but has only limited repertoire of instructional strategies to use.	The teacher does not accommodate when a student has difficulty learning. Teacher does not solicit additional resources from the school.		

SUBUNIT IV: PROFESSIONAL RESPONSIBILITIES						
Component 4A: Reflecting on Teaching						
ELEMENT	LEVEL OF PERFORMANCE				RATING	COMMENTS
	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)		
Self-Reflection	Teacher consistently makes thoughtful and accurate assessment of areas of need and seeks professional development and utilizes resources. Teacher makes systematic attempt to apply new knowledge in his/her classroom.	Teacher makes an accurate self-assessment of areas of need and usually seeks out professional development and utilizes resources to enhance content knowledge and pedagogical skill.	Teacher reflects in teaching but self-assessment may not reflect areas needing improvement. Inconsistently seeks professional development and utilizes resources to a limited extent.	Teacher reflects on teaching but self-assessment is superficial or does not address areas of need. Does not seek out resources to improve teaching abilities.		
Accuracy	Teacher demonstrates a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals citing many specific examples from the lesson and weighing the relative strength of each.	Teacher demonstrates an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher demonstrates a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher does not know if a lesson was effective or achieved its goals.		

Component 4B: Maintaining Accurate Records						
ELEMENT	LEVEL OF PERFORMANCE				RATING	COMMENTS
	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)		
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is fully organized and effective. Students participate in the maintenance of records.	Teacher's system for maintaining information on student completion of assignments is fully organized and effective, including use of gradebook and Aeries.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially organized and effective. Use of grade book grading records is evident.	Teacher's system for maintaining information on student completion of assignments is not organized and is in disarray.		
Student Progress in Learning	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.	Teacher's system for maintaining information on student progress in learning is effective, including use of gradebook and Aeries.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher has no system for maintaining information on student progress in learning or the system is in disarray.		
Non-instructional Records (Attendance, etc.)	Teacher's system for maintaining information on non-instructional activities is highly comprehensive and effective. Meets all deadlines.	Teacher's system for maintaining information on non-instructional activities is effective. Meets all deadlines.	Teacher records for non-instructional activities are adequate but they may require monitoring on occasion. Generally meets deadlines.	Teacher's records for non-instructional activities is disarray. Does not comply with deadlines.		

Component 4C: Communicating with Families						
ELEMENT	LEVEL OF PERFORMANCE				RATING	COMMENTS
	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)		
Information About Individual Students	Teacher proactively communicates with parents frequently on both positive and negative aspects of the student's program. Responds to parent concerns and are handled with great sensitivity.	Teacher communicates with parents about student's progress regularly or as needed, responding to parent concerns in a timely manner.	Teacher adheres to the school's required procedures for communicating with parents. Responds to parent concerns as required.	Teacher provides minimal information to parents and does not respond or responds inappropriately to parent concerns about students, inconsistent, tardy responses, or does not respond to students.		
Engagement of Families in the Instructional Program	Teacher's efforts to engage families in the instructional program are frequent and successful. Teacher contributes ideas for projects that will be enhanced by family participation. Teacher consistently participates in the school's activities for parents.	Teacher's efforts to engage families in the instructional program are frequent and successful. Teacher participates in the school's activities for parents.	Teacher makes modest and inconsistent attempts to engage families in the instructional program. Teacher occasionally participates in the school's activities for parents.	Teacher makes no attempt to engage families in the instructional program or such attempts are inappropriate. Teacher rarely participates in the school's activities for parents.		

Component 4D: Contributing to the School and School Culture						
ELEMENT	LEVEL OF PERFORMANCE				RATING	COMMENTS
	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)		
Service to the School	Teacher consistently volunteers to participate in school events, actively participates in committee and assumes a leadership role in at least some aspect of school life.	Teacher volunteers to participate in school events makes substantial contributions to committee/project.	Teacher participates in school events only when specifically asked and makes minimal contributions to committee/project.	Teacher does not participate in school events and does not make contributions to committee/project.		

Component 4E: Growing and Developing Professionally						
ELEMENT	LEVEL OF PERFORMANCE				RATING	COMMENTS
	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)		
Service to the Profession	Teacher makes frequent activities to contribute to the profession, such as presenting new teaching, sharing presentations, sharing knowledge & resources. Support & collaboration classroom relationships with colleagues.	Teacher participates actively in leading other educators. Support and collaboration characterize relationships with colleagues.	Teacher has limited ways to contribute to the profession, such as sharing resources. Teacher maintains only cordial relationships with colleagues to fulfill the duties that the school requires.	Teacher makes no effort to share knowledge or resources with others or to assume professional responsibilities. Teacher interacts with colleagues in negative or self-serving.		

Component 4F: Showing Professionalism						
ELEMENT	LEVEL OF PERFORMANCE				RATING	COMMENTS
	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)		
Attendance at Scheduled Meetings	Observable, consistently attends and participates in all scheduled meetings.	Attends most scheduled meetings. Usually dependable, participates and contributes.	Inconsistent attendance and participation in scheduled meetings.	Often misses scheduled meetings. Un dependable. Minimal participation.		

Component #3: Communicating with Families						
ELEMENT	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Information About Individual Students	Teacher provides information to parents frequently on both positive and negative aspects of the student's progress. Responds to parent concerns and are handled with great sensitivity.	Teacher communicates with parents about student progress regularly or as needed, responding to parent concerns in a timely manner.	Teacher adheres to the school's required procedures for communicating with parents. Responds to parent concerns as needed.	Teacher provides minimal information to parents and does not respond or responds inappropriately to parent concerns about students, inconsistent, overly negative, or does not respect students.		
Engagement of Families in the Instructional Program	Teacher's efforts to engage families in the instructional program are frequent and successful. Teacher contributes ideas for projects that will be enhanced by family participation. Teacher consistently participates in the school's activities for parents.	Teacher's efforts to engage families in the instructional program are frequent and successful. Teacher participates in the school's activities for parents.	Teacher makes modest and inconsistent attempts to engage families in the instructional program. Teacher occasionally participates in the school's activities for parents.	Teacher makes no attempt to engage families in the instructional program or such attempts are inappropriate. Teacher rarely participates in the school's activities for parents.		
Component 4D: Contributing to the School and School Culture						
ELEMENT	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Service to the School	Teacher consistently volunteers to participate in school events, actively participates in committee and assumes a leadership role in at least some aspect of school life.	Teacher volunteers to participate in school events makes substantial contributions to committee/project.	Teacher participates in school events only when specifically asked and makes minimal contributions to committee/project.	Teacher does not participate in school events and does not make contributions to committee/project.		
Component 4E: Growing and Developing Professionally						
ELEMENT	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Service to the Profession	Teacher writes important activities to contribute to the profession, such as mentoring new teachers, making presentations, sharing knowledge & resources. Support & cooperation characterize relationship with colleagues.	Teacher participates actively in assisting other educators. Support and cooperation characterize relationship with colleagues.	Teacher finds ways to contribute to the profession, such as sharing resources. Teacher maintains only cordial relationships with colleagues to fill the duties that the school requires.	Teacher makes no effort to share knowledge or resources with others or to assume professional responsibilities. Teacher relationships with colleagues are negative or self-serving.		
Component 4F: Showing Professionalism						
ELEMENT	INNOVATING (4)	INTEGRATING (3)	BASIC (2)	UNSATISFACTORY (1)	RATING	COMMENTS
Attends Scheduled Meetings	Dependable, consistently attends and participates in all scheduled meetings.	Attends most scheduled meetings. Usually dependable, participates and contributes.	Inconsistent attendance and participation in scheduled meetings.	Often misses scheduled meetings. Un dependable. Minimal participation.		

Punctuality and Adheres to Work Hours (Per Handbook)	Dismissal, student pickup and dismissal of students. Completion of scheduled work hours.	Students on time from recess and lunch (elementary). Starts and dismisses students on time (secondary).	Inconsistent dismissing and pick-up students on time.	Often fails to dismiss or pick-up students on time. Regularly does not complete hours of scheduled work day.		
Uses Illness/Release Days with Discretion	Demonstrates excellent attendance. Always exhibits consideration of class needs when unable to attend.	Demonstrates good attendance. Is considerate of class needs when absent.	Demonstrates average attendance. Some consideration of class needs is evident.	Inconsistent attendance without substantiated medical or domestic rationale. Does not exhibit consideration of class needs.		
Prepares Lesson Plans for Substitute Teacher	Substitute folder and/or lesson plans are consistently available, complete, contains activities that are up-to-date and relevant.	Substitute folder and/or lesson plans are available and up-to-date.	Substitute folder is available but contains minimal information or may not be up-to-date.	No substitute folder or lesson plans are available.		
Adheres to Dress Code per Handbook	Consistently dresses professionally. Is neat, clean, and well-groomed.	Usually dresses professionally. Is neat, clean, and well-groomed.	Inconsistent in professional dress and/or grooming. Sometimes too casual.	Attire is usually inappropriate and excessively casual. May not always appear well-groomed.		
Professional Conduct	Demeanor reflects courtesy towards adults and students. Contributes to environment of collegiality, community, and professionalism.	Models professional behavior towards adults and students.	Generally polite toward adults and students.	Behavior towards other adults and students detracts from an atmosphere of collegiality.		

Appendix D : The PAR Checklist

PEER FEEDBACK CHECKLIST		Revision 8/20/03
DOMAIN I: PLANNING AND PREPARATION	COMMENTS	
Component IA: Demonstrating Knowledge of Content		
Displays extensive content knowledge	_____	
Integrates across the curriculum	_____	
Builds on prior knowledge	_____	
Component IB: Demonstrating Knowledge of Students		
-Understands & uses students' varied approaches to learning in instructional planning	_____	
-Checks for understanding	_____	
-Uses formal & informal assessment	_____	
Component IC: Selecting Instructional Goals		
Clear standards based objectives	_____	
Reflects relevant learning activities	_____	
Plans assessments (teacher & student evaluated)	_____	
Component ID: Designing Coherent Instruction		
-Direct instruction	_____	
-Provides practice time	_____	
-Variety of teaching techniques	_____	
-Variety of student groupings	_____	
-Integrates literature	_____	
-Uses realia, visuals, hands on materials	_____	
DOMAIN II: THE CLASSROOM ENVIRONMENT		
Component 2A: Creating an Environment of Respect and Rapport		
-Creates respectful rapport	_____	
-Builds and facilitates student communication	_____	
-Communicates with Sp. Ed. staff as needed	_____	
Component 2B: Establishing a Culture for Learning		
-Students responsible for their own learning	_____	
-High expectations/pride in work	_____	
-Teacher as facilitator	_____	
Component 2C: Managing Classroom Procedures		
-Materials managed	_____	
Smooth transitions	_____	
-Supervises volunteers, TA's, service learners	_____	

	COMMENTS:
<p>Component 2D: Managing Student Behavior</p> <ul style="list-style-type: none"> -Standards of behavior/response clear consistent _____ -Teacher is proactive _____ -T response to misbehavior is effective & sensitive to individual needs _____ 	
<p>Component 2E: Organizing Physical Space</p> <ul style="list-style-type: none"> -Student centered _____ -Clean & safe _____ -Print rich _____ 	
<p>DOMAIN III: INSTRUCTION</p>	
<p>Component 3A: Communicating Clearly and Accurately</p> <ul style="list-style-type: none"> -Makes language comprehensible _____ -Speaks at appropriate rate and level _____ -Vocabulary development _____ 	
<p>Component 3B: Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> -Frequently checks for understanding _____ -Builds comprehension _____ -Higher order thinking skills (Bloom's) _____ -Guided exploration _____ -Multi-solution problems _____ -Discusses errors & misunderstandings _____ 	
<p>Component 3C: Engaging Students in Learning</p> <ul style="list-style-type: none"> -Paces lessons well & systematically _____ -Discovery learning _____ -Inquiry based learning _____ -S read for a variety of purposes _____ -Incorporates writing process _____ 	
<p>Component 3D: Feedback to Students</p> <ul style="list-style-type: none"> -T is consistent & timely in responding to students' learning (conferencing, grading/connecting work, observation) _____ 	
<p>Component 3E: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> -Students' needs guide lessons _____ -Individualizes instruction and/or IEP _____ -Re-teaches as needed _____ -Simplifies tasks _____ -Uses multi-modal techniques _____ -Adjusts environment _____ -Modifies materials/uses manipulatives, tapes _____ 	

ADMINISTRATOR & SELF ONLY

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

COMMENTS:

Component 4A: Reflecting on Teaching

- Reflects on instruction _____
- Takes initiative to seek & utilize resources for professional growth _____

Component 4B: Maintaining Accurate Records

- Completes & submits non-instructional records in a timely manner (cums, SST updates, daily attendance & registers, referrals, etc.) _____
- Uses formal assessments (grade book, Results, block testing, portfolios, publisher's tests, etc.) _____

Component 4C: Communicating With Families

- Involves family in instruction & behavior _____
- Home visits _____
- Maintains Parent Volunteer Folder _____

Component 4D: Contributing to the School and School Culture

- Contributes to committees and/or pet projects _____
- Participates in school events _____
- T creates/maintains positive relationships with colleagues _____

Component 4E: Growing and Developing Professionally

- Attends workshops, classes, seminars _____
- Implements knowledge to teaching _____
- Mentors/shares knowledge and resources _____
- Team plans and/or teaches _____
- Prepares lessons for substitute teachers _____

Component 4F: Showing Professionalism

- Attends Scheduled Meetings (Staff, Clan, Team, IEP, SST, 504, Committee) _____
- Punctual _____
- Adheres to work hours (T's Handbook) _____
- Uses illness/release days with discretion _____
- Adheres to dress code (T's Handbook) _____

Mandatory Subject/Content Areas:

- Language Arts _____
- Math _____
- Other (choice) _____

PURPOSE of Checklist:

- Provide feed back _____
- Peer Coaching _____
- Pre-conference tool _____
- Establish guide lines _____

Appendix E: Communication with Dr. Chiang via Email

Permission to use your survey Inbox x Dissertation emails x 1/21/15 chunfang_chiang@yahoo.c...
chunfang_chiang@yahoo.com
Show details

Estevez, Anarosa <anarosa.estevez.73@my.csun.edu> 1/21/15
to chunfang_chiang

Hello Dr. Chiang,
My name is Anarosa Estevez and I am a doctoral student at California State University Northridge. I have been trying to contact you and finally Dr. Carter responded and provided me with your email.
My dissertation is on the effect of performance based pay and student outcomes on teacher motivation and I am using Vroom's Theory as my theoretical framework. In looking at different studies, I found that the survey you developed can be modified to fit the educational context for teachers.
I am respectfully asking permission to use your survey and modify it to fit the teacher context. I will give you full credit for using your survey.
Please let me know if you grant me permission to use your survey.
Best regards,
Anarosa F. Estevez

chunfang Chiang <chunfang_chiang@yahoo.com> 1/22/15
to me

Hi, Anarosa Estevez

I think the questionnaire items listed in the journal. However, you may refer to the attached file for the survey.
Good luck with your study.

Sincerely,
Chun-Fang Chiang

...



Estevez, Anarosa <anarosa.estevez.73@my.csun.edu> 1/22/15
to chunfang

Thank you for your authorization in using this. I will make sure I accredit you in my dissertation references.

...

Appendix F: Letter to Participants

Dear Teachers:

My name is Anarosa F. Estevez, I am currently a doctoral student at California State University Northridge. I am inviting you to participate in this research study by completing the attached survey. My research will investigate the effect of performance-based pay on teacher motivation and student outcomes. The following questionnaire will require approximately 20 minutes to complete:

<https://www.surveymonkey.com/r/BBQTD37>

This study has been approved by California State University, Northridge's Institutional Review Board and poses no danger to human subjects. Your participation is strictly voluntary; completion and return of the questionnaire will indicate your willingness to participate in this study. You may refuse to participate at any time. If you have questions, concerns, or comments about this research project, you may contact the following:

1. Anarosa F. Estevez (Principal Researcher) via email at anarosa.estevez.73@my.csun.edu
2. Dr. Richard Moore (Faculty Advisor) via email at richard.moore@csun.edu

Thank you for taking the time to assist me in my educational endeavors. The data collected will provide the educational community, useful insights regarding teacher motivation and pay for performance programs.

Best Regards,

Anarosa F. Estevez

Appendix G: Survey Questions

The Effect of Performance-Based Pay (PAR) on Teacher Motivation and Student Outcomes

General Information

1. Gender

Male

Female

*** 2. Please indicate age range (check one box)**

20 - 30

31- 40

41- 50

51- 60

61 - 75

*** 3. How many years have you taught with a credential?**

*** 4. What is your current teaching level? (select one)**

Elementary

Middle School

High School

*** 5. What is your current family structure? (check one)**

Single

Partnered, unmarried

Married

Divorced

6. Do you have children living at home who depend on you financially? If yes, please fill the information below. If you do not have children, or you have dependent adult children, go on to the next question.

	Age	Academic Level
Child 1	<input type="text"/>	<input type="text"/>
Child 2	<input type="text"/>	<input type="text"/>
Child 3	<input type="text"/>	<input type="text"/>
Child 4	<input type="text"/>	<input type="text"/>
Child 5	<input type="text"/>	<input type="text"/>
Child 6	<input type="text"/>	<input type="text"/>
Child 7	<input type="text"/>	<input type="text"/>

7. Under Vaughn's Performance-Based Pay Program, what level are you? (check one)

Apprentice Level

Level 1 Teacher

Level 2 Teacher

Distinguished Teacher

8. Please indicate if you received a bonus for your Skills and Knowledge PAR Evaluation Matrix for the following periods

- Fall 2011
- Spring 2012
- Fall 2012
- Spring 2013
- Fall 2013
- Spring 2014

9. If you are a Secondary Teacher please skip to question 10

If you are an Apprentice Teacher please skip to question 12

Please indicate if you received a bonus for student outcomes (benchmark results)

	ELA	Math
Fall 2011	<input type="checkbox"/>	<input type="checkbox"/>
Spring 2012	<input type="checkbox"/>	<input type="checkbox"/>
Fall 2012	<input type="checkbox"/>	<input type="checkbox"/>
Spring 2013	<input type="checkbox"/>	<input type="checkbox"/>
Fall 2013	<input type="checkbox"/>	<input type="checkbox"/>
Spring 2014	<input type="checkbox"/>	<input type="checkbox"/>

10. For Secondary Teachers Only

Please indicate if you received a bonus for student outcomes in your subject area

- Fall 2011
- Spring 2012
- Fall 2012
- Spring 2013
- Fall 2013
- Spring 2014

11. Please indicate if you received a bonus for Lexiles

- Spring 2012
- Spring 2013
- Spring 2014

Next

The Effect of Performance-Based Pay (PAR) on Teacher Motivation and Student Outcomes

Section 2 Teacher Motivation

12. Please rate the following statements about motivation using the scale Strongly Disagree to Strongly Agree

	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
If I listen to my administrator and my peer observer, my teaching performance will significantly improve.	<input type="radio"/>						
If I apply the strategies I learn through PD, the quality of my teaching performance will be greatly enhanced.	<input type="radio"/>						
If I apply the strategies recommended by my peer or my administrator, the quality of my teaching performance will be greatly enhanced.	<input type="radio"/>						
If I work hard, I will get a lot more accomplished.	<input type="radio"/>						
If I put more effort into my teaching, my students results will improve significantly.	<input type="radio"/>						
If I put more effort into my teaching, I will definitely be regarded as an effective teacher.	<input type="radio"/>						

13. Performing well results in...

	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
Receiving monetary bonuses	<input type="radio"/>						
Opportunities for advancement and promotion	<input type="radio"/>						
Recognition/praise from others	<input type="radio"/>						
Personal growth and development	<input type="radio"/>						
Feeling satisfied with my teaching	<input type="radio"/>						
Feeling accomplished in my teaching	<input type="radio"/>						
Feeling in control of what happens in my classroom	<input type="radio"/>						

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The Effect of Performance-Based Pay (PAR) on Teacher Motivation and Student Outcomes

Section 3 - Teacher's Perception and Understanding of the PAR system at Vaughn

14. How desirable are the following aspects of the PAR system?

	Very undesirable	Undesirable	Slightly undesirable	Neutral	Slightly desirable	Desirable	Very desirable
Having a good salary with or without bonuses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More monetary bonuses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An increase in base pay rather than bonuses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bonuses for student outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for advancement/promotions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Full use of my skills and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition/praise from others at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feelings of accomplishment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal growth and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More control over what happens in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for useful and purposeful staff development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. How likely you are to act in the ways described below if you receive positive feedback under the PAR system?

	Very unlikely	Unlikely	Slightly unlikely	Neutral	Slightly likely	likely	Very Likely
Spend more effort on my teaching	<input type="radio"/>						
Collaborate with my peers to improve my teaching	<input type="radio"/>						
Seek professional development to increase the quality of my teaching	<input type="radio"/>						
Be willing to devote more time and effort in school activities	<input type="radio"/>						

16. To what degree are you bothered by the following when being evaluated?

	Not at all	Rarely	Sometimes	Rather often	Nearly all the time
Feeling you have too much responsibility for the work of others	<input type="radio"/>				
Not having enough training to do my job well	<input type="radio"/>				
Not having enough materials available to do my job well	<input type="radio"/>				
Thinking the workload and the pacing expectations may impact quality of teaching	<input type="radio"/>				
Not knowing expectations	<input type="radio"/>				
Feeling your position tends to interfere with your family life	<input type="radio"/>				
Feeling unappreciated for the work you do	<input type="radio"/>				

17. To what degree do agree with the following statements?

	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
Teachers rate themselves higher in their PAR self-evaluation rubric so they can attain their bonus.	<input type="radio"/>						
Teachers feel pressured to rate themselves higher so they can attain their bonus.	<input type="radio"/>						
Teachers are pressured to focus on marginal students to make the benchmark bonus.	<input type="radio"/>						

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The Effect of Performance-Based Pay (PAR) on Teacher Motivation and Student Outcomes

Section 4: Understanding of the PAR system at Vaughn

18. To what degree do you agree with the following statements?

	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
I understand the PAR evaluation system being used at my school site.	<input type="radio"/>						
My administrator and I concur on the meaning of the criteria used in the evaluation rubric.	<input type="radio"/>						
I have a real understanding of how the PAR evaluation rubric works.	<input type="radio"/>						
I do not understand how my last evaluation rating was determined.	<input type="radio"/>						
I know the criteria used by the rubric to assess my performance.	<input type="radio"/>						
My administrator clearly communicates to me the objectives of the evaluation matrix.	<input type="radio"/>						
I can decide on my own how to go about teaching so my students achieve at their highest level.	<input type="radio"/>						
I have a great deal of control over what happens in my classroom.	<input type="radio"/>						

19. To what degree do you think the following items impact a teacher's decision to leave Vaughn?

	Has no impact	Has little impact	Has minimal impact	Does not make a difference	Has some impact	Has impact	Strongly impacts
The Performance-Based Pay (PAR) System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The additional work associated with charter schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from the administrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Year-to-year contracts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stressful working conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Please rate the statement below

	Very dissatisfied	dissatisfied	Somewhat dissatisfied	Neutral	Slightly satisfied	satisfied	Very satisfied
How satisfied are you with the performance-based pay program at Vaughn?	<input type="radio"/>						

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**The Effect of Performance-Based Pay (PAR) on
Teacher Motivation and Student Outcomes**

Section 5 - Your Opinion Matters

* 21. What area or elements of the Performance-Based Pay System (PAR) at Vaughn do you consider valuable?

* 22. What areas of this program would you eliminate and why?

23. What areas of the PAR system would you improve or change? Please add reasons why.

24. Please use the space below to share any additional thoughts about PAR system at Vaughn not already addressed by this survey.

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Done